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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Contentment
By Oliver Wendell Holmes

“Man wants but little here below.”

Little I ask; my wants are few;  
I only wish a hut of stone,  
(A very plain brown stone will do,)  
That I may call my own;  
And close at hand is such a one,  
In yonder street that fronts the sun.

Plain food is quite enough for me;  
Three courses are as good as ten;—  
If Nature can subsist on three,  
Thank Heaven for three. Amen!  
I always thought cold victual nice;—  
My choice would be vanilla-ice.

I care not much for gold or land;—  
Give me a mortgage here and there,—  
Some good bank-stock, some note of hand,  
Or trifling railroad share,—  
I only ask that Fortune send  
A little more than I shall spend.

Honors are silly toys, I know,  
And titles are but empty names;  
I would, perhaps, be Plenipo,¹—  
But only near St. James;²  
I’m very sure I should not care  
To fill our Gubernator’s chair.

Jewels are baubles; ’t is a sin  
To care for such unfruitful things;—  
One good-sized diamond in a pin,—  
Some, not so large, in rings,—  
A ruby, and a pearl, or so,  
Will do for me;—I laugh at show.

My dame should dress in cheap attire;  
(Good, heavy silks are never dear;)—  
I own perhaps I might desire

¹ Plenipo: Plenipotentiary. A diplomat with full power to negotiate with other countries.  
² St. James: The Court of St. James, where foreign diplomats are accredited.
Some shawls of true Cashmere,—
Some marrowy crapes of China silk,
Like wrinkled skins on scalded milk.

I would not have the horse I drive
So fast that folks must stop and stare;
An easy gait—two forty-five—
Suits me; I do not care;—
Perhaps, for just a single spurt,
Some seconds less would do no hurt.

Of pictures, I should like to own
Titians\textsuperscript{3} and Raphaels\textsuperscript{4} three or four;—
I love so much their style and tone,
One Turner, and no more,
(A landscape,—foreground golden dirt,—
The sunshine painted with a squirt.)

Of books but few,—some fifty score
For daily use, and bound for wear;
The rest upon an upper floor;—
Some little luxury there
Of red morocco’s gilded gleam
And vellum rich as country cream.

Busts, cameos, gems,—such things as these,
Which others often show for pride,
I value for their power to please,
And selfish churls deride;—
One Stradivarius, I confess,
Two Meerschaums, I would fain possess.

Wealth’s wasteful tricks I will not learn,
Nor ape the glittering upstart fool;—
Shall not carved tables serve my turn,
But all must be of buhl?
Give grasping pomp its double share,—
I ask but one recumbent chair.

Thus humble let me live and die,
Nor long for Midas’ golden touch;
If Heaven more generous gifts deny,
I shall not miss them much,—
Too grateful for the blessing lent
Of simple tastes and mind content!

\textsuperscript{3} \textbf{Titians}: Paintings by Tiziano Vecellio (1488–1576).

\textsuperscript{4} \textbf{Raphaels}: Paintings by Raffaello Sancio (1483–1520).
Holmes opens his poem with a quotation: “Man wants but little here below.” Given the character of the poem’s speaker, which of the following would be a more accurate way to begin?

A  Man claims to want little here below.
B  Man earns but little here on Earth.
C  Man wants but little while he’s young.
D  Man hopes to earn what he deserves.

Read lines 26–31 from the poem.

Jewels are baubles; ’t is a sin
To care for such unfruitful things;—
One good-sized diamond in a pin,—
Some, not so large, in rings,—
A ruby, and a pearl, or so,
Will do for me;—I laugh at show.

These lines are ironic because their speaker

A  possesses few jewels and does not want any more.
B  thinks that material possessions such as jewels are bad.
C  is discontented with the little wealth that he owns.
D  claims that jewels are sinful but still desires them.

Which philosophical point does Holmes make in the poem?

A  Humility is a natural characteristic of humanity.
B  Those who are greedy are likely to suffer hardships.
C  It is difficult to be contented in a wealthy society.
D  People should give up their comforts and live simply.
The following items are not based on a passage. Read and answer each question.

4. Which term refers to the fear of heights?
   A. pathophobia
   B. acrophobia
   C. zoophobia
   D. monophobia

5. The relationship between foal and horse is the same as the relationship between
   A. goose and gander.
   B. pollen and bumblebee.
   C. trunk and elephant.
   D. tadpole and frog.

6. The relationship between sad and miserable is the same as the relationship between worried and
   A. irate.
   B. distraught.
   C. grave.
   D. reckless.

7. Read this sentence.

   The club was organized into several comittees and all the members were assigned to specific tasks.

   Which underlined word is spelled incorrectly?
   A. organized
   B. comittees
   C. assigned
   D. specific
From John Bull
By Washington Irving

There is no species of humor in which the English more excel, than that which consists in caricaturing and giving ludicrous appellations, or nicknames. In this way they have whimsically designated, not merely individuals, but nations; and, in their fondness for pushing a joke, they have not spared even themselves. One would think that, in personifying itself, a nation would be apt to picture something grand, heroic and imposing, but it is characteristic of the peculiar humor of the English, and of their love for what is blunt, comic, and familiar, that they have embodied their national oddities in the figure of a sturdy, corpulent old fellow, with a three-cornered hat, red waistcoat, leather breeches, and stout oaken cudgel. Thus they have taken a singular delight in exhibiting their most private foibles in a laughable point of view; and have been so successful in their delineations, that there is scarcely a being in actual existence more absolutely present to the public mind than that eccentric personage, John Bull. . . .

Unluckily, they sometimes make their boasted Bull-ism an apology for their prejudice or grossness; and this I have especially noticed among those truly homebred and genuine sons of the soil who have never migrated beyond the sound of Bow-bells. If one of these should be a little uncouth in speech, and apt to utter impertinent truths, he confesses that he is a real John Bull, and always speaks his mind. If he now and then flies into an unreasonable burst of passion about trifles, he observes, that John Bull is a choleric old blade, but then his passion is over in a moment, and he bears no malice. If he betrays a coarseness of taste, and an insensibility to foreign refinements, he thanks heaven for his ignorance—he is a plain John Bull, and has no relish for frippery and nicknacks. His very proneness to be gulled by strangers, and to pay extravagantly for absurdities, is excused under the plea of munificence—for John is always more generous than wise.

Thus, under the name of John Bull, he will contrive to argue every fault into a merit, and will frankly convict himself of being the honestest fellow in existence.

However little, therefore, the character may have suited in the first instance, it has gradually adapted itself to the nation, or rather they have adapted themselves to each other; and a stranger who wishes to study English peculiarities, may gather much valuable information from the innumerable portraits of John Bull, as exhibited in the windows of the caricature-shops.

1. corpulent: fat or fleshy.
2. cudgel: short, thick club.
3. frippery: cheap, showy clothes or ornaments.
4. gulled: deceived or cheated.
5. munificence: lavish generosity.
8. To which literary subgenre is this passage most closely related?
   A. satire
   B. tragedy
   C. pastoral
   D. parody

9. According to the author, the persona of John Bull represents
   A. intellect and wealth.
   B. brashness and naiveté.
   C. malice and impatience.
   D. wit and cleverness.

10. The passage’s tone can best be described as
    A. lighthearted.
    B. ominous.
    C. solemn.
    D. angry.

11. The author suggests which of the following archetypes in his description of John Bull?
    A. tragic hero
    B. scientist
    C. fool
    D. trickster

12. The theme of this passage deals mainly with the
    A. decline in popularity of John Bull.
    B. success of English literature.
    C. discontent with government policies.
    D. peculiarity of the English people.

13. Read this sentence from the essay.

   Thus, under the name of John Bull, he will contrive to argue every fault into a merit, and will frankly convict himself of being the honestest fellow in existence.

   What does the author suggest in this sentence?
   A. Those who call themselves John Bull are usually the trustworhtiest people.
   B. John Bull is an upstanding and honest person who does not make mistakes.
   C. People will often use the John Bull persona to explain away bad behavior.
   D. The English tradition of John Bull no longer has a place in society.
Benjamin Franklin and Electricity

(1) In 1857 Benjamin Franklin made a remarkable discovery that would change people’s lives forever. (2) Franklin had often marveled at the awesome natural wonder of lightning. (3) He thought it, if only someone could figure out how to control it, could benefit people in some way.

(4) Franklin believed that lightning was a natural form of electricity, but he needed to test this theory. (5) He thought that metal would conduct lightning if lightning was a form of electricity. (6) So, using his keen intellect, he devised an experiment. (7) One stormy night, Franklin tied a brass key to the string of a kite and sent the kite soaring into the sky. (8) When a bolt of lightning struck the kite, the lightning traveled through the brass key and through Franklin’s body, knocking him to the ground. (9) Fortunately, Franklin was not hurt and was able to prove the validity of his theory. (10) Most important of all, Franklin’s courageous experiment made inventors more aware of the power and potential of electricity.
14. The main purpose of this essay is to
A. inform readers how electricity was discovered.
B. argue that Benjamin Franklin was a brilliant scientist.
C. explain the importance of electricity to mankind.
D. describe Franklin’s experiment with lightning.

15. Read sentence 3 from the essay.

He thought it, if only someone could figure out how to control it, could benefit people in some way.

What is the best way to rewrite this sentence?
A. He thought, if only someone could figure out how to control it, it could benefit people in some way.
B. He thought lightning could benefit people in some way, if only someone could figure out how to control it.
C. If only someone could figure out how to control it, he thought it could benefit people in some way.
D. In some way, he thought lightning could benefit people, if only someone could figure out how to control it.

16. The author uses words such as “remarkable,” “marveled,” and “awesome” in order to express
A. excitement over Franklin’s experiment.
B. tension surrounding the danger of the experiment.
C. agitation with Franklin’s near injury.
D. contemplation in writing about Franklin’s life.

17. Which sentence in the passage best supports the idea in sentence 5?
A. sentence 4
B. sentence 6
C. sentence 7
D. sentence 8
18 Which sentence could best be added to the end of paragraph 2 to emphasize the importance of Benjamin Franklin’s experiment?

A Franklin’s experiment proved to be a success; people from all over the world marveled at his great discovery.

B The knowledge gained by Franklin helped lead to such inventions as the electric light bulb and the battery.

C Benjamin Franklin is still popular to this day for discovering electricity; if it weren’t for him, we’d still be using candles.

D Electricity sparked a new way of living; it marked the beginning of numerous industries and altered people’s lives.

19 Read the following sentence.

He figured out a way to “catch” lightning and study it.

Where is the best place to add this sentence to the essay?

A after sentence 3
B after sentence 4
C after sentence 5
D after sentence 6
Artificial Intelligence Research

Artificial Intelligence (AI) is the use of computer programs to mimic the way humans reason and learn. The goal of AI is to produce programs that resemble regular human thought processes. Current research in AI is concentrated in three main areas: problem solving, pattern recognition, and game playing.

In solving problems, humans move from an “initial state” to a “goal state” through a finite number of steps that carry them through to a conclusion. A Euclidean geometrical proof is a good example of this type of thinking. Although computers are well suited to mimicking purely logical processes, humans do not always solve problems in a purely logical fashion. AI research is therefore also attempting to construct models of reasoning processes that are based on intuition and guesswork.

Pattern recognition involves identifying and classifying forms, shapes, or relationships among data. The difficulty for AI research in this area is similar to the obstacles to building models of nonlogical problem-solving methods. Because many classification situations involve overlapping categories, the problem of pattern recognition is not merely one of being able to tell a circle from a square. For example, should an orange be classified in the same category as steak, since both are foods? Or should they be put in the separate categories of fruit and meat? The answer depends on the context of the decision. A situation involving only foods might dictate separating the orange and the steak, whereas a classification situation in the broader world of objects might entail putting the two foods together in the same group. While analyzing context is often a simple matter for humans, it is extremely difficult to mimic with a machine.

Natural language processing is another form of pattern recognition that poses difficulties for AI researchers. Humans have little difficulty dealing with the varied forms of expression used in natural languages such as English. It is not difficult for either a machine or a person to understand the sentence “The car is big.” But while English speakers might successfully unravel the classic example “Throw momma from the train a kiss” into the more easily comprehended “Throw a kiss to momma from the train,” this type of translation is more difficult for a machine to make. AI research attempts to model the learning process used by humans in making such a translation.

The greatest strides in AI research have been in the area of game playing. In this area, possible moves are analyzed by the computer to maximize its chances of winning. While this may seem like a purely logical process, the success of AI programs in outsmarting human competitors, who do not always use pure logic, is a measure of the progress of attaining intelligence artificially. If a machine can beat a human player, then a certain amount of intelligence beyond mere computational ability can be attributed to that machine.
The public perception of advances in AI research is based largely on its awareness of advances in chess-playing computers. The first significant development in the field came in 1948, when Alan Turing, a mathematician from Great Britain, created a chess program using a mechanical calculator. Turing’s machine was able to execute chess moves, but not adeptly; it lost to an amateur in its sole recorded game. A decade later, an American mathematician named Claude Shannon developed two distinct chess-playing algorithms. One, using what Shannon termed “brute force,” calculated all potential moves and the consequences of those moves as far ahead as a computer’s memory would allow. The second, which Shannon called “selective mode,” appraised only moves with great potential for success; selective mode considered a smaller number of future consequences of these moves.

It was not until 1988 that a computer defeated a chess grandmaster. In that year, a brute force program called Hitech won a four-game match against Arnold Denker, former American chess champion. By 1990, a computer had defeated Anatoly Karpoc, a former world champion; the German computer, called Mephisto, also used the brute force approach. Yet another brute force chess program, IBM’s Deep Blue, defeated world champion Gary Kasparov in one match of a six-game match, marking the first time a computer had defeated a reigning world champion. Deep Blue, using major strides in the development of computer memory, evaluated every possible move and all possible positions six moves afterward; as a result, it evaluated over 100 billion positions for each turn. The endeavor to develop an equally powerful selective mode program—which developers agree would more closely mimic human intelligence—has been less opportune.
20. Which of the following best states the writer’s purpose in this report?
   A. to persuade readers to use AI in problem solving
   B. to compare and contrast AI and human intelligence
   C. to explain the three areas of research in the field of AI
   D. to describe different experiments into the nature of AI

21. To help the reader better understand the history of AI research, the writer should include
   A. pictures of famous AI researchers and scientists.
   B. a time line of major discoveries and experiments.
   C. an example of a Euclidean geometrical proof.
   D. a list of future AI experiments likely to be conducted.

22. What kind of tone is achieved by the writer’s choice of diction?
   A. an earnest tone
   B. a lethargic tone
   C. a scholarly tone
   D. a morose tone

23. The writer’s final statement, “The endeavor to develop an equally powerful selective mode program— which developers agree would more closely mimic human intelligence— has been less opportune,” tells us that
   A. human intelligence is difficult to imitate in all its complexities.
   B. scientists have given up trying to create selective mode programs.
   C. people have opposed the development of AI for ethical reasons.
   D. AI research is likely to succeed when it focuses on selective mode programs.

24. Read the following sentence from paragraph 7.

   Deep Blue, using major strides in the development of computer memory, evaluated every possible move and all possible positions six moves afterward; as a result, it evaluated over 100 billion positions for each turn.

   The metaphor major strides here means
   A. long steps.
   B. a quick run.
   C. big advances.
   D. incremental growth.
The term “brute force,” as it is used in paragraphs 6 and 7, suggests that chess-playing computers such as Hitech and Deep Blue are?

A more powerful than intelligent.
B less likely to win at chess.
C very intimidating to humans.
D little understood by researchers.
Unit 2 Assessment
Reading/Literature
For Those Who Fail

By Joaquin Miller

1. “All honor to him who shall win the prize,”
2. The world has cried for a thousand years;
3. But to him who tries and who fails and dies,
4. I give great honor and glory and tears.
5. O great is the hero who wins a name,
6. But greater many and many a time,
7. Some pale-faced fellow who dies in shame,
8. And lets God finish the thought sublime.
9. And great is the man with a sword undrawn,
10. And good is the man who refrains from wine;
11. But the man who fails and yet fights on,
12. Lo! he is the twin-born brother of mine!
The poem is an example of
A  an elegy.
B  an epic.
C  a ballad.
D  an ode.

In line 7, when the poet says “Some pale-faced fellow who dies in shame,” he is referring to a person who is
A  a shady character.
B  killed during a battle.
C  not honored or known.
D  a nervous fighter.

The poem uses a solemn tone in order to
A  express that, sometimes, the people who go unnoticed deserve to be honored.
B  emphasize the importance of honoring and exalting great people who sacrificed their lives.
C  scold readers for not honoring unnamed heroes who showed values like valor and temperance.
D  warn readers about people who pretend to be heroes but who are not worthy of praise.

In lines 9–12, the poet tells us that
A  only a true hero can resist having wine.
B  he has a twin brother who is a well-known fighter.
C  someone who never gives up deserves greatness.
D  not drawing one’s sword is a true sign of heroism.

This poem suggests that Miller’s central philosophical position focuses on which one of the following ideas?
A  Failure is not such a horrible thing.
B  One who does heroic deeds should be remembered.
C  Great people practice the virtue of temperance.
D  People who do their best should be honored.
The following is a rough draft of a student’s report. It may contain errors.

Anouk Mollier
Ms. Frances Taylor
English 101
March 21, 2006
Topic: Person I Find Interesting

Andy Warhol

1 One of the most prominent figures in the art scene of the last few decades is Andrew Warhola, better known as Andy Warhol. His works sparked controversies, an artistic movement, and the renewed accessibility of art to the general public.

2 Andy was born and raised in Pittsburgh, Pennsylvania, to parents of Slovakian origin. Being afflicted by a disease called St. Vitus’ Dance, he spent most of his childhood at home (Matthews 52). During his early years, Warhol spent his time sketching, collecting pictures of his favorite actors and actresses, and listening to music. His childhood wasn’t an eventful one.

3 Andy’s talent for the arts was recognized when he graduated from The Carnegie Institute of Technology. From being sheltered as a child, Warhol suddenly made a bold move and relocated to New York City to work as a magazine illustrator. He was then thrust into the limelight for his controversial art (Perez 16).

4 Art critics attacked Andy’s work for being “mass produced” and “unartistic.” According to some, Warhol’s paintings are not works of art but an opportunist take on American commercialism (Perez 18). These pointed comments did not stop Andy Warhol from gaining fame in many artistic circles. He surrounded himself with a diverse group of artists and propagated what is now known as pop art. His paintings of objects that can be commonly found in almost any place (such as cans of Campbell’s soup) became iconic representations of American popular culture.

5 Pop art became a movement that helped the general public have access to art. The seemingly commonplace subjects of Warhol’s work were familiar to a wider range of audiences. Art appreciation was no longer exclusive to intellectuals and elites; even people without any artistic background were now able to participate in artistic discourse.
While most of his works were icons (or did become icons), Andy Warhol became an iconic figure himself. His signature platinum wig and flamboyant sense of style also contributed to his artistic notoriety. He and his works are still remembered and admired even after his death in 1987. Andy Warhol is still considered as one of today’s most influential artists.

Works Cited


**6** The main purpose of this essay is to
A describe in a very simple manner what pop art is.
B discuss the contributions of Andy Warhol to modern art.
C narrate significant events in Andy Warhol’s life.
D give examples of popular works of art in the 1960s.

**7** Which sentence could best be added at the end of paragraph 3?
A In the 1960s Warhol started to produce artwork depicting popular American products such as Campbell’s soup and Coca Cola.
B Warhol was known in the magazine illustration industry for his drawings of fashionable shoes that were featured in numerous ads.
C Pop art became famous because of Warhol; commonplace objects now became artistic subjects in paintings, prints, and other mediums.
D Andy Warhol’s works were sold for exuberant amounts of money—his clients were mostly politicians, rock stars, and movie icons.
Which transition would best enhance the meaning if added at the beginning of the third sentence of paragraph 4?
A  In fact,
B  Therefore,
C  However,
D  Moreover,

Which source in the Works Cited section is taken from a magazine?
A  Anderson, Julia . . .
B  Matthews, Robert . . .
C  Perez, Humphrey . . .
D  Wilson, Vanessa . . .
The following items are not based on a passage. Read and answer each question.

10. The word *oligarchy* is derived from the Greek words *oligoi* and *arkhein*, which mean “few” and “to rule,” respectively. An oligarchy is a form of government that is

A. governed by a prime minister.
B. controlled by the people for the people.
C. reigned over by a king and queen.
D. led by a small group of elites.

11. Which of the following sentences is written correctly?

A. Janelle, the owner of the convenience store, is lowering the cost of her most high-priced items.
B. Janelle the owner of the convenience store, is lowering the cost of her most high-priced items.
C. Janelle, the owner of the convenience store, is lowering the cost of her, most high-priced, items.
D. Janelle the owner of the convenience store is lowering the cost of her most high-priced items.

12. The Latin root *publicus*, used in words such as *public* and *republic*, most closely means

A. “from the government.”
B. “of the people.”
C. “for the common good.”
D. “in a temporary state.”

13. Read these sentences.

This Friday, Paula will be given an award for academic excellence. Last year, she received a medal for her acheivement in art class. Her parents are proud of her success.

Which underlined word is spelled incorrectly?

A. excellence
B. received
C. acheivement
D. success
E-Z Tune Universal Remote Control

Thank you for purchasing the new and improved E-Z Tune Universal Remote Control. Comfort and convenience are now just one click away. This model of E-Z Tune is now easier to use. There are no more confusing buttons or setting instructions; all you have to do is point and click! These are the main reasons why I love my E-Z Tune!

This package contains:

✓ E-Z Tune Universal Remote Control unit
✓ remote control dock and charger
✓ battery charger
✓ four rechargeable batteries

Your new remote control and its parts

E-Z Tune is handy and ready to use.

1 Power button
2 Setting button
3 Channels
4 Channel scroll-down buttons
5 Volume buttons
6 Timer buttons
7 Sensor bulb
8 Battery compartment

Using your new remote control

Tired of using and losing several remote controls in your home? E-Z Tune is very easy to use. It functions as a remote control for your TV, radio, CD player, MP3 player, and DVD player. That means no hassle and less clutter!

To use your remote control, point it at the desired appliance, and press the green button (Setting button) on the upper left part of your E-Z Tune for 20 seconds. When the little red bulb on the top part of the remote blinks, you can use E-Z Tune the way you use your conventional remote!

Charging your new remote control

There are two ways to charge your E-Z Tune. You can simply place it in the remote control dock when not in use, or just put 2 AA rechargeable batteries in the battery compartment found in the back of your remote. Battery life lasts about 6 months.
Caring for your remote control

Do not:

- wet your remote control.
- place it near magnetic objects.
- expose it to extreme temperatures.

14. In the introductory paragraph of the manual, the writer praises E-Z Tune’s
   A  countless functions.
   B  user-friendliness.
   C  product versatility.
   D  product durability.

15. The manual describes all of the following features of the remote control except a
   A  power button.
   B  sensor bulb.
   C  caption button.
   D  battery compartment.

16. The manual should include an illustration of the remote control so that consumers can
   A  familiarize themselves with what the remote looks like.
   B  learn how to operate the remote control more effectively.
   C  distinguish the different parts of E-Z Tune.
   D  remember what E-Z Tune looks like in case it gets lost.
Read this excerpt from the passage.

Comfort and convenience are now just one click away. This model of E-Z Tune is now easier to use. There are no more confusing buttons and setting instructions; all you have to do is point and click! These are the main reasons why I love my E-Z Tune!

Which of the following sentences is not consistent with the tone of the passage?

A. Comfort and convenience are now just one click away.
B. This model of E-Z Tune is now easier to use.
C. There are no more confusing buttons and setting instructions; all you have to do is point and click!
D. These are the main reasons why I love my E-Z Tune!
From Remembrance of Things Past

By Marcel Proust

For a long time I used to go to bed early. Sometimes, when I had put out my candle, my eyes would close so quickly that I had not even time to say “I'm going to sleep.” And half an hour later the thought that it was time to go to sleep would awaken me; I would try to put away the book which, I imagined, was still in my hands, and to blow out the light; I had been thinking all the time, while I was asleep, of what I had just been reading, but my thoughts had run into a channel of their own, until I myself seemed actually to have become the subject of my book: a church, a quartet, the rivalry between François I\(^1\) and Charles V\(^2\). This impression would persist for some moments after I was awake; it did not disturb my mind, but it lay like scales upon my eyes and prevented them from registering the fact that the candle was no longer burning. Then it would begin to seem unintelligible, as the thoughts of a former existence must be to a reincarnate spirit; the subject of my book would separate itself from me, leaving me free to choose whether I would form part of it or no; and at the same time my sight would return and I would be astonished to find myself in a state of darkness, pleasant and restful enough for the eyes, and even more, perhaps, for my mind, to which it appeared incomprehensible, without a cause, a matter dark indeed.

I would ask myself what o'clock it could be; I could hear the whistling of trains, which, now nearer and now farther off, punctuating the distance like the note of a bird in a forest, shewed me in perspective the deserted countryside through which a traveller would be hurrying towards the nearest station: the path that he followed being fixed for ever in his memory by the general excitement due to being in a strange place, to doing unusual things, to the last words of conversation, to farewells exchanged beneath an unfamiliar lamp which echoed still in his ears amid the silence of the night; and to the delightful prospect of being once again at home.

I would lay my cheeks gently against the comfortable cheeks of my pillow, as plump and blooming as the cheeks of babyhood. Or I would strike a match to look at my watch. Nearly midnight. The hour when an invalid, who has been obliged to start on a journey and to sleep in a strange hotel, awakens in a moment of illness and sees with glad relief a streak of daylight shewing under his bedroom door. Oh, joy of joys! it is morning. The servants will be about in a minute: he can ring, and some one will come to look after him. The thought of being made comfortable gives him strength to endure his pain. He is certain he heard footsteps: they come nearer, and then die away. The ray of light beneath his door is extinguished. It is midnight; some one has turned out the gas; the last servant has gone to bed, and he must lie all night in agony with no one to bring him any help.

\(^1\) François I: King of France (1515–47), who fought a series of wars with the Holy Roman Empire (1521–44).
\(^2\) Charles V: Holy Roman emperor (1519–56).
I would fall asleep, and often I would be awake again for short snatches only, just long enough to hear the regular creaking of the wainscot,\(^3\) or to open my eyes to settle the shifting kaleidoscope of the darkness, to savour, in an instantaneous flash of perception, the sleep which lay heavy upon the furniture, the room, the whole surroundings of which I formed but an insignificant part and whose unconsciousness I should very soon return to share. Or, perhaps, while I was asleep I had returned without the least effort to an earlier stage in my life, now for ever outgrown; and had come under the thrall of one of my childish terrors, such as that old terror of my great-uncle’s pulling my curls, which was effectually dispelled on the day—the dawn of a new era to me—on which they were finally cropped from my head. I had forgotten that event during my sleep; I remembered it again immediately I had succeeded in making myself wake up to escape my great-uncle’s fingers; still, as a measure of precaution, I would bury the whole of my head in the pillow before returning to the world of dreams.

\(^3\) **wainscot**: lining for interior walls, usually paneled and of wood.
18. What kind of tone does the author achieve through his choice of diction?
A. reflective
B. dismissive
C. remorseful
D. indignant

19. Which of the following sentences best expresses the author’s point of view?
A. He is telling the story of an invalid.
B. He is describing his sleeping habits.
C. He is reliving an unpleasant experience.
D. He is engaging in a debate.

20. The reader can infer from the excerpt that Marcel Proust believes that
A. sleep is a meaningless but necessary exercise.
B. nightmares prevent people from living their lives to the fullest.
C. remembering a lost love can affect one’s mood.
D. in sleep, one can relive important moments in one’s life.

21. Read this excerpt from the passage.

I would lay my cheeks gently against the comfortable cheeks of my pillow, as plump and blooming as the cheeks of babyhood.

In this excerpt, Proust uses the phrase **cheeks of babyhood** to convey the idea that
A. his comfort reminds him of youth and innocence.
B. he had a similar pillow when he was a baby.
C. he dreams about having a child.
D. sleep affects different people in different ways.
The Grateful Husband

By Mark Twain

One day a lady was driving through a great city with her little boy when the horses took fright and dashed madly away. A brave youth who was driving a grocery-wagon threw himself before the plunging animals. His noble and dangerous deed succeeded in arresting their flight. Upon arriving home, the grateful lady related the heroic act to her husband, who listened with streaming eyes. Afterwards, he sent for the boy and placed a check for five hundred dollars in his hand. Said the husband, “Take this as a reward for your noble act, William Ferguson. If ever you shall need a friend, remember that Thompson McSpadden has a grateful heart.”

William Ferguson called the next week and asked Mr. McSpadden to use his influence to get him a higher employment. Mr. McSpadden happily found him an underclerkship at a good salary.

Presently William Ferguson’s mother fell sick, and—Well, to cut the story short—Mr. McSpadden consented to take her into his house. Before long she yearned for the society of her younger children; so Mary and Julia were admitted also, and little Jimmy, their brother. Jimmy had a pocket knife, and he wandered into the drawing room with it one day, alone, and reduced ten thousand dollars’ worth of furniture to an indeterminable value in rather less than three-quarters of an hour.

Before long seventeen more relatives had become frequent visitors at the McSpaddens’.

McSpadden then consented to send William to college. When the first semester’s vacation came, the young hero requested to be sent to Europe for his health. At this point, the persecuted McSpadden had finally reached his limit. He plainly and squarely refused. William Ferguson’s mother was so astounded, she said in a half-gasp, “Is this your gratitude? Where would your wife and boy be now, but for my son?”

William said, “Is this your gratitude? Did I save your wife’s life or not? Tell me that!”

Seven relations swarmed in from the kitchen and each said, “And this is his gratitude!”

Then the pluck of the revolutionary McSpadden rose to the occasion, and he replied with fervor, “Out of my house, the whole beggarly tribe of you! I was beguiled, but shall never be beguiled again—once is sufficient for me.” And turning to William he shouted, “Yes, you did save my wife’s life, and the next man that does it shall die in his tracks!”
22. What does Mr. McSpadden mean when he says, “I was beguiled, but shall never be beguiled again—once is sufficient for me”?
   A. He is too confused to know what to do next.
   B. He won’t let himself be fooled again.
   C. His generosity will never wane.
   D. He needs to consider all his options.

23. What is the main theme of this excerpt?
   A. Saving a person’s life is not a heroic feat.
   B. Causing trouble sometimes has its advantages.
   C. It is rarely a good idea to rely on one’s friends.
   D. Some people take unfair advantage of others’ generosity.

24. The passage employs a humorous tone to
   A. help readers understand the tragedy of the situation.
   B. portray the characters as reluctant heroes.
   C. make a point about life in an entertaining way.
   D. give readers information about the time period.

25. Which of the following sentences from the passage best displays the author’s humor?
   A. “Take this as a reward for your noble act, William Ferguson.”
   B. “Yes, you did save my wife’s life, and the next man that does it shall die in his tracks!”
   C. A brave youth who was driving a grocery-wagon threw himself before the plunging animals.
   D. William Ferguson called the next week and asked Mr. McSpadden to use his influence to get him a higher employment.
Unit 3/Semester Assessments
Reading/Literature Writing Applications
The following items are not based on a passage. Read and answer each question.

1 The relationship between **unite** and **divide** is the same as the relationship between
A start and initiate.
B create and destroy.
C plan and arrange.
D improve and appreciate.

2 Which of the following versions of the sentence has a parallel structure?
A The students jogged by the seashore and relaxing in one of their cottages before lunchtime.
B The students jogging by the seashore and relaxed in one of their cottages before lunchtime.
C The students jog by the seashore and relaxed in one of their cottages before lunchtime.
D The students jogged by the seashore and relaxed in one of their cottages before lunchtime.

3 Each of the following sentences has a misspelled word except
A The committee that is organizing the city-wide street parade has started gathering support from the residents.
B The commit tee that is organizing the city-wide street parade has started gathering support from the residents.
C The committee that is organizing the city-wide street parade has started gathering suport from the residents.
D The committee that is organizing the city-wide street parade has started gathering support from the residents.

4 The relationship between **ingratiate** and **flatterer** is the same as the relationship between
A valiant and hero.
B educate and instruct.
C research and scholar.
D aristocracy and servant.
Read the following citations from a Works Cited page.


Which of the following was accessed using a computer?

A  Thompson, Priscilla M . . .

B  Hoffman, Allan A . . .

C  Bundy, Stella F . . .

D  “Allergies.” . . .
Nothing Will Die

By Alfred, Lord Tennyson

When will the stream be aweary of flowing
Under my eye?
When will the wind be aweary of blowing
Over the sky?

When will the clouds be aweary of fleeting?
When will the heart be aweary of beating?
And nature die?
Never, oh! never, nothing will die;
The stream flows,
The wind blows,
The cloud fleets,
The heart beats,
Nothing will die.

Nothing will die;
All things will change
Through eternity.
‘Tis the world’s winter;
Autumn and summer
Are gone long ago;

Earth is dry to the centre,
But spring, a new comer,
A spring rich and strange,
Shall make the winds blow
Round and round,
Through and through,
Here and there,
Till the air
And the ground
Shall be filled with life anew.

The world was never made;
It will change, but it will not fade.
So let the wind range;
For even and morn
Ever will be
Through eternity.
Nothing was born;
Nothing will die;
All things will change.
6 Read these lines from the poem.

Earth is dry to the centre, / But spring, a new comer, / A spring rich and strange, / Shall make the winds blow

What is the poet referring to in these lines?
A the dryness of the fields
B an interesting visitor
C the colors that spring brings
D the emergence of new life

7 Which of the following best describes the main theme of the poem?
A constant change
B growing old
C beauty of nature
D changing seasons

8 To which literary subgenre is this poem most closely related?
A elegy
B lyric
C ode
D parody

9 Read these lines from the poem.

Till the air / And the ground / Shall be filled with life anew.

The mood of these lines can best be described as
A excited.
B fearful.
C frustrated.
D sarcastic.
From The First Inaugural Address

By Woodrow Wilson

1 There has been a change of government. It began two years ago, when the House of Representatives became Democratic by a decisive majority. It has now been completed. The Senate about to assemble will also be Democratic. The offices of President and Vice-President have been put into the hands of Democrats. What does the change mean? That is the question that is uppermost in our minds today. That is the question I am going to try to answer, in order, if I may, to interpret the occasion.

2 It means much more than the mere success of a party. The success of a party means little except when the Nation is using that party for a large and definite purpose. No one can mistake the purpose for which the Nation now seeks to use the Democratic Party. It seeks to use it to interpret a change in its own plans and point of view. Some old things with which we had grown familiar, and which had begun to creep into the very habit of our thought and of our lives, have altered their aspect as we have latterly looked critically upon them, with fresh, awakened eyes; have dropped their disguises and shown themselves alien and sinister. Some new things, as we look frankly upon them, willing to comprehend their real character, have come to assume the aspect of things long believed in and familiar, stuff of our own convictions. We have been refreshed by a new insight into our own life.

3 We see that in many things that life is very great. It is incomparably great in its material aspects, in its body of wealth, in the diversity and sweep of its energy, in the industries which have been conceived and built up by the genius of individual men and the limitless enterprise of groups of men. It is great, also, very great, in its moral force. Nowhere else in the world have noble men and women exhibited in more striking forms the beauty and the energy of sympathy and helpfulness and counsel in their efforts to rectify wrong, alleviate suffering, and set the weak in the way of strength and hope. We have built up, moreover, a great system of government, which has stood through a long age as in many respects a model for those who seek to set liberty upon foundations that will endure against fortuitous change, against storm and accident. Our life contains every great thing, and contains it in rich abundance.

4 But the evil has come with the good, and much fine gold has been corroded. With riches has come inexcusable waste. We have squandered a great part of what we might have used, and have not stopped to conserve the exceeding bounty of nature, without which our genius for enterprise would have been worthless and impotent, scorning to be careful, shamefully prodigal as well as admirably efficient. We have been proud of our industrial achievements, but we have not hitherto stopped thoughtfully enough to count the human cost, the cost of lives snuffed out, of energies overtaxed and broken, the fearful physical and spiritual cost to the men and women and children upon whom the dead weight and burden
of it all has fallen pitilessly the years through. The groans and agony of it all had
not yet reached our ears, the solemn, moving undertone of our life, coming up
out of the mines and factories, and out of every home where the struggle had its
intimate and familiar seat. With the great Government went many deep secret
things which we too long delayed to look into and scrutinize with candid, fearless
eyes. The great Government we loved has too often been made use of for private
and selfish purposes, and those who used it had forgotten the people.

At last a vision has been vouchsafed us of our life as a whole. We see the bad
with the good, the debased and decadent with the sound and vital. With this
vision we approach new affairs. Our duty is to cleanse, to reconsider, to restore, to
correct the evil without impairing the good, to purify and humanize every process
of our common life without weakening or sentimentalizing it. There has been
something crude and heartless and unfeeling in our haste to succeed and be great.
Our thought has been “Let every man look out for himself, let every generation
look out for itself,” while we reared giant machinery which made it impossible
that any but those who stood at the levers of control should have a chance to look
out for themselves. We had not forgotten our morals. We remembered well enough
that we had set up a policy which was meant to serve the humblest as well as the
most powerful, with an eye single to the standards of justice and fair play, and
remembered it with pride. But we were very heedless and in a hurry to be great.
In his opening remarks, Wilson asks the question, “What does the change mean?” in order to
A enhance his speech and draw more listeners.
B introduce his explanation of the changes in the government.
C incite people to question the change.
D empathize with people who are confused by the changes.

Wilson points out that there are things to appreciate about the American system of government. In which paragraph does Wilson support this idea?
A paragraph 2
B paragraph 3
C paragraph 4
D paragraph 5

Wilson’s attitude toward his audience conveys
A assurance.
B familiarity.
C hatred.
D disappointment.

What tone is achieved through Wilson’s choice of diction?
A cynical
B indifferent
C jubilant
D optimistic
From A Portrait of the Artist as a Young Man

By James Joyce

What birds were they? He stood on the steps of the library to look at them, leaning wearily on his ashplant. They flew round and round the jutting shoulder of a house in Molesworth Street. The air of the late March evening made clear their flight, their dark quivering bodies flying clearly against the sky as against a limp-hung cloth of smoky tenuous\(^1\) blue.

He watched their flight; bird after bird: a dark flash, a swerve, a flutter of wings. He tried to count them before all their darting quivering bodies passed: six, ten, eleven: and wondered were they odd or even in number. Twelve, thirteen: for two came wheeling down from the upper sky. They were flying high and low but ever round and round in straight and curving lines and ever flying from left to right, circling about a temple of air.

He listened to the cries: like the squeak of mice behind the wainscot: a shrill twofold note. But the notes were long and shrill and whirring, unlike the cry of vermin,\(^2\) falling a third or a fourth and trilled as the flying beaks clove the air. Their cry was shrill and clear and fine and falling like threads of silken light unwound from whirling spools.

The inhuman clamour soothed his ears in which his mother’s sobs and reproaches murmured insistently and the dark frail quivering bodies wheeling and fluttering and swerving round an airy temple of the tenuous sky soothed his eyes which still saw the image of his mother’s face.

Why was he gazing upwards from the steps of the porch, hearing their shrill twofold cry, watching their flight? For an augury\(^3\) of good or evil? A phrase of Cornelius Agrippa flew through his mind and then there flew hither and thither shapeless thoughts from Swedenborg on the correspondence of birds to things of the intellect and of how the creatures of the air have their knowledge and know their times and seasons because they, unlike man, are in the order of their life and have not perverted that order by reason.

And for ages men had gazed upward as he was gazing at birds in flight. The colonnade above him made him think vaguely of an ancient temple and the ashplant on which he leaned wearily of the curved stick of an augur. A sense of fear of the unknown moved in the heart of his weariness, a fear of symbols and portents, of the hawk-like man whose name he bore soaring out of his captivity on osier-woven wings, of Thoth, the god of writers, writing with a reed upon a tablet and bearing on his narrow ibis head the cusped moon.

\(^{1}\) **tenuous**: delicate or weak.

\(^{2}\) **vermin**: troublesome insects or animals, such as fleas or rats.

\(^{3}\) **augury**: a sign or omen.
He smiled as he thought of the god’s image for it made him think of a bottle-nosed judge in a wig, putting commas into a document which he held at arm’s length, and he knew that he would not have remembered the god’s name but that it was like an Irish oath. It was folly. But was it for this folly that he was about to leave for ever the house of prayer and prudence into which he had been born and the order of life out of which he had come?

They came back with shrill cries over the jutting shoulder of the house, flying darkly against the fading air. What birds were they? He thought that they must be swallows who had come back from the south. Then he was to go away for they were birds ever going and coming, building ever an unlasting home under the eaves of men’s houses and ever leaving the homes they had built to wander.

_Bend down your faces, Oona and Aleel._
_I gaze upon them as the swallow gazes_  
_Upon the nest under the eave before_  
_He wander the loud waters._

A soft liquid joy like the noise of many waters flowed over his memory and he felt in his heart the soft peace of silent spaces of fading tenuous sky above the waters, of oceanic silence, of swallows flying through the sea-dusk over the flowing waters.

A soft liquid joy flowed through the words where the soft long vowels hurtled noiselessly and fell away, lapping and flowing back and ever shaking the white bells of their waves in mute chime and mute peal, and soft low swooning cry; and he felt that the augury he had sought in the wheeling darting birds and in the pale space of sky above him had come forth from his heart like a bird from a turret, quietly and swiftly.

Symbol of departure or of loneliness? The verses crooned in the ear of his memory composed slowly before his remembering eyes the scene of the hall on the night of the opening of the national theatre. He was alone at the side of the balcony, looking out of jaded eyes at the culture of Dublin in the stalls and at the tawdry scene-cloths and human dolls framed by the garish lamps of the stage. A burly policeman sweated behind him and seemed at every moment about to act. The catcalls and hisses and mocking cries ran in rude gusts round the hall from his scattered fellow students.


14 Read the following poem from the passage.

Bend down your faces, Oona and Aleel. / I gaze upon them as the swallow gazes
Upon the nest under the eave before / He wander the loud waters.

The contrast between the images of “the nest under the eave” and “the loud waters” suggests the contrast between
A home and exile.
B the sky and the sea.
C life and death.
D a bird and a ship.

15 The birds in this passage most nearly represent
A caution.
B freedom.
C hopelessness.
D intelligence.

16 Throughout the passage, the primary mood is one of
A exultation.
B suspense.
C excitement.
D uncertainty.
Automatic Rice Cooker (Heat Preservation Type)

The Automatic Rice Cooker is equipped with a magnetic controlling system. It is sleek, easy to use, dependable, and energy-saving.

INSTRUCTIONS

1. After washing the rice in another container, it must be poured into the pan. Add the right amount of water. A cup of rice usually cooks in two cups of water. However, some types of rice need either more or less water. Adjust accordingly. (see Fig. 1)

2. Place the pan inside the cooker, making sure the bottom is flat on the surface of the heating plate. Cover with the cooker’s lid. (see Fig. 2)

3. Insert the power plug into the input socket of the cooker. Then plug the cooker into a 230V-outlet. A red light indicates that the cooker is working. Press the switch button. When the rice is cooked, the switch button will automatically release. A yellow light indicates that the rice is being kept warm. Keep the lid closed for 10 minutes. (see Fig. 3)

4. The cooker will automatically keep the rice warm at a temperature of 60–70°C. When the rice temperature goes below this range, the yellow light will flicker for a minute before the red light turns on again, indicating that the heat preservation process has begun.

CAUTION

1. Always unplug the unit before cleaning.

2. To ensure optimal cooking performance and to prevent fire hazards, keep the pan and heating plate clean. No rice grain, dust, or any other foreign matter should remain between the bottom of the pan and the surface of the heating plate.
17 Which of the following best describes the writer’s primary purpose in this passage?
A to instruct readers on how to use the Automatic Rice Cooker
B to compare the Automatic Rice Cooker with its competitors
C to inform readers about the Automatic Rice Cooker’s many uses
D to persuade people to purchase and use the Automatic Rice Cooker

18 The introduction to the user guide praises all of the following qualities of the Automatic Rice Cooker except its
A controlling system.
B design.
C accessories.
D energy consumption.

19 The phrase “foreign matter” refers to
A an appliance made in another country.
B materials made of a different type of metal.
C food from other countries.
D items and substances other than the pan.

20 Including figures in the instructions would help
A show how the heat preservation works.
B prove that the cooker has a sleek design.
C explain the instructions.
D make the manual colorful.

21 Read the following sentence from the manual.

After washing the rice in another container, it must be poured into the pan.

What is the best way to rewrite the sentence to make it consistent with the rest of the instructions in the manual?
A When washing the rice in another container, it must be poured into the pan.
B Wash the rice in another container, and then pour the rice into the pan.
C When you wash the rice in another container, you have to pour it into the pan.
D After washing the rice in another container, the pan is where to place it.
From What Is Classic?

By Charles Augustin Sainte-Beuve

1 A delicate question, to which somewhat diverse solutions might be given according to times and seasons. An intelligent man suggests it to me, and I intend to try, if not to solve it, at least to examine and discuss it face to face with my readers, were it only to persuade them to answer it for themselves, and, if I can, to make their opinion and mine on the point clear. And why, in criticism, should we not, from time to time, venture to treat some of those subjects which are not personal, in which we no longer speak of some one but of some thing? Our neighbours, the English, have well succeeded in making of it a special division of literature under the modest title of “Essays.” It is true that in writing of such subjects, always slightly abstract and moral, it is advisable to speak of them in a season of quiet, to make sure of our own attention and of that of others, to seize one of those moments of calm moderation and leisure seldom granted our amiable France; even when she is desirous of being wise and is not making revolutions, her brilliant genius can scarcely tolerate them.

2 A classic, according to the usual definition, is an old author canonised by admiration, and an authority in his particular style. The word classic was first used in this sense by the Romans. With them not all the citizens of the different classes were properly called classici, but only those of the chief class, those who possessed an income of a certain fixed sum. Those who possessed a smaller income were described by the term infra classem, below the preeminent class. The word classicus was used in a figurative sense by Aulus Gellius, and applied to writers: a writer of worth and distinction, classicus assiduusque scriptor, a writer who is of account, has real property, and is not lost in the proletariat crowd. Such an expression implies an age sufficiently advanced to have already made some sort of valuation and classification of literature.

3 At first the only true classics for the moderns were the ancients. The Greeks, by peculiar good fortune and natural enlightenment of mind, had no classics but themselves. They were at first the only classical authors for the Romans, who strove and contrived to imitate them. After the great periods of Roman literature, after Cicero and Virgil, the Romans in their turn had their classics, who became almost exclusively the classical authors of the centuries which followed. The middle ages, which were less ignorant of Latin antiquity than is believed, but which lacked proportion and taste, confused the ranks and orders. Ovid was placed above Homer, and Boetius seemed a classic equal to Plato. The revival of learning in the fifteenth and sixteenth centuries helped to bring this long chaos to order, and then only was admiration rightly proportioned. Thenceforth the true classical authors of Greek and Latin antiquity stood out in a luminous background, and were harmoniously grouped on their two heights.
Meanwhile modern literatures were born, and some of the more precocious, like the Italian, already possessed the style of antiquity. Dante appeared, and, from the very first, posterity greeted him as a classic. Italian poetry has since shrunk into far narrower bounds; but, whenever it desired to do so, it always found again and preserved the impulse and echo of its lofty origin. It is no indifferent matter for a poetry to derive its point of departure and classical source in high places; for example, to spring from Dante rather than to issue laboriously from Malherbe.

A true classic, as I should like to hear it defined, is an author who has enriched the human mind, increased its treasure, and caused it to advance a step; who has discovered some moral and not equivocal truth, or revealed some eternal passion in that heart where all seemed known and discovered; who has expressed his thought, observation, or invention, in no matter what form, only provided it be broad and great, refined and sensible, sane and beautiful in itself; who has spoken to all in his own peculiar style, a style which is found to be also that of the whole world, a style new without neologism, new and old, easily contemporary with all time.

Such a classic may for a moment have been revolutionary; it may at least have seemed so, but it is not; it only lashed and subverted whatever prevented the restoration of the balance of order and beauty.

If it is desired, names may be applied to this definition which I wish to make purposely majestic and fluctuating, or in a word, all-embracing. I should first put there Corneille of the Polyeucte, Cinna, and Horaces. I should put Molière there, the fullest and most complete poetic genius we have ever had in France. Goethe, the king of critics, said:

“Molière is so great that he astonishes us a fresh every time we read him. He is a man apart; his plays border on the tragic, and no one has the courage to try and imitate him. His Avaré, where vice destroys all affection between father and son, is one of the most sublime works, and dramatic in the highest degree. In a drama every action ought to be important in itself, and to lead to an action greater still. In this respect Tartuffe is a model. What a piece of exposition the first scene is! From the beginning everything has an important meaning, and causes something much more important to be foreseen. The exposition in a certain play of Lessing that might be mentioned is very fine, but the world only sees that of Tartuffe once. It is the finest of the kind we possess. Every year I read a play of Molière, just as from time to time I contemplate some engraving after the great Italian masters.”

I do not conceal from myself that the definition of the classic I have just given somewhat exceeds the notion usually ascribed to the term. It should, above all, include conditions of uniformity, wisdom, moderation, and reason, which dominate and contain all the others. Having to praise M. Royer-Collard, M. de Rémusat said—“If he derives purity of taste, propriety of terms, variety of
expression, attentive care in suiting the diction to the thought, from our classics, he owes to himself alone the distinctive character he gives it all.” It is here evident that the part allotted to classical qualities seems mostly to depend on harmony and nuances of expression, on graceful and temperate style: such is also the most general opinion. In this sense the preeminent classics would be writers of a middling order, exact, sensible, elegant, always clear, yet of noble feeling and airily veiled strength. Marie-Joseph Chénier has described the poetics of those temperate and accomplished writers in lines where he shows himself their happy disciple:—

“It is good sense, reason which does all,—virtue, genius, soul, talent, and taste.—What is virtue? reason put in practice;—talent? reason expressed with brilliance;—soul? reason delicately put forth;—and genius is sublime reason.”

**22** What is the author’s main purpose in the passage?
A to express his personal view on the true definition of a classic
B to confuse readers by giving different definitions of a classic
C to give readers a historical background on how the word classic came to be
D to criticize the definitions that others have given for a classic

**24** In paragraph 7, the mention of Corneille and Molière contains a tone that is full of
A envy.
B criticism.
C admiration.
D confidence.

**23** In which paragraph does Sainte-Beuve support his own definition of classic?
A paragraph 3
B paragraph 4
C paragraph 5
D paragraph 6

**25** In paragraphs 9 and 10, the author says that the preeminent classics’ writings would have the following qualities except
A graceful style.
B elegance.
C sense.
D outspokenness.
Writing Application: Expository Writing

Writing Task: Choose a process—such as how to play a particular sport, how to make something, or how to operate an electrical appliance—that you understand well. Write a composition that leads someone unfamiliar with the process through each of its steps. Begin the composition with an introduction that identifies the process, states the main point of the composition, and captures the interest of the reader. Follow it with important background information, such as what materials are needed. As you explain the process in chronological order, be sure to define unfamiliar terms. Use clear language and transition words that show the relationship between steps.

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:** Many Americans today do not vote in national or local elections. Write an editorial for a local newspaper in which you try to persuade the members of your community who are 18 years and older that they should vote in the next election and take interest in local issues. Be sure to use persuasive reasons for participating in the political process.

**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.
Unit 4 Assessment
Reading/Literature
The following is a rough draft of a student’s report. It contains errors.

Plate Tectonics

1 In 1914 Alfred Wegener, a German scientist, proposed a theory that he called “continental drift.” He proposed that the continents at one time in history had been connected but were slowly moving apart. It was not until the 1950s that geologists began to seriously ponder the theory of continental drift. New evidence led them not only to confirm Wegener’s theory but also to expand on it. Continental drift became a part of the geological theory known as plate tectonics.

2 According to the theory of plate tectonics, the surface of the earth is separated into vast flat chunks called plates. The plates fit together to form the seemingly unified surface of the planet. The surface of the earth seems stationary, but it is always moving. Under the crust that forms Earth’s surface lies a semi-liquid mass of partially molten rock called the mantle (Estrella 18). The plates float atop the mantle (19). As the plates drift on the pliable mantle, they jostle and collide, bumping into each other along their edges. Sometimes some of the liquid mantle, called magma, is pushed up into the cracks between the plates because of the movement.

3 Scientists who study the effects of the movement of the earth’s plates are called seismologists. On the surface of the earth, we experience the “jostling” of plate edges as earthquakes and the appearance of liquid magma as lava from volcanic eruptions. Seismologists have determined that earthquakes of varying degrees of intensity take place around the world hundreds of times a day. Some seismic tremors are so slight that they go unnoticed. Others are so strong that they cause great damage and many deaths (Pullman).

4 Although earthquakes can occur anywhere on the planet, landmasses that lie along the edge of a plate are far more likely to experience earthquakes than others. The western coast of North America, for example, has many more earthquakes than other regions of North America. Japan has many earthquakes each year, whereas all of Europe has relatively few, even though Europe is significantly larger than Japan. Regions of the world that have a higher number of earthquakes also have many active volcanoes because these regions are located close to plate edges. Other regions, such as the U.S. Midwest, do not have as many earthquakes or volcanoes because the regions are located in the middle of plates, where jostling is minimal and magma has a hard time seeping through (Hamilton 22).

5 When earthquakes are plotted on a map of the world, zones of light and heavy earthquake activity can be seen. For instance, a “ring of fire” of high earthquake and volcanic eruption frequency circles the edges of the Pacific Ocean, including the western coasts of North and South America and the eastern coasts of
Indonesia and Japan. However, most of the center of the Pacific Ocean, with the notable exception of the Hawaiian Islands, is remarkably free of earthquake activity (Susan 18). The western coast of North America has many active volcanoes, including the famous Mount Saint Helens, which erupted in 1980. Japan also has many volcanoes, such as Mount Fuji.

Seismologists use knowledge of past earthquakes to try to help them predict future earthquakes. They have charts that plot when and where earthquakes have occurred, and this information helps them determine the likely recurrence of tectonic plate collisions in an area. Today there are even satellites that measure the motion of tectonic plates. By developing strategies for determining future seismic motion, the damage caused by that motion can be minimized.

The earth’s plates are constantly moving and bumping into each other. Over great stretches of time, this activity has caused the geography of the earth’s surface to change. New continents have been created, and existing landmasses have been moved great distances. In fact, it is believed that Antarctica, which is now completely icebound near the South Pole, was once located near the equator! Landmasses that are now separated by oceans could someday be united. The theory of plate tectonics has helped further our geological understanding of our ever-changing world.

Works Cited


1. Read the following sentence from the report.

The surface of the earth seems stationary, but it is always moving.

Which sentence below uses the best placement of the word actually to help clarify meaning?

A. The surface of the earth actually seems stationary, but it is always moving.
B. The surface of the earth seems stationary, but it is actually always moving.
C. Actually, the surface of the earth seems stationary, but it is always moving.
D. The surface of, actually, the earth seems stationary, but it is always moving.

2. What is the main purpose of this report?

A. to predict where an earthquake will likely occur
B. to describe the life and job of a seismologist
C. to explain how plate tectonics cause earthquakes
D. to instruct people on earthquake safety

3. Which of these features would best support the main idea of the report?

A. a sidebar about molten rock from a science magazine
B. a quote from someone who has experienced an earthquake
C. an anecdote from someone who lives near a ring of fire
D. an interview with a noted seismologist about quakes

4. Which source listed in the Works Cited section was accessed using a computer?

A. Estrella, Elise...
B. Hamilton, Judith...
C. Pullman, William...
D. Susan, Philip...

5. Read this excerpt from paragraph 7 of the report.

In fact, it is believed that Antarctica, which is now completely icebound near the South Pole, was once located near the equator!

The word equator is from the Latin root æquare, meaning

A. long.
B. equal.
C. center.
D. middle.
From the First Inaugural Address of President Ulysses S. Grant

March 4, 1869

Citizens of the United States:

1 Your suffrages having elected me to the office of President of the United States, I have, in conformity to the Constitution of our country, taken the oath of office prescribed therein. I have taken this oath without mental reservation and with the determination to do to the best of my ability all that is required of me. The responsibilities of the position I feel, but accept them without fear. The office has come to me unsought; I commence its duties untrammeled. I bring to it a conscious desire and determination to fill it to the best of my ability to the satisfaction of the people.

2 On all leading questions agitating the public mind I will always express my views to Congress and urge them according to my judgment, and when I think it advisable will exercise the constitutional privilege of interposing a veto to defeat measures which I oppose; but all laws will be faithfully executed, whether they meet my approval or not.

3 I shall on all subjects have a policy to recommend, but none to enforce against the will of the people. Laws are to govern all alike—those opposed as well as those who favor them. I know no method to secure the repeal of bad or obnoxious laws so effective as their stringent execution.

4 The country having just emerged from a great rebellion, many questions will come before it for settlement in the next four years which preceding Administrations have never had to deal with. In meeting these it is desirable that they should be approached calmly, without prejudice, hate, or sectional pride, remembering that the greatest good to the greatest number is the object to be attained.

5 This requires security of person, property, and free religious and political opinion in every part of our common country, without regard to local prejudice. All laws to secure these ends will receive my best efforts for their enforcement.

6 A great debt has been contracted in securing to us and our posterity the Union. The payment of this, principal and interest, as well as the return to a specie basis as soon as it can be accomplished without material detriment to the debtor class or to the country at large, must be provided for. To protect the national honor, every dollar of Government indebtedness should be paid in gold, unless otherwise expressly stipulated in the contract. Let it be understood that no repudiator of one farthing of our public debt will be trusted in public place, and it will go far toward strengthening a credit which ought to be the best in the world, and will ultimately enable us to replace the debt with bonds bearing less interest.
than we now pay. To this should be added a faithful collection of the revenue, a
strict accountability to the Treasury for every dollar collected, and the greatest
practicable retrenchment in expenditure in every department of Government.

When we compare the paying capacity of the country now, with the ten States
in poverty from the effects of war, but soon to emerge, I trust, into greater
prosperity than ever before, with its paying capacity twenty-five years ago, and
calculate what it probably will be twenty-five years hence, who can doubt the
feasibility of paying every dollar then with more ease than we now pay for useless
luxuries? Why, it looks as though Providence had bestowed upon us a strong box
in the precious metals locked up in the sterile mountains of the far West, and
which we are now forging the key to unlock, to meet the very contingency that is
now upon us.

Ultimately it may be necessary to insure the facilities to reach these riches
and it may be necessary also that the General Government should give its aid
to secure this access; but that should only be when a dollar of obligation to
pay secures precisely the same sort of dollar to use now, and not before. Whilst
the question of specie payments is in abeyance the prudent business man is
careful about contracting debts payable in the distant future. The nation should
follow the same rule. A prostrate commerce is to be rebuilt and all industries
encouraged.
In paragraph 1, Grant uses the phrase “come to me unsought” to convey that he did not
A force his presidency.
B look for someone else to be president.
C search for his new office building.
D want to become president.

President Grant uses phrases such as “will always express my views,” “urge them according to my judgment,” and “defeat measures which I oppose” in order to
A show that he is opinionated.
B intimidate the American people.
C assert his authority over the stated matters.
D challenge critics to argue with him.

President Grant’s overall attitude toward his audience conveys
A humility.
B firmness.
C contempt.
D admiration.

Read this excerpt from paragraph 4.

The country having just emerged from a great rebellion, many questions will come before it for settlement. . . . In meeting these it is desirable that they should be approached calmly, without prejudice, hate, or sectional pride, remembering that the greatest good to the greatest number is the object to be attained.

This statement reveals Grant’s belief that
A the United States should be permanently disbanded.
B the United States should seek to recover from the Civil War by serving the wishes of its majority.
C rebuilding the United States will require serving the interests of Union loyalists.
D prejudice and hatred will make rebuilding the nation impossible.
Gettysburg

By Herman Melville

O pride of the days in prime of the months
Now trebled in great renown,
When before the ark of our holy cause
Fell Dagon\(^1\) down—

5
Dagon foredoomed, who, armed and targed,
Never his impious heart enlarged
Beyond that hour; god walled his power,
And there the last invader charged.

He charged, and in that charge condensed

10
His all of hate and all of fire;
He sought to blast us in his scorn,
And wither us in his ire.
Before him went the shriek of shells—
Aerial screamings, taunts and yells;

15
Then the three waves in flashed advance
Surged, but were met, and back they set:
Pride was repelled by sterner pride,
And Right is a strong-hold yet.

Before our lines it seemed a beach

20
Which wild September gales have strown
With havoc on wreck, and dashed therewith
Pale crews unknown—
Men, arms, and steeds. The evening sun
Died on the face of each lifeless one,

25
And died along the winding marge of fight
And searching-parties lone.

Sloped on the hill the mounds were green,

30
Our center held that place of graves,
And some still hold it in their swoon,
And over these a glory waves.
The warrior-monument, crashed in fight,

35
Shall soar transfigured in loftier light,
A meaning ampler bear;
Soldier and priest with hymn and prayer
Have laid the stone, and every bone
Shall rest in honor there.

---

\(^1\) Dagon: a pagan god used in this poem to represent the Confederate soldiers who fall before the Union troops, and by extension, the Christian God.
10 The poem uses a somber tone in order to
A describe the sad mood of the event.
B point out that the reader should not have hope.
C show how depressed the poet is.
D inform the reader of the events in Gettysburg.

11 In line 13, when the poet says “the shriek of shells” he is referring to the
A commands being given.
B soldiers yelling.
C cannonballs passing.
D sounds of seashells.

12 What characteristic of this poem is reminiscent of an elegy?
A its ridicule of the soldiers’ foolish charge
B its chronological depiction of the Gettysburg battle
C its description of the beauty of the evening sun
D its tribute to the fallen soldiers of Gettysburg

13 Read the following lines from the poem.

Our center held that place of graves,
And some still hold it in their swoon,
And over these a glory waves.

What does the image depicted in these lines suggest?
A The soldiers won an important victory on that piece of land.
B It is best to leave the past buried and forgotten.
C Those who died on the battlefield will forever be honored.
D In war, determination trumps everything else.
The following is a rough draft of a student’s report. It contains errors.

The Pacific Ocean

1 The Pacific Ocean is the largest of all of the world’s five oceans (followed by the Atlantic Ocean, the Indian Ocean, the Southern Ocean, and the Arctic Ocean). Strategically important access waterways include the La Perouse, Tsugaru, Tsushima, Taiwan, Singapore, and Torres Straits (Bloom 30).

2 The total surface area of the Pacific covers about 28 percent of the global surface, greater than that of the entire land surface of the earth (31). The widest part of the ocean from east to west lies between Colombia, South America, and the Malay Peninsula in Asia, a distance of about 12,000 miles. The longest part of the ocean from north to south stretches about 9,600 miles from the Bering Strait between Alaska and Asia to Antarctica. Its average depth is about 14,000 feet. Its deepest spot—the deepest part of any ocean—lies near Guam in the Mariana Trench about 36,200 feet below the surface (Gaines). Portuguese explorer Ferdinand Magellan (c.1480–1521) named the ocean Pacifico, which means “peaceful,” after having sailed its calm waters for several weeks. The name is misleading, however. Underground volcanoes and earthquakes have caused powerful and deadly tidal waves called tsunamis, and typhoons have destroyed fleets of ships (Greene 56).

3 Tropical cyclones (hurricanes) may form south of Mexico from June to October and affect Mexico and Central America. The western Pacific is monsoonal—a rainy season occurs during the summer months, when moisture-laden winds blow from the ocean over the land, and a dry season occurs during the winter months, when dry winds blow from the Asian landmass back to the ocean. Tropical cyclones (typhoons) may strike Southeast and East Asia from May to December (Greene 63).

4 The Pacific Ocean is a major contributor to the world economy and particularly to those nations its waters directly touched. It provides low-cost sea transportation between East and West, extensive fishing grounds, offshore oil and gas fields, minerals, and sand and gravel for the construction industry. In 1996, more than 60 percent of the world’s fish catch came from the Pacific Ocean (Wentworth).

Works Cited


14 What is the main purpose of this report?
A to convince readers that the Pacific Ocean is the largest
B to educate readers about facts on the Pacific Ocean
C to inform readers on how to save the Pacific Ocean
D to caution readers against going to countries near the Pacific Ocean

15 Which of these sentences could best be added to paragraph 2 to support the claim that the total surface area of the Pacific Ocean is greater than the entire land surface area of the earth?
A All the continents could fit into the Pacific Ocean’s surface.
B There are more underground volcanoes in the Pacific Ocean.
C It includes other seas like the Bering Sea and the Philippine Sea.
D It is located between Asia, Australia, and the Western Hemisphere.

16 From which source is the first sentence of paragraph 2 taken?
A Wentworth, Michael...
B Gaines, Jordan...
C Greene, Stephen...
D Bloom, Catherine...

17 Read this sentence.
The Pacific Ocean is a major contributor to the world economy and particularly to those nations its waters directly touched.

Which of these is the correct substitute for the underlined word?
A touches
B touch
C touching
D will touch

18 In paragraph 2, the author uses the words “Pacifico” and “tsunamis” in order to show that the Pacific Ocean’s name is
A ironic.
B frightening.
C exotic.
D Portuguese.
Dear Customer:

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Happy Reading!
19 **Paragraph 1 praises the e-book reader’s**
A beauty.  
B versatility.  
C functionality.  
D affordability.

20 **The PocketLib E-book Reader is also called the “Library in your Pocket” in order to**
A help readers envision what owning an e-book reader is like.  
B encourage readers to go to the library more often.  
C tell readers that it’s great to have a library in one’s pocket.  
D convince readers that they purchased the right e-book reader.

21 **Read the following sentence.**

Make sure that the battery is fully charged, as indicated by a solid green light beside the power light.

**Where is the best place to add this sentence to the instructions?**
A paragraph 5  
B paragraph 3  
C paragraph 7  
D paragraph 6

22 **Which of these would best support the main idea of the first paragraph?**
A a quote from an author of one of the e-books  
B a disclaimer from a Reader technician  
C a note from the president of the company  
D a testimonial from a satisfied customer.
The following questions are not based on a passage. Read and answer each item.

23 The relationship between the words *freedom* and *independence* is the same as the relationship between
A *liberty* and *oppression*.
B *power* and *weakness*.
C *equality* and *fairness*.
D *courage* and *cowardice*.

24 The relationship between the words *ethereal* and *otherworldly* is the same as the relationship between *fanciful* and
A *realistic*.
B *sensible*.
C *practical*.
D *whimsical*.

25 The words *pendulum* and *pendant* use the Latin root *pendere*, meaning
A hang down.
B swing side to side.
C sparkle brightly.
D ornament.
Unit 5 Assessment
Reading/Literature
From The Lottery Ticket

By Anton Chekhov

1. Ivan Dmitritch, a middle-class man who lived with his family on an income of twelve hundred a year and was very well satisfied with his lot, sat down on the sofa after supper and began reading the newspaper . . .

2. “Masha, 9,499 is there!” he said in a hollow voice.

3. His wife looked at his astonished and panic-stricken face, and realized that he was not joking.

4. “9,499?” she asked, turning pale and dropping the folded tablecloth on the table.

5. “Yes, yes . . . it really is there!”

6. “And the number of the ticket?”

7. “Oh, yes! There’s the number of the ticket too. But stay . . . wait! No, I say! Anyway, the number of our series is there! Anyway, you understand . . . .”

8. Looking at his wife, Ivan Dmitritch gave a broad, senseless smile, like a baby when a bright object is shown it. His wife smiled too; it was as pleasant to her as to him that he only mentioned the series, and did not try to find out the number of the winning ticket. To torment and tantalize oneself with hopes of possible fortune is so sweet, so thrilling!

9. “It is our series,” said Ivan Dmitritch, after a long silence. “So there is a probability that we have won. It’s only a probability, but there it is!”

10. “Well, now look!”

11. “Wait a little. We have plenty of time to be disappointed. It’s on the second line from the top, so the prize is seventy-five thousand. That’s not money, but power, capital! And in a minute I shall look at the list, and there—26! Eh? I say, what if we really have won?”

12. The husband and wife began laughing and staring at one another in silence. The possibility of winning bewildered them; they could not have said, could not have dreamed, what they both needed that seventy-five thousand for, what they would buy, where they would go. They thought only of the figures 9,499 and 75,000 and pictured them in their imagination, while somehow they could not think of the happiness itself which was so possible . . .

13. Ivan Dmitritch pictured to himself autumn with its rains, its cold evenings, and its St. Martin’s summer. At that season he would have to take longer walks about the garden and beside the river, so as to get thoroughly chilled, and then . . . eat a salted mushroom or a soused cucumber, . . . The children would come running from the
kitchen-garden, bringing a carrot and a radish smelling of fresh earth . . . And then, he would lie stretched full length on the sofa, and in leisurely fashion turn over the pages of some illustrated magazine, or, covering his face with it and unbuttoning his waistcoat, give himself up to slumber.

The St. Martin’s summer is followed by cloudy, gloomy weather. It rains day and night, the bare trees weep, the wind is damp and cold. The dogs, the horses, the fowls—all are wet, depressed, downcast. There is nowhere to walk; one can’t go out for days together; one has to pace up and down the room, looking despondently at the grey window. It is dreary! . . .

Ivan Dmitritch thought of her relations. All those wretched brothers and sisters and aunts and uncles would come crawling about as soon as they heard of the winning ticket, would begin whining like beggars, and fawning upon them with oily, hypocritical smiles. Wretched, detestable people! If they were given anything, they would ask for more; while if they were refused, they would swear at them, slander them, and wish them every kind of misfortune.

Ivan Dmitritch remembered his own relations, and their faces, at which he had looked impartially in the past, struck him now as repulsive and hateful.

“They are such reptiles!” he thought . . .

And he looked at his wife, not with a smile now, but with hatred. She glanced at him too, and also with hatred and anger. She had her own daydreams, her own plans, her own reflections; she understood perfectly well what her husband’s dreams were. She knew who would be the first to try and grab her winnings . . .

Her husband understood her look; hatred began stirring again in his breast, and in order to annoy his wife he glanced quickly, to spite her at the fourth page on the newspaper and read out triumphantly:

“Series 9,499, number 46! Not 26!”

Hatred and hope both disappeared at once, and it began immediately to seem to Ivan Dmitritch and his wife that their rooms were dark and small and low-pitched, that the supper they had been eating was not doing them good, but lying heavy on their stomachs, that the evenings were long and wearisome . . .

“What the devil’s the meaning of it?” said Ivan Dmitritch, beginning to be ill-humoured. “Wherever one steps there are bits of paper under one’s feet, crumbs, husks. The rooms are never swept! One is simply forced to go out.”
1. To which literary subgenre is this passage most closely related?
   A. satire  
   B. fantasy  
   C. pastoral  
   D. allegory

2. Which universal theme is addressed in the story?
   A. Husbands and wives should never play games that could damage their marriage.  
   B. The allure of great material wealth leads to corruption and unhappiness.  
   C. Money problems should never be discussed with your loved one.  
   D. Relatives or in-laws should never be trusted with money.

3. What tone does Chekhov achieve in paragraph 13?
   A. forceful  
   B. dazed  
   C. desirous  
   D. regretful

4. In paragraph 15, Ivan Dmitritch thinks

   All those wretched brothers and sisters . . . would come crawling about as soon as they heard of the winning ticket . . .

   Literally, he means that his wife’s relatives would be showing up pleading for a share of the money. What other meaning could this remark have had?
   A. His wife’s relatives are despicable and parasitic.  
   B. The relatives would come creeping into their house.  
   C. These relatives would undergo a metamorphosis.  
   D. The remark has no meaning beyond the literal one.
Enid’s Song

By Alfred, Lord Tennyson

Turn, Fortune, turn thy wheel and lower the proud;  
Turn that wild wheel thro’ sunshine, storm, and cloud;  
Thy wheel and thee we neither love nor hate.

Turn, Fortune, turn thy wheel with smile or frown;  
With that wild wheel we go not up or down;  
Our hoard is little, but our hearts are great.

Smile and we smile, the lords of many lands;  
Frown and we smile, the lords of our own hands;  
For man is man and master of his fate.

Turn, turn thy wheel above the starting crowd;  
Thy wheel and thou are shadows in the cloud;  
Thy wheel and thee we neither love nor hate.

5 The poet portrays Fortune as
A tricky.
B powerful.
C unwelcome.
D unimportant.

6 Which line from the poem is an example of personification?
A Our hoard is little, but our hearts are great.
B Turn, Fortune, turn thy wheel with smile or frown;
C For man is man and master of his fate.
D With that wild wheel we go not up or down;

7 Which of the following poetic devices contributes most to the musical qualities of “Enid’s Song”?
A rhyme
B assonance
C imagery
D onomatopoeia

8 In line 5 when the poet says, “With that wild wheel we go not up or down,” he means
A we must accept our fate because we cannot change it.
B it makes no difference whether we have good or bad luck.
C people should not show strong emotions around each other.
D our lives are like wheels turning from one extreme to the other.
From “I Am an American”

A speech on National Greatness by American lawyer and federalist leader Gouverneur Morris, 1800

1 It is in the national spirit. It is in that high, haughty, generous, and noble spirit which prizes glory more than wealth and holds honor dearer than life. It is that spirit, the inspiring soul of heroes, which raises men above the level of humanity. It is present with us when we read the story of ancient Rome. It swells our bosoms at the view of her gigantic deeds and makes us feel that we must ever be irresistible while human nature shall remain unchanged. I have called it a high, haughty, generous, and noble spirit. It is high—elevated above all low and vulgar considerations. It is haughty—despising whatever is little and mean, whether in character, council, or conduct. It is generous—granting freely to the weak and to the indigent protection and support. It is noble—dreading shame and dishonor as the greatest evil, esteeming fame and glory beyond all things human.

2 When this spirit prevails, the government, whatever its form, will be wise and energetic because such government alone will be borne by such men. And such a government, seeking the true interest of those over whom they preside, will find it in the establishment of a national character becoming the spirit by which the nation is inspired. Foreign powers will then know that to withhold a due respect and deference is dangerous, that wrongs may be forgiven but that insults will be avenged. As a necessary result every member of the society bears with him everywhere full protection, and when he appears his firm and manly port mark him of a superior order in the race of man. The dignity of sentiment which he has inhaled with his native air gives to his manner an ease superior to the politeness of courts and a grace unrivaled by the majesty of kings.

3 These are blessings which march in the train of national greatness and come on the pinions of youthful hope. I anticipate the day when to command respect in the remotest regions it will be sufficient to say, ‘I am an American.’ Our flag shall then wave in glory over the ocean and our commerce feel no restraint but what our own government may impose. Happy, thrice happy day. Thank God, to reach this envied state we need only to will. Yes, my countrymen, our destiny depends on our will. But if we would stand high on the record of time, that will must be inflexible.
9. In paragraph 1, Morris uses the phrase “high, haughty, generous, and noble spirit” in order to further
   A. explain the concept of national spirit.
   B. teach listeners about the characteristics of Americans.
   C. express his respect for countries with a national spirit.
   D. influence listeners in admiring the American way of life.

10. Read this sentence from the passage.

   It swells our bosoms at the view of her gigantic deeds and makes us feel that we must ever be irresistible while human nature shall remain unchanged.

   In this sentence, the phrase human nature refers to the
   A. material things human beings possess.
   B. characteristics that human beings share.
   C. influences in the life of human beings.
   D. environment where human beings live.

11. What kind of tone is achieved through Morris's choice of diction?
   A. angry
   B. begging
   C. optimistic
   D. criticizing
America at Leisure

1 The period from 1894 to 1915 was one in which workers in the United States began to have more leisure time than their predecessors. One reason for this was that industrial employers began to decrease working hours and institute a Saturday half-day holiday, which gave workers more free time for leisure activities. (Other types of workplaces would soon follow suit.) Vacations began to be regularly offered to workers, although they were usually unpaid ones. The monotony of specialized industrial work and the crowding of urban expansion also created a desire in the worker to have leisure time away from his or her job and away from the bustle of the city. The Progressive movement was another factor which contributed to the increased value of leisure time for workers, as their health and well-being received more attention. Yet another factor was the installation of electric lighting in the city streets, which made nighttime leisure activities less dangerous for both sexes.

2 People responded to this increased allowance of free time by attending a variety of leisure activities both within and away from the city. New types of amusements that people of all classes and both sexes could attend came into existence and quickly spread across the country.

Urban Entertainment

3 Within cities, people attended vaudeville shows, which would feature a multitude of acts. Shows often ran continuously so that theatergoers could come and go as they pleased. Vaudeville shows crossed economic and ethnic boundaries, as many different social groups would mix in the audience. Other popular shows of the time included circuses and Wild West shows, the most famous of the latter being William F. “Buffalo Bill” Cody’s.

4 Motion pictures also served as entertainment during leisure time for urban audiences. Initially the movies were novelties in kinetoscope viewers, until they became acts in their own right on the vaudeville stage. As motion pictures became longer, they moved into storefront Nickelodeon theaters and then into even larger theaters.

Further Afield

5 Outdoor activities remained popular as people attended celebratory parades and county fairs, the latter featuring agricultural products, machinery, competitions, and rides.

6 Some people wished to go further afield on their vacations and leave the city. Many with limited budgets went to the countryside or the beaches. Towards the latter part of the nineteenth century, resorts opened in the outskirts of cities, such as the beach area of Asbury Park in New Jersey, which was founded in 1870. Amusement parks opened in places like Coney Island, New York, founded
in 1897, offering rides, fun houses, scenes from foreign life, and the latest technological breakthroughs, such as motion pictures. National parks were created by the federal government to preserve nature and many began to tour these areas on vacation. One such example was Yellowstone Park where people camped or stayed at the hotels built there in the late 1880s.

World’s fairs and expositions held in different U.S. cities offered Americans a chance to “tour the world” in one place. The fairs celebrated progress and featured exhibits of science and technology, foreign villages, shows, rides and vendors.

Works Cited


The main purpose of this article is

A  to discuss how Americans benefit from leisure activities.
B  to analyze the development of American urban entertainment.
C  to give a brief history of common American leisure activities.
D  all of the above.

The author uses terms such as “monotony,” “crowding,” and “bustle” in order to describe

A  people’s ways of life.
B  leisure activities.
C  vaudeville shows
D  Coney Island
14 What evidence provides a reason that American workers started to enjoy more leisure time in the late 1800s?
A Beach resorts opened in the outskirts of cities.
B Celebratory parades and county fairs became popular.
C Industrial employers cut working hours and set up holidays.
D People flocked to vaudeville acts, circuses, and Wild West shows.

15 The writer could have included photographs of Americans in the past enjoying their leisure time to help the reader
A review the information.
B organize the information.
C research the information.
D visualize the information.

16 Which source listed in the Works Cited section was accessed using a computer?
A Walsh, Chris Z. . . .
B Fischer, Theobalt H. . . .
C De Souza, Natalie O. . . .
D The National Encyclopedia

17 Read the following sentence.
The first major one was the Philadelphia Centennial Exposition in 1876, which was followed by fairs in Chicago (1893), Atlanta (1895), Nashville (1897), Omaha (1898), Buffalo (1901), and St. Louis (1904).

Where is the best place to add the sentence to the report?
A after the last sentence of paragraph 3
B after the last sentence of paragraph 4
C after the last sentence of paragraph 6
D after the last sentence of paragraph 7
The following questions are not about a passage. Read and answer each question.

18 Read this sentence.

Benjamin Franklin is a famous scientist, an American statesman, too, and proved that lightning is a form of electricity by flying a kite in a thunderstorm.

What is the best way to rewrite the sentence?

A Benjamin Franklin, a famous American scientist and statesman, proved that lightning is a form of electricity by flying a kite in a thunderstorm.

B Benjamin Franklin is a famous scientist and a statesman of the U.S. who proved that lightning is a form of electricity by flying a kite in a thunderstorm.

C Lightning was proven to be a form of electricity by Benjamin Franklin, a famous American scientist and statesman who flew a kite in a thunderstorm.

D Benjamin Franklin is a famous scientist and American statesman because he proved that lightning is a form of electricity by flying a kite in a thunderstorm.

19 Read this sentence.

The weary traveler would have forgotten her commitment had not a fellow passenger awakened her from deep slumber.

Which underlined word is spelled incorrectly?

A weary
B passenger
C forgotten
D commitment

20 The relationship between eerie and peculiar is the same as the relationship between

A blunt and sharp.
B artifice and illusion.
C careful and impulsive.
D turbulent and tranquil.
From Energy and National Goals
By President Jimmy Carter, 1979

. . . It’s clear that the true problems of our Nation are much deeper—deeper than gasoline lines or energy shortages, deeper even than inflation or recession. And I realize more than ever that as President, I need your help. So, I decided to reach out and listen to the voices of America.

I invited to Camp David people from almost every segment of our society—business and labor, teachers and preachers, Governors, mayors, and private citizens. And then I left Camp David to listen to other Americans, men and women like you. It has been an extraordinary 10 days, and I want to share with you what I’ve heard.

First of all, I got a lot of personal advice. Let me quote a few of the typical comments that I wrote down . . .

Several of our discussions were on energy, and I have a notebook full of comments and advice. I’ll read just a few . . .

‘We can’t go on consuming 40 percent more energy than we produce. When we import oil we are also importing inflation plus unemployment.’

‘We’ve got to use what we have. The Middle East has only 5 percent of the world’s energy, but the United States has 24 percent.’ . . .

The energy crisis is real. It is worldwide. It is a clear and present danger to our Nation. These are facts and we simply must face them.

What I have to say to you now about energy is simple and vitally important.

Point one: I am tonight setting a clear goal for the energy policy of the United States. Beginning this moment, this Nation will never use more foreign oil than we did in 1977—never. From now on, every new addition to our demand for energy will be met from our own production and our own conservation. The generation-long growth in our dependence on foreign oil will be stopped dead in its tracks right now and then reversed as we move through the 1980’s, for I am tonight setting the further goal of cutting our dependence on foreign oil by one-half by the end of the next decade—a savings of over 4 1/2 million barrels of imported oil per day.

Point two: To ensure that we meet these targets, I will use my Presidential authority to set import quotas. I’m announcing tonight that for 1979 and 1980, I will forbid the entry into this country of one drop of foreign oil more than these goals allow. These quotas will ensure a reduction in imports even below the ambitious levels we set at the recent Tokyo summit.
Point three: To give us energy security, I am asking for the most massive peacetime commitment of funds and resources in our Nation's history to develop America's own alternative sources of fuel—from coal, from oil shale, from plant products for gasohol, from unconventional gas, from the Sun . . .

Point four: I'm asking Congress to mandate, to require as a matter of law, that our Nation's utility companies cut their massive use of oil by 50 percent within the next decade and switch to other fuels, especially coal, our most abundant energy source.

Point five: To make absolutely certain that nothing stands in the way of achieving these goals, I will urge Congress to create an energy mobilization board which, like the War Production Board in World War II, will have the responsibility and authority to cut through the red tape, the delays, and the endless roadblocks to completing key energy projects . . .

Point six: I'm proposing a bold conservation program to involve every State, county, and city and every average American in our energy battle. This effort will permit you to build conservation into your homes and your lives at a cost you can afford.

I have seen the strength of America in the inexhaustible resources of our people. In the days to come, let us renew that strength in the struggle for an energy-secure nation.

In closing, let me say this: I will do my best, but I will not do it alone. Let your voice be heard. Whenever you have a chance, say something good about our country. With God's help and for the sake of our Nation, it is time for us to join hands in America. Let us commit ourselves together to a rebirth of the American spirit. Working together with our common faith we cannot fail . . .
21 “Energy and National Goals” is best classified as
A a farewell speech.
B a political speech.
C an informal speech.
D an acceptance speech.

22 The comments Carter quotes at the beginning of his speech would most likely make the listener
A panic about the situation.
B more aware of the issues at hand.
C emotional about the crisis.
D apathetic toward making changes.

23 The best reason for Carter having divided his speech into points is to
A identify his favorite topics.
B show that he has many proposals.
C make the speech attractive to readers.
D organize and emphasize his key ideas.

24 Which evidence least supports the conclusion that the government is serious in solving the energy crisis?
A a plan to set import quotas on foreign oil
B the suggestion to say something good about America
C a proposal to create an energy mobilization board
D a plan to develop America’s own sources of fuel

25 Which of these would best support the main idea of the speech?
A a description of Camp David
B a list of oil-rich countries
C statistics showing an energy shortage
D a statement from a foreign investor
Unit 6 Assessment
Reading/Literature
Lance Armstrong’s Triumphant Return

(1) In 1991 a talented young bicyclist burst onto the competitive racing circuit by winning the U.S. Amateur Cycling Championship. (2) Within a few years, this young athlete had become the world champion of bike racing. (3) By 1996 this racer seemed to be unstoppable. (4) A nationally famous athlete, he was the number-one ranked cyclist in the world. (5) He raced and won at the world-class level time and time again. (6) Nonetheless, at the young age of twenty-five, this seemingly invincible young competitor became gravely ill with cancer. (7) Suddenly cyclist Lance Armstrong found himself fighting not for an athletic victory but for his life.

(8) Unfortunately, Armstrong had been ignoring symptoms related to his disease for some time. (9) He kept telling himself he would visit a doctor “after the next race.” (10) After all, he was a world-class athlete, and all his awards seemed to prove that he was in perfect health. (11) Armstrong almost put off seeing a doctor until it was too late.

(12) By the time Armstrong sought medical help, his cancer was in an advanced stage. (13) While he delayed seeing a doctor, his cancer had spread into his lungs and brain. (14) His situation was very serious. (15) He certainly couldn’t race anymore, and there was a good chance that he would die. (16) At the pinnacle of his success, Armstrong faced not only the sudden end of his beloved racing career but also his possible imminent death. (17) It was at this devastating point in his life that Armstrong proved himself to be a competitor in the truest sense of the word. (18) He was told that he had a 40 percent chance of surviving his cancer. (19) To try to increase his chances, he embarked on a stringent regimen. (20) Armstrong chose an aggressive course of medical treatment as well as an exercise routine designed to keep him as healthy as possible. (21) He tried everything to beat the cancer within him.

(22) His hard work, the hard work of his doctors, and luck resulted in an improvement in Armstrong’s health. (23) Miraculously, Armstrong’s cancer went into remission. (24) Less than six months after he was diagnosed with cancer, Armstrong found himself weakened and scarred but ready to begin again. (25) He threw himself back into cycling, and it wasn’t long before he became a member of the U.S. Postal Service pro cycling team. (26) In race after race, Armstrong continued to improve until he once again became a nationally ranked cyclist. (27) Then, in 1999, Armstrong won the most grueling of bicycle races, the three-week-long Tour de France. (28) Then he did it again in 2000, and again in 2001!

(29) With relentless perseverance, his return to cycling constituted one of the greatest comebacks known to any sport. (30) His athletic skill and success, as well as the way that he has faced his personal challenges with a positive attitude, is an inspiration to many.
Works Cited


1. **What is the main purpose of this essay?**
   A. to explain lung and brain cancer
   B. to encourage people to see their doctors
   C. to compare Armstrong to other bicyclists
   D. to praise Armstrong for beating his disease

2. **The author uses phrases like “the most grueling of bicycle races” and “one of the greatest comebacks known to any sport” in order to**
   A. emphasize the uniqueness of Armstrong’s achievements.
   B. convince aspiring bicyclists to keep fighting to succeed.
   C. update readers on Armstrong’s recent accomplishments.
   D. inspire readers to make Lance Armstrong their role model.

3. **Which of these would best support the main idea of the essay?**
   A. a detailed explanation of the route of the Tour de France
   B. pictures of Armstrong’s medals or trophies
   C. a statement from one of Armstrong’s doctors on his recovery
   D. information on the types of cancers athletes are prone to

4. **Which source listed in the Works Cited section was accessed using a computer?**
   A. Carter, Penelope S . . . .
   B. “Lance Armstrong.”
   C. Graham, Chris M . . . .
   D. Fullerton, Ivana L . . . .
Read the following sentence.

Lance Armstrong, once gravely ill with cancer, is now a three-time consecutive Tour de France winner, and he remains healthy.

Where is the best place to add the sentence to the essay?

A  before sentence 1
B  after sentence 21
C  after sentence 23
D  before sentence 29
The following novel excerpt is a conversation between Newland Archer, a lawyer from one of New York’s best families, and Countess Ellen Olenska, a cousin of his bride-to-be, who returned to New York after separating from her marriage to a Polish count.

*From The Age of Innocence*

*By Edith Wharton*

1. When she entered the room she showed no surprise at seeing Archer there; surprise seemed the emotion that she was least addicted to.

2. “How do you like my funny house?” she asked. “To me it’s like heaven.”

3. As she spoke she untied her little velvet bonnet and tossing it away with her long cloak stood looking at him with meditative eyes.

4. “You’ve arranged it delightfully,” he rejoined, alive to the flatness of the words, but imprisoned in the conventional by his consuming desire to be simple and striking.

5. “Oh, it’s a poor little place. My relations despise it. But at any rate it’s less gloomy than the van der Luydens’.”

6. The words gave him an electric shock, for few were the rebellious spirits who would have dared to call the stately home of the van der Luydens gloomy. Those privileged to enter it shivered there, and spoke of it as “handsome.” But suddenly he was glad that she had given voice to the general shiver.


8. “I like the little house,” she admitted; “but I suppose what I like is the blessedness of its being here, in my own country and my own town; and then, of being alone in it.” She spoke so low that he hardly heard the last phrase; but in his awkwardness he took it up.

9. “You like so much to be alone?”

10. “Yes; as long as my friends keep me from feeling lonely.” She sat down near the fire, said: “Nastasia will bring the tea presently,” and signed to him to return to his armchair, adding: “I see you’ve already chosen your corner.”

11. Leaning back, she folded her arms behind her head, and looked at the fire under drooping lids.

12. “This is the hour I like best—don’t you?”

13. A proper sense of his dignity caused him to answer: “I was afraid you’d forgotten the hour. Beaufort must have been very engrossing.”
She looked amused. “Why—have you waited long? Mr. Beaufort took me to see a number of houses—since it seems I’m not to be allowed to stay in this one.” She appeared to dismiss both Beaufort and himself from her mind, and went on: “I’ve never been in a city where there seems to be such a feeling against living in des quartiers excentriques. What does it matter where one lives? I’m told this street is respectable.”

“It’s not fashionable.”

“Fashionable! Do you all think so much of that? Why not make one’s own fashions? But I suppose I’ve lived too independently; at any rate, I want to do what you all do—I want to feel cared for and safe.”

He was touched, as he had been the evening before when she spoke of her need of guidance.

“That’s what your friends want you to feel. New York’s an awfully safe place,” he added with a flash of sarcasm.

“Yes, isn’t it? One feels that,” she cried, missing the mockery. “Being here is like—like—being taken on a holiday when one has been a good little girl and done all one’s lessons.”

The analogy was well meant, but did not altogether please him. He did not mind being flippant about New York, but disliked to hear any one else take the same tone. He wondered if she did not begin to see what a powerful engine it was, and how nearly it had crushed her.
6 Read this excerpt from the selection.

“How do you like my funny house?” she asked. “To me it’s like heaven.” . . .
“You’ve arranged it delightfully,” he rejoined . . .
“Oh, it’s a poor little place. My relations despise it. But at any rate it’s less gloomy than the van der Luydens’.” The words gave him an electric shock, for few were the rebellious spirits who would have dared to call the stately home of the van der Luydens gloomy. Those privileged to enter it shivered there, and spoke of it as “handsome.”

What is ironic about the language in this excerpt?
A The countess mocks a handsome house while loving the home she calls “a poor little place.”
B The countess finds her house to be funny but does not laugh about it.
C The countess finds her house to be “a poor little place” even though she is actually wealthy.
D The countess is a rebellious spirit, but she thinks the van der Luydens’s house is handsome.

7 Newland thinks that New York is a “powerful engine” that nearly crushed the countess. This means
A New York uses the most electricity in the country.
B New York residents use the best car engines.
C New York’s powerful families disapprove of the countess’s decisions.
D New York boasts the most powerful companies and the best lawyers.

8 The theme of this story deals with the conflict between
A the countess and the lawyer.
B the rich and the poor.
C the fashionable and the unfashionable.
D societal conventions and individuality.
Read this excerpt from the selection.

“Being here is like—like—being taken on a holiday when one has been a good little girl and done all one’s lessons.”

What does the countess mean with this analogy on how it feels to be in New York?

A New York has the most number of holidays.

B In some ways, people have less freedom in New York.

C Everybody who lives in New York enjoys it like a child.

D New York offers the best education.

Read this excerpt from the selection.

“Fashionable! Do you all think so much of that? Why not make one’s own fashions? But I suppose I’ve lived too independently; at any rate, I want to do what you all do—I want to feel cared for and safe.”

What is ironic about the countess’s dialogue?

A She likes being independent, but she also wants to be cared for like everyone else.

B She does not think of fashion but wants to create her own fashion.

C She likes being independent but is actually dependent like everyone else.

D She wants to feel cared for like everyone else but has no friends.
The following questions are not based on a passage. Read and answer each item.

11. The relationship between *drizzle* and *shower* is the same as the relationship between
A. *squeeze* and *crush*.
B. *sneeze* and *cough*.
C. *rain* and *tornado*.
D. *notes* and *piano*.

12. The relationship between *feet* and *footprints* is the same as the relationship between *fire* and
A. *gas*.
B. *wood*.
C. *cinder*.
D. *flame*.

13. Read these sentences.

The other team was very good, but they did not show up for the competition. That’s why we were the winners.

Which verb phrase would best make the action of the underlined verb more precise?
A. were considered
B. were thought of as
C. were entitled as
D. were made out to be

14. Which instrument would be used by a scientist to measure wind speed?
A. hydrometer
B. barometer
C. anemometer
D. thermometer
The Gettysburg Address

By Abraham Lincoln

1

Four score and seven years ago\(^1\) our fathers brought forth on this continent, a new nation, conceived in liberty, and dedicated to the proposition that all men are created equal. Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated, can long endure. We are met on a great battle-field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

2

But, in a larger sense, we can not dedicate—we can not consecrate—we can not hallow\(^2\)—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth.

---

\(^1\) Four score and seven years ago: 87 years ago—that is in 1776.

\(^2\) hallow: set apart as holy.
15. **The purpose of the first sentence is to**

A. explain to the audience what led to the battle.
B. offer a historical precedent for Lincoln’s speech.
C. remind the audience of the significance of the event.
D. emphasize the principles the country was founded upon.

16. **Read this sentence from the speech.**

The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract.

**This statement is a(n)**

A. appeal to reason.
B. superstition.
C. note of praise.
D. simile.

17. **In the fifth sentence of paragraph 2, Lincoln states, “from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion.” Lincoln believes that**

A. the causes for which the soldiers fought are no longer relevant.
B. dedicating the battlefield is the most important way to honor the soldiers.
C. people must remember the issues for which the soldiers lost their lives.
D. the Civil War has brought attention to the suffering faced by soldiers.

18. **Which phrase from the speech uses figurative language?**

A. “. . . this nation, under God, shall have a new birth of freedom . . .”
B. “It is altogether fitting and proper that we should do this.”
C. “We are met on a great battlefield of that war.”
D. “It is rather for us to be here dedicated to the great task remaining before us . . .”
19. In the last sentence, when Lincoln states, “government of the people, by the people, for the people, shall not perish from the earth,” he is
   A. promising to uphold the values of democracy.
   B. describing how he will end the Civil War.
   C. paying tribute to the friends and families of fallen soldiers.
   D. explaining to Americans the effects of their actions.

20. What kind of tone is achieved through Lincoln’s choice of words?
   A. nostalgic
   B. serious
   C. worried
   D. humorous
The following is a student’s rough draft of a research report. It may contain errors.

**Nadia Comaneci**

1. Nadia Comaneci was the star of the 1976 Summer Olympic Games. At the age of 14, she was the first gymnast ever to receive a perfect 10 in Olympic competition. Born in Onesti, Romania, in 1962, Comaneci began her gymnastic training in kindergarten at the age of three. At the age of seven, she was accepted in the new Gymnastics High School. There she began her training with Bela Karolyi, who continued as her coach all the way to the Olympics. Nadia Comaneci competed in her first national competition in 1970 as a member of the Onesti team. Despite falling three times during her balance beam routine, Comaneci helped lead the Onesti team to victory.

2. In 1971, competing in her first international competition in Ljubljana, Yugoslavia, Comaneci won the all-around competition. She also won the all-around in her first event at the senior level, the 1975 European Championship in Skien, Norway. The Associated Press named her Athlete of the Year for 1975.

3. 1976 was a year of perfection for Nadia Comaneci. She received her first score of 10 in the American Cup competition held in New York City in March 1976. Later that year, she scored the first-ever 10 in Olympic competition, making a perfect score in the compulsory uneven bars. She scored six other perfect 10s in the same Olympics, helping the Romanian team capture the silver medal. She won two individual gold medals, in uneven bars and balance beam.

4. Comaneci successfully defends her balance beam title in the 1980 Summer Olympics by again winning the gold medal in that event. She also won a gold medal in floor exercise. Comaneci later became a coach with the Romanian national team and an international gymnastics judge. In 1989, she defected to the United States and began a career as a model. She married the U.S. gymnast Bart Conner in 1996.
21 What is the main purpose of the report?
A to document the 1976 Summer Olympics
B to educate readers on how to start early in gymnastics
C to inform readers about Comaneci’s accomplishments in gymnastics
D to convince readers that Comaneci is the best gymnast

22 The student decides to include a picture of Comaneci on a balance beam in order to help the reader
A visualize Comaneci as a gymnast.
B research what Comaneci looks like.
C organize information on Comaneci.
D summarize information on Comaneci.

23 Which of the following questions was the most helpful guide for the student in conducting the research on Comaneci?
A Why are there Olympics in the summer?
B What made Comaneci one of the greatest gymnasts?
C Who are the other accomplished gymnasts in Romania?
D What is Comaneci’s best routine?

24 Which transition would best enhance the meaning if added as the first word in sentence 13?
A Moreover,
B Unfortunately,
C Doubtfully,
D However,
Read this sentence from the passage.

Comaneci successfully defends her balance beam title in the 1980 Summer Olympics by again winning the gold medal in that event.

Which of these is the correct substitute for the underlined word in sentence 13?

A defending
B defended
C defend
D will defend
Unit 7/Semester Assessments
Reading/Literature Writing Applications
Infant Play

*From How to Play with Your Child*

*By Arnold Arnold*

(1) One of the first really creative acts of the infant consists of throwing his rattle out of the crib. (2) He is gaining experience in coordination, in the handling of material, and in observation of cause and effect. (3) Eventually this crude experiment is translated into more constructive acts. (4) He learns to fit one object into another. (5) Sooner or later he is able to contrive the more-or-less orderly arrangements of objects on top of one another. (6) Finally he begins to make objects at his will or whim out of the raw materials of play. (7) He is building.

(8) As he grows older, reaches school age, learns to read and write and becomes involved in the assimilation of information and background, the exercise of skill and the manipulation of tools are often pushed into the background. (9) They are sometimes regarded as hobby subjects, a form of entertainment and relaxation, not to be taken particularly seriously since they are of relatively little value to the child's eventual occupational objective.

(10) Nevertheless the disciplines and working habits that can best be developed through a craft attitude in the use of tools and materials are as necessary to him as his ABC. (11) By other methods cleanliness and orderliness can be drilled into the child with varying success; but in working with tools the child develops a real understanding of the need for neatness, system, self-imposed discipline and endurance. (12) He must learn these if he is to use his tools effectively and obtain satisfaction from their employment.

(13) Parents can stimulate these disciplines by providing, and joining in the use of, the tools of the child's major interest, whether they are blocks, carpenter's tools, or the implements necessary for collecting and identifying butterflies.
Animal Play

From Your Brain

By Tabitha M. Powledge

(1) Of course, we learn best when learning is fun, which is what play is all about. (2) The definitions of play are faulty. (3) One dictionary calls play “activity that provides enjoyment, entertainment, amusement, or diversion.” (4) Scientists who study it call it “random and apparently purposeless activity.” (5) But they have discovered that play isn’t random, and it isn’t purposeless either.

(6) Play is as essential for a child’s growth as milk or sunshine. (7) Play may provide enjoyment, entertainment, amusement, or diversion, but it has a far more serious aim. (8) Play is learning. (9) Play is practice for life; the practice that makes perfect. (10) All mammals play, and many other kinds of animals do, too.

(11) Animal play may seem carefree, but it can be dangerous. (12) Young animals at play are vulnerable to predators, and they use up valuable food energy that could help them grow faster. (13) They also risk getting hurt. (14) With all these possible dangers, play wouldn’t exist if the positives did not outweigh the negatives.

(15) I stand at my living room window and watch a young squirrel try to jump to a bird feeder. (16) My husband has deliberately hung the feeder so squirrels can’t reach it, or so he thought. (17) But this squirrel is only a few months old and doesn’t know that the jump is impossible. (18) Again and again it races up a tree, then out to the end of a flimsy branch that bends and sways. (19) From the branch it launches itself at the distant feeder, a graceful dive that ends in a dreadful crash to the ground many feet below. (20) Yet the squirrel immediately dashes back to the tree and tries again.

(21) I wince each time the squirrel hits the ground: (22) How can it not be injured? (23) But it is not, because it scampers right back up the tree. (24) Finally, after several attempts there is an almost-miraculous success. (25) The squirrel perches proudly atop the skinny feeder, its arms wrapped firmly around the suspending wire as the feeder whirls madly, like some squirrel-sized amusement-park ride. (26) I do not think I am imagining that the squirrel is triumphant, and thoroughly enjoying itself.
1. Which sentence could best be added to the end of the last paragraph of “Infant Play”?

A. Some educators cannot believe that playing can contribute to a child’s brain development.
B. Infants become increasingly aware of their environment and discover on their own different games they can play.
C. With parental support and encouragement, the child can learn to have a work attitude that will expand on the knowledge it gains from school.
D. Some educators believe that children should focus more on academics than on other activities that do not focus on gaining new knowledge, such as playing.

2. What tone is achieved through Powledge’s choice of diction in the last two paragraphs of “Animal Play”?

A. critical
B. amused
C. alarmed
D. objective

3. Powledge includes an anecdote about her observation of a squirrel trying to jump to a bird feeder in order to help the reader

A. understand her point that animals risk injury so they can play and learn.
B. review the definitions of play given by a dictionary and some scientists.
C. visualize her earlier statement about animals being vulnerable to predators.
D. understand why her husband does not want the squirrel to reach the bird feeder.

4. In sentence 9 of “Infant Play”, the phrase “of relatively little value to the child’s eventual occupational objective” means

A. the child will not want to get a job that uses tools.
B. the child will not be preoccupied with crafts and using tools.
C. skills involving tools are only meant for those who want to be carpenters.
D. skills involving tools will not be relevant to the child’s future profession.
5 Why do the two authors use a serious tone to describe various aspects of child and animal play?
A to attract readers’ interest
B to entertain readers with amusing stories about children and animals
C to warn parents of the dangers of children playing with animals
D to give an informative explanation of the benefits of playing

6 Read the following sentence.

The squirrel perches proudly atop the skinny feeder, its arms wrapped firmly around the suspending wire as the feeder whirls madly, like some squirrel-sized amusement-park ride.

Powledge compares the bird feeder to an amusement-park ride in this sentence in order to
A convince readers that squirrels are cute.
B emphasize the idea that young animals are much like children.
C show readers that animals are more intelligent than humans.
D persuade readers to lower their birdfeeders so squirrels don’t get hurt.

7 All of the following sentences from “Infant Play” support the idea that playing is an important part of children’s lives except
A They are sometimes regarded as hobby subjects, a form of entertainment and relaxation, not to be taken particularly seriously since they are of relatively little value to the child’s eventual occupational objective.
B Eventually this crude experiment is translated into more constructive acts.
C Play is as essential for a child’s growth as milk or sunshine.
D By other methods cleanliness and orderliness can be drilled into the child with varying success; but in working with tools the child develops a real understanding of the need for neatness, system, self-imposed discipline and endurance.
To the Senate and House of Representatives:

1 When we assemble together, fellow citizens, to consider the state of our beloved country, our just attentions are first drawn to those pleasing circumstances which mark the goodness of that Being from whose favor they flow and the large measure of thankfulness we owe for His bounty. Another year has come around, and finds us still blessed with peace and friendship abroad; law, order, and religion at home; good affection and harmony with our Indian neighbors; our burthens lightened, yet our income sufficient for the public wants, and the produce of the year great beyond example. These, fellow citizens, are the circumstances under which we meet, and we remark with special satisfaction those which under the smiles of Providence result from the skill, industry, and order of our citizens, managing their own affairs in their own way and for their own use, unembarrassed by too much regulation, unoppressed by fiscal exactions.

2 On the restoration of peace in Europe that portion of the general carrying trade which had fallen to our share during the war was abridged by the returning competition of the belligerent powers. This was to be expected, and was just. But in addition we find in some parts of Europe monopolizing discriminations, which in the form of duties tend effectually to prohibit the carrying thither our own produce in our own vessels. From existing amities and a spirit of justice it is hoped that friendly discussion will produce a fair and adequate reciprocity. But should false calculations of interest defeat our hope, it rests with the Legislature to decide whether they will meet inequalities abroad with countervailing inequalities at home, or provide for the evil in any other way.

3 It is with satisfaction I lay before you an act of the British Parliament anticipating this subject so far as to authorize a mutual abolition of the duties and countervailing duties permitted under the treaty of 1794. It shows on their part a spirit of justice and friendly accommodation which it is our duty and our interest to cultivate with all nations. Whether this would produce a due equality in the navigation between the two countries is a subject for your consideration.

4 In the Department of Finance it is with pleasure I inform you, that the receipts of external duties for the last 12 months have exceeded those of any former year, and that the ration of increase has been also greater than usual. This has enabled us to answer all the regular exigencies of Government, to pay from the Treasury within one year upward of $8 millions, principal and interest, of the public debt, exclusive of upward of $1 million paid by the sale of bank stock, and making in the whole a reduction of nearly $5.5 millions of principal, and to have now in the Treasury $4.5 millions which are in a course of application to the further discharge of debt and current demands. Experience, too, so far,
authorizes us to believe, if no extraordinary event supervenes, and the expenses which will be actually incurred shall not be greater than were contemplated by Congress at their last session, that we shall not be disappointed in the expectations then formed. But nevertheless, as the effect of peace on the amount of duties is not yet fully ascertained, it is the more necessary to practice every useful economy and to incur no expense which may be avoided without prejudice . . .

5 Estimates for the Naval Department, prepared by the Secretary of the Navy, for another year will in like manner be communicated with the general estimates. A small force in the Mediterranean will still be necessary to restrain the Tripoline cruisers, and the uncertain tenure of peace with some other of the Barbary Powers may eventually require that force to be augmented. The necessity of procuring some smaller vessels for that service will raise the estimate, but the difference in their maintenance will soon make it a measure of economy.

6 Presuming it will be deemed expedient to expend annually a convenient sum toward providing the naval defense which our situation may require, I can not but recommend that the first appropriations for that purpose may go to the saving what we already possess. No cares, no attentions, can preserve vessels from rapid decay which lie in water and exposed to the sun. These decays require great and constant repairs, and will consume, if continued, a great portion of the moneys destined to naval purposes. To avoid this waste of our resources it is proposed to add to our navy-yard here a dock within which our present vessels may be laid up dry and under cover from the sun. Under these circumstances experience proves that works of wood will remain scarcely at all affected by time. The great abundance of running water which this situation possesses, at heights far above the level of the tide, if employed as is practiced for lock navigation, furnishes the means for raising and laying up our vessels on a dry and sheltered bed. And should the measure be found useful here, similar depositories for laying up as well as for building and repairing vessels may hereafter be undertaken at other navy-yards offering the same means. The plans and estimates of the work, prepared by a person of skill and experience, will be presented to you without delay, and from this it will be seen that scarcely more than has been the cost of one vessel is necessary to save the whole, and that the annual sum to be employed toward its completion may be adapted to the views of the Legislature as to naval expenditure. To cultivate peace and maintain commerce and navigation in all their lawful enterprises; to foster our fisheries as nurseries of navigation and for the nurture of man, and protect the manufactures adapted to our circumstances; to preserve the faith of the nation by an exact discharge of its debts and contracts, expend the public money with the same care and economy we would practice with our own, and impose on our citizens no unnecessary burthens; to keep in all things within the pale of our constitutional powers, and cherish the federal union as the only rock of safety—these, fellow citizens, are the
land-marks by which we are to guide ourselves in all proceedings. By continuing to make these the rule of our action we shall endear to our country-men the true principles of their Constitution and promote an union of sentiment and of action equally auspicious to their happiness and safety. On my part, you may count on a cordial concurrence in every measure for the public good and on all the information I possess which may enable you to discharge to advantage the high functions with which you are invested by your country.

8 What is the main purpose of this speech?
A to report on the state of the country
B to thank the public for voting for Jefferson
C to enlist support for a war against Great Britain
D to explain how to avoid wasting the country’s budget

9 What best summarizes Jefferson’s argument for building a dry dock for ships?
A There is no better cause for which the government’s excess money should be used.
B Ships that are left outdoors are more vulnerable to attack during wartime.
C The size of the country’s naval fleet will be doubled.
D The government will save money spent on repairing weather-damaged ships.

10 Jefferson uses phrases like “it is with satisfaction I lay before you” and “it is with pleasure I inform you” in order to
A join the public in celebrating a year of progress.
B express that he is already satisfied with how he has run the country.
C show that he is proud of how the country’s affairs are progressing.
D assure the public that the good news outweighs the bad.

11 In the last sentence of paragraph 4, the phrase “to practice every useful economy” means
A to focus on the highest-earning industry.
B to conserve resources in every possible way.
C to come up with new business ideas.
D to evaluate the returns of existing businesses.
12 The relationship between *prohibit* and *authorize* is the same as the relationship between
A  *reliance* and *dependence*.
B  *belligerent* and *aggressive*.
C  *necessary* and *indispensable*.
D  *restoration* and *abolition*.

13 According to Jefferson’s statements in paragraph 4, why was the government able to reduce the public debt?
A  The United States decided to stop trading with other countries.
B  The Treasury printed $8 million of new money.
C  The taxes received for the previous year were higher than usual.
D  The government eliminated several expensive organizations.
Racing to Build a Gene Map

1 The world is filled with diversity. People can have blond hair, brown hair, red hair, black hair, or even no hair! Some people are tall, while others are short. Some people never seem to get sick, while others struggle throughout their lives with illness. Astonishingly enough, the immense diversity we find around us is due, in part, to tiny units called chromosomes. Each person has 23 pairs of chromosomes, which are made up of even tinier chemical components known as genes. Every person is unique because every person has a unique set of genes. Genes are made up of even smaller molecules called DNA. Every person has about 3.1 billion molecules of DNA, so there can be an almost endless variety of chemical combinations. No wonder there can be so much diversity in the world.

2 For years, scientists have been working to “map” the human genetic code. A map of the human genetic code is a map that shows where each type of gene is located and on which chromosome. Scientists began this project in 1990. The first ever draft of this map was revealed to the public on Monday, June 26, 2000. It is the hope of scientists around the world that the map will help in the fight against diseases.

3 James D. Watson, the American scientist who first identified the shape of DNA in the 1950s, knew how important understanding DNA and genes was. He worked diligently to identify the shape of DNA, which is a double helix shape formed by two strands of DNA. Since James D. Watson’s discovery, scientists have continued studying DNA. And now after ten years of working and after spending billions of dollars, scientists finally have a rough draft of a map of the human genetic code!

4 Both J. Craig Venter, president of the Celera Corporation, and Francis Collins, director of the National Institutes of Health’s Human Genome Research, wanted to be the first to map the genetic code of humans. At first, the two competed. After deciding to work together, they revealed the draft of the map to President Clinton at the White House. British Prime Minister Tony Blair joined via satellite to celebrate the draft of the map, which accounts for about 95 percent of the human genetic code. The announcement was said to mark a “new era in medicine.”

5 Scientists are hoping to use this map to better understand the diversity of traits and illnesses that occur in the world. They hope that a better knowledge of genes will enable them to prevent and treat more illnesses. It will take many years before the map is totally completed, but scientists are looking forward to the cures it could reveal.
Works Cited


14 In the last part of the paragraph 4, the phrase “new era in medicine” means a(n)
A invention of a medicine.
B rebuttal of a medical belief.
C fabrication of medical evidence.
D breakthrough in the medical field.

15 What is the main purpose of this article?
A to convince people to believe that scientists are doing their best to find cures for different illnesses
B to explain how people are different from one another in terms of physical traits and health conditions
C to discuss the importance of the gene map in determining the diversity of human traits and finding cures for illnesses
D to highlight the efforts of American scientists who diligently studied the human genetic code

16 Which paragraph supports the idea that the human genetic makeup is extremely complex?
A paragraph 1
B paragraph 2
C paragraph 3
D paragraph 4

17 From which source is the last part of paragraph 4 most likely taken?
A Blake, Jefferson L. . . .
B Snyder, Joshua F. . . .
C Riley, Catherine B. . . .
D Wilson, Veronica P. . . .
This is a rough draft of a student’s report. It may contain errors.

Billiards

1. Billiards is the general name for a variety of different games played with cue sticks on a rectangular table with cushioned edges. The main types of billiards are pocket billiards, carom billiards, and snooker.

2. Pocket billiards, known more commonly as “pool,” is the most popular form of billiards in the United States. It is played with either 9 or 15 colored object balls and a white cue ball. The table has six pockets, and the goal of the game is to sink the colored object balls in the pockets without sinking the cue ball. There are a number of variations on the rules of the game, each indicating the order of the balls to be sunk and what can and cannot be done to the different balls.

3. The first billiard balls were made of ivory. In the latter part of the nineteenth century, the game of billiards had become so popular that thousands of elephants were killed to obtain the much-valued ivory from their tusks.

4. The cue, which derives from the word *queue*, meaning “tail,” was originally an unwieldy, mace-like instrument sharply pointed on one end and needlessly bulky at the other. Refining it into a slender tool like we know today was due in no small part to a Frenchman named Mingaud, a former soldier of Napoleon imprisoned in the Bastille.

5. Somehow Mingaud managed to have a billiards table put into his cell and spent most of his time practicing and studying the game. It was his idea to round the formerly sharp tip of the cue, making a wide variety of shots newly possible. Once he was released from prison, he created a stir in Paris with his new skills and tricks.

6. Carom billiards, sometimes known simply as billiards, is played simply with two object balls and a cue ball. Unlike the pool table, the table used for carom billiards has no pockets. Points are scored by hitting the object balls with the cue ball in specific ways.

7. Snooker is much like pool. In snooker, there are 21 object balls, and the pockets on the table are smaller. Snooker is generally considered a more difficult game to play than pool, largely because of the smaller size of the pockets. It is more popular in Great Britain than in the United States.
Works Cited


18 Which source listed in the Works Cited section was accessed using a computer?
A Mallon, Anthony E. . . .
B Jacob, Vanessa F. . . .
C Thurman, Joyce T. . . .
D Anderson, Robert Y. . . .

19 Read these sentences from the passage.

Snooker is much like pool. In snooker, there are 21 object balls, and the pockets on the table are smaller.

Which transition would best be added in between the sentences to enhance their meaning?
A In spite of,
B However,
C Additionally,
D Moreover,

20 In the last sentence of paragraph 5, the phrase “created a stir” means
A resulted in confusion among the public.
B brought fright to the people.
C made a comeback.
D caused a lot of interest and excitement.

21 The word “popular” is repeated several times in the passage to
A describe how people have become addicted to billiards.
B point out the simplicity of the concept behind playing billiards.
C emphasize that billiards is a famous and well-accepted game.
D highlight the idea that billiards is an extraordinary game.
The following questions are not based on a passage. Read and answer each item.

22 The relationship between barefaced and shame is the same as the relationship between
A blissful and gloomy.
B conceited and boastful.
C headlong and forethought.
D failure and disappointment.

23 The relationship between deforestation and flooding is the same as the relationship between recklessness and
A accident.
B practice.
C driving.
D caution.

24 Read the following sentences.
Matthew Campbell dared to do something that other farmers thought was strange. In their farmland, several varieties of herbs he cultivated without using chemicals. He proved that organic farming could result in high yields.

Which is the best way to rewrite the sentences to clarify the meaning?
A Matthew Campbell dared to do something that other farmers thought was strange. He cultivated several varieties of herbs in their farmland without using chemicals. He proved that organic farming could result in high yields.
B Matthew Campbell dared to do something that other farmers thought was strange. He cultivated several varieties of herbs in their farmland without using chemicals. He proved that organic farming could result in high yields.
C Matthew Campbell dared to do something that other farmers thought was strange. He cultivated several varieties of herbs in their farmland without using chemicals. He proved that organic farming could result in high yields.
D Leave as is.
25 Read the following sentence.

The global warming conference explored ways to reduce greenhouse gases by reforming rice production and improved livestock practices.

How should the underlined part of the sentence be revised to make use of a parallel structure?

A reforming rice production and improving livestock practices.

B reforming rice production and improvement of livestock practices.

C reformed rice production and improving livestock practices.

D Leave as is.
Writing Application: Narrative Writing

Writing Task: Throughout high school, you have learned about famous people who have shown great courage. Think about a courageous person you have studied and the key events surrounding his or her life.

Write a composition in which you narrate a sequence of events in the life of a courageous 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 “To His Coy Mistress” in Unit 2 of your student text. As you read this poem, take note of the poet’s purpose for writing it. Write an essay in which you explain how the poet uses hyperbole and imagery to strengthen the speaker’s arguments. Use detailed examples and quotations from the poem to support your explanations. Write for your teacher, who has also read “To His Coy Mistress.”

CHECKLIST FOR YOUR WRITING

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

- read the passage and the explanation of the writing task carefully.
- include specific details and examples from the passage to show you understand the author’s purpose.
- organize your writing with a strong introduction, body, and conclusion.
- use precise language that is best-suited to your audience and purpose.
- vary your sentences to add interest to your writing.
- check for errors in grammar, spelling, punctuation, and sentence structure.
Business Writing Option

Writing Task: At this stage of your life, you may be ready to apply for a summer job or a permanent job. To do so, you will probably submit a résumé with facts about your work experience and education. In most cases, you will send a cover letter with your résumé.

Write a cover letter that might accompany an application for a job that interests you. You may make up the name of the person to whom you are writing. In your letter, briefly state your qualifications, give your contact information, and refer to your enclosed résumé. Use conventional style for a business letter.

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: Etymology**

**Etymology** is the study of word origins. The words that comprise the English language came from many different places and cultures. Latin and Greek roots in particular provide the building blocks for many English words we use today.

**Knowing Roots**

A root is the base of a word, the part that contains its primary meaning. If you see a root that you know, you can figure out the meaning of the word that has been built from that root. Look at this list of common roots that deal with political science.

<table>
<thead>
<tr>
<th>Root</th>
<th>Origin</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>arch</td>
<td>Greek</td>
<td>chief, first, rule</td>
</tr>
<tr>
<td>arbit, arbiter</td>
<td>Latin</td>
<td>to judge, consider</td>
</tr>
<tr>
<td>civ</td>
<td>Latin</td>
<td>citizen</td>
</tr>
<tr>
<td>ethn</td>
<td>Greek</td>
<td>nation</td>
</tr>
<tr>
<td>leg</td>
<td>Latin</td>
<td>law</td>
</tr>
<tr>
<td>poli</td>
<td>Greek</td>
<td>city, state</td>
</tr>
<tr>
<td>reg</td>
<td>Latin</td>
<td>government, rule, right</td>
</tr>
<tr>
<td>test</td>
<td>Latin</td>
<td>witness, affirm</td>
</tr>
</tbody>
</table>
EXAMPLE

Read the following sentence.

The committee members took into account the ethnicity of the man testifying for the regulation of illegal Cuban imports.

Which word from this sentence is formed from a Latin or Greek root that means “nation”?

A ethnicity
B testifying
C regulation
D illegal

Step 1  Look at the answer choices. Do you recognize any of the roots in the words?

I recognize a root in each answer choice. Ethnicity contains the Greek root ethn, which means “nation.” Testifying contains the Latin root test, which means “witness” or “affirm.” Regulation contains the Latin root reg, which means “government” or “rule.” And illegal contains the Latin root leg, which means “law.”

Step 2  Review the question. Which answer choice is correct?

I am supposed to be looking for a word that contains a root that means “nation.” Only A, ethnicity, contains such a root. A is the correct answer.

Step 3  As an alternative to the step above, if you don’t recognize a root, think about other words you know that are similar to the answer choices. Perhaps you know a word that contains the same root as one of the answer choices.

I know the word ethnic means “of a particular origin or culture.” Ethnic looks like ethnicity, which is the word in the sentence that describes the man testifying. The correct answer must be A.
Studying Context

You can find the meaning of a word, as well as the meaning of its root, by looking at the information in the sentence or sentences surrounding the unknown word. This is called studying a word’s context. Try an example involving a new word. Look at the list below of Greek and Latin roots that deal with time and history.

<table>
<thead>
<tr>
<th>Root</th>
<th>Origin</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>anni, annu, enni</td>
<td>Latin</td>
<td>year</td>
</tr>
<tr>
<td>antiqu</td>
<td>Latin</td>
<td>old</td>
</tr>
<tr>
<td>cent</td>
<td>Latin</td>
<td>one hundred</td>
</tr>
<tr>
<td>chron</td>
<td>Greek</td>
<td>time</td>
</tr>
<tr>
<td>deca</td>
<td>Greek</td>
<td>ten</td>
</tr>
<tr>
<td>dem</td>
<td>Greek</td>
<td>people</td>
</tr>
<tr>
<td>fin</td>
<td>Latin</td>
<td>end, ended, finished</td>
</tr>
<tr>
<td>juven</td>
<td>Latin</td>
<td>young</td>
</tr>
<tr>
<td>mem</td>
<td>Latin</td>
<td>remember</td>
</tr>
<tr>
<td>mon</td>
<td>Latin</td>
<td>warn, remind</td>
</tr>
<tr>
<td>mort</td>
<td>Latin</td>
<td>death</td>
</tr>
<tr>
<td>prim, prin</td>
<td>Latin</td>
<td>first</td>
</tr>
<tr>
<td>temp</td>
<td>Latin</td>
<td>time</td>
</tr>
<tr>
<td>viv, vit</td>
<td>Latin</td>
<td>life</td>
</tr>
</tbody>
</table>
EXAMPLE

2 Read this sentence.

In her first-ever appearance at the annual knitting jamboree, a juvenile contestant submitted a contemporary knitted cell phone cover, which stood out among the primitive entries of hats and scarves.

Which word from this sentence is formed from the Latin or Greek root that means “young”?

A annual
B juvenile
C contemporary
D primitive

Step 1 Read the sentence carefully. What is the sentence about? Is there a word that seems related to “young”?

The sentence explains that a contestant entered a knitting contest by submitting a knitted cell phone cover. The sentence also explains that this was the first-ever appearance for this contestant. First-ever could imply young.

Step 2 Read each answer choice. Which of the answer choices is most nearly related to the word first-ever in the sentence?

In the sentence, first-ever is used to describe the contestant. The contestant is also described as juvenile. When I check juvenile against the list of Greek and Latin roots, I see that it contains the Latin root juven, which means “young.” B is the correct answer.
PRACTICE IT: Etymology

Read the passage and answer the questions that follow.

From “Politics”  
By Ralph Waldo Emerson

In dealing with the State, we ought to remember that its institutions are not aboriginal, though they existed before we were born: that they are not superior to the citizen: that every one of them was once the act of a single man: every law and usage was a man’s expedient to meet a particular case; that they all are imitable, all alterable; we may make as good; we may make better. Society is an illusion to the young citizen. It lies before him in rigid repose, with certain names, men, and institutions, rooted like oak-trees to the centre, round which all arrange themselves the best they can. But the old statesman knows that society is fluid; there are no such roots and centres; but any particle may suddenly become the centre of the movement, and compel the system to gyrate round it, as every man of strong will, like Pisistratus, or Cromwell, does for a time, and every man of truth, like Plato, or Paul, does forever. But politics rest on necessary foundations, and cannot be treated with levity. Republics abound in young civilians, who believe that the laws make the city, that grave modifications of the policy and modes of living, and employments of the population, that commerce, education, and religion, may be voted in or out; and that any measure, though it were absurd, may be imposed on a people, if only you can get sufficient voices to make it a law. But the wise know that foolish legislation is a rope of sand, which perishes in the twisting; that the State must follow, and not lead the character and progress of the citizen; the strongest usurper is quickly got rid of; and they only who built on Ideas, build for eternity; and that the form of government which prevails, is the expression of what cultivation exists in the population which permits it. The law is only a memorandum. We are superstitious, and esteem the statute somewhat: so much life as it has in the character of living men, is its force. The statute stands there to say, yesterday we agreed so and so, but how feel ye this article to-day? Our statute is a currency, which we stamp with our own portrait: it soon becomes unrecognizable, and in process of time will return to the mint. Nature is not democratic, nor limited monarchical, but despotic, and will not be fooled or abated of any jot of her authority, by the pertest of her sons: and as fast as the public mind is opened to more intelligence, the code is seen to be brute and stammering. It speaks not articulately, and must be made to. Meantime the education of the general mind never stops. The reveries of the true and simple are prophetic. What the tender poetic youth dreams, and prays, and paints to-day, but shuns the ridicule of saying aloud, shall presently be the resolutions of public bodies, then shall be carried as grievance and bill of rights through conflict and war, and then shall be triumphant law and establishment for a hundred years, until it gives place, in turn, to new prayers and pictures. The history of the State sketches in coarse outline the progress of thought, and follows at a distance the delicacy of culture and of aspiration.
Read these sentences from the selection.

But politics rest on necessary foundations, and cannot be treated with levity. Republics abound in young civilians, who believe that the laws make the city, that grave modifications of the policy and modes of living, and employments of the population, that commerce, education, and religion, may be voted in or out; and that any measure, though it were absurd, may be imposed on a people, if only you can get sufficient voices to make it a law.

Which of these words from the sentences comes from a Latin root meaning “citizen”?
A politics  
B foundations  
C civilians  
D population

Which of these words from the sentences quoted in item 1 comes from a Greek root that deals with political science?
A policy  
B people, population  
C foundations, education  
D levity, living

Read this sentence from the selection.

Nature is not democratic, nor limited monarchical, but despotic, and will not be fooled or abated of any jot of her authority, by the pertest of her sons: and as fast as the public mind is opened to more intelligence, the code is seen to be brute and stammering.

Which of these words from the sentence comes from a Greek root meaning “people”?
A democratic  
B despotic  
C pertest  
D public

Which of these words from the sentence quoted in item 3 comes from a Greek root meaning “chief”?
A monarchical  
B abated  
C authority  
D intelligence
LEARN IT: Roots and Affixes

Inferences are educated guesses based on facts or clues. You can use familiar parts of unfamiliar words—such as roots, prefixes, and suffixes—as clues in order to figure out the meaning of an unfamiliar word.

Using Roots

A root is the building block of a word. If you know the meaning of a root, you can use that information to make an inference about the definition of any word derived from that root. Look at this list of common roots that deal with science and math.

<table>
<thead>
<tr>
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<td>Latin</td>
<td>angle</td>
</tr>
<tr>
<td>anthrop</td>
<td>Greek</td>
<td>man</td>
</tr>
<tr>
<td>cardio</td>
<td>Greek</td>
<td>heart</td>
</tr>
<tr>
<td>cav</td>
<td>Latin</td>
<td>hollow</td>
</tr>
<tr>
<td>chrom</td>
<td>Greek</td>
<td>color</td>
</tr>
<tr>
<td>circum</td>
<td>Latin</td>
<td>around</td>
</tr>
<tr>
<td>cog</td>
<td>Latin</td>
<td>to know</td>
</tr>
<tr>
<td>dent</td>
<td>Latin</td>
<td>tooth</td>
</tr>
<tr>
<td>corp</td>
<td>Latin</td>
<td>body</td>
</tr>
<tr>
<td>derm</td>
<td>Greek</td>
<td>skin</td>
</tr>
<tr>
<td>dic</td>
<td>Latin</td>
<td>to say, to speak</td>
</tr>
<tr>
<td>digit</td>
<td>Latin</td>
<td>finger, toe</td>
</tr>
<tr>
<td>gen</td>
<td>Latin</td>
<td>race, family, kind</td>
</tr>
<tr>
<td>gon</td>
<td>Greek</td>
<td>angle, corner</td>
</tr>
<tr>
<td>grav</td>
<td>Latin</td>
<td>heavy</td>
</tr>
<tr>
<td>hydro</td>
<td>Greek</td>
<td>water</td>
</tr>
<tr>
<td>hypno</td>
<td>Greek</td>
<td>sleep</td>
</tr>
<tr>
<td>lith</td>
<td>Greek</td>
<td>stone</td>
</tr>
<tr>
<td>neuro</td>
<td>Greek</td>
<td>nerve</td>
</tr>
<tr>
<td>peri</td>
<td>Greek</td>
<td>surrounding</td>
</tr>
<tr>
<td>pneu</td>
<td>Greek</td>
<td>breath</td>
</tr>
</tbody>
</table>
EXAMPLE

1 Read the following sentence.

The medical students studied the genes of several patients while researching the neurological and epidermal effects of pneumonia in children.

Which word in this sentence describes something related to the skin?

A genes
B neurological
C epidermal
D pneumonia

Step 1 Look at the answer choices. Do any contain familiar roots?

I see a root in each answer. Genes comes from the Latin root gen, meaning “family.” Neurological looks like it comes from the Greek root neuro, meaning “nerve.” Epidermal must be from the Greek root derrm, meaning “skin.” Pneumonia contains the Greek root pneu, which means “breath.”

Step 2 Review the question. Which answer choice is correct?

I am supposed to be looking for a word that means “skin.” Choice C, epidermal, contains the root that means “skin.” I conclude that C is the correct answer.

Step 3 As an alternative to the step above, if you don’t recognize a root, think about the other information in the sentence. You can use your own personal experiences and knowledge to make an inference.

I know that a dermatologist is a doctor that specializes in skin disorders. Dermatologist and epidermal are very similar; they both contain derrm. The correct answer must be C.
Adding Prefixes

The meaning of a word can be made clearer by identifying a prefix. A prefix is found at the beginning of a word. Look at this list of Greek and Latin prefixes that are commonly used in math and science.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Origin</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>ambi-</td>
<td>Latin</td>
<td>both</td>
</tr>
<tr>
<td>anti-</td>
<td>Latin</td>
<td>against</td>
</tr>
<tr>
<td>auto-</td>
<td>Greek</td>
<td>self</td>
</tr>
<tr>
<td>bi-</td>
<td>Latin</td>
<td>two</td>
</tr>
<tr>
<td>bio-</td>
<td>Greek</td>
<td>life, living</td>
</tr>
<tr>
<td>geo-</td>
<td>Greek</td>
<td>earth</td>
</tr>
<tr>
<td>hyper-</td>
<td>Greek</td>
<td>above</td>
</tr>
<tr>
<td>hypo-</td>
<td>Greek</td>
<td>under</td>
</tr>
<tr>
<td>macro-</td>
<td>Greek</td>
<td>large</td>
</tr>
<tr>
<td>mal-</td>
<td>Latin</td>
<td>bad, ill</td>
</tr>
<tr>
<td>micro-</td>
<td>Greek</td>
<td>small</td>
</tr>
<tr>
<td>mono-</td>
<td>Greek</td>
<td>single</td>
</tr>
<tr>
<td>multi-</td>
<td>Latin</td>
<td>many</td>
</tr>
<tr>
<td>neo-</td>
<td>Greek</td>
<td>new</td>
</tr>
<tr>
<td>octo-, oct-</td>
<td>Greek</td>
<td>eight</td>
</tr>
<tr>
<td>penta-</td>
<td>Greek</td>
<td>five</td>
</tr>
<tr>
<td>post-</td>
<td>Latin</td>
<td>after, behind</td>
</tr>
<tr>
<td>psych-</td>
<td>Greek</td>
<td>mind</td>
</tr>
<tr>
<td>quad-</td>
<td>Latin</td>
<td>four</td>
</tr>
<tr>
<td>semi-</td>
<td>Latin</td>
<td>half</td>
</tr>
<tr>
<td>sub-</td>
<td>Latin</td>
<td>under</td>
</tr>
<tr>
<td>super-</td>
<td>Latin</td>
<td>over, above</td>
</tr>
<tr>
<td>trans-</td>
<td>Latin</td>
<td>across, beyond</td>
</tr>
<tr>
<td>tri-</td>
<td>Latin</td>
<td>three</td>
</tr>
</tbody>
</table>
EXAMPLE

2 Read this sentence.

Because the brain is an organ that controls multiple bodily functions, study of the organ is not limited to, but may even transcend, psychology.

Which word from this sentence means “many”?
A  transcend  
B  multiple  
C  bodily  
D  psychology

Step 1 Read the sentence carefully. Do any words contain prefixes that might be relevant?

Transcend contains the prefix trans-, which means “across or beyond.” Multiple contains the prefix multi-, which means “many.” Psychology begins with the prefix psych-, which means “mind.” Bodily does not contain a prefix.

Step 2 Sometimes, recognizing the prefix is enough to figure out the general meaning of the rest of the word. This is helpful if you can’t identify any other roots. Make your inference using the best clue you have.

Out of the four answer choices, only three words contain prefixes. Only one of those words contains a part that I know is similar to “many.” Multiple contains the prefix multi-, which means “many.” The correct answer must be B.
Adding Suffixes

Suffixes can also give additional information about words. A suffix goes at the end of a word. Look at this list of Greek and Latin suffixes that are commonly used in math and science.

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Origin</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able, -ible</td>
<td>Latin</td>
<td>capable of being something</td>
</tr>
<tr>
<td>-algia</td>
<td>Greek</td>
<td>pain</td>
</tr>
<tr>
<td>-ectomy</td>
<td>Greek</td>
<td>surgical operation or removal of body part</td>
</tr>
<tr>
<td>-esis, -osis</td>
<td>Greek</td>
<td>action, process, condition</td>
</tr>
<tr>
<td>-form, -iform</td>
<td>Latin</td>
<td>having form or shape of</td>
</tr>
<tr>
<td>-gen</td>
<td>Greek</td>
<td>of a certain kind</td>
</tr>
<tr>
<td>-graph</td>
<td>Greek</td>
<td>written or drawn</td>
</tr>
<tr>
<td>-ial</td>
<td>Latin</td>
<td>a function of something</td>
</tr>
<tr>
<td>-iatry</td>
<td>Greek</td>
<td>field of medicine of a certain body part</td>
</tr>
<tr>
<td>-ice</td>
<td>Latin</td>
<td>condition, state of</td>
</tr>
<tr>
<td>-ify, -fy</td>
<td>Latin</td>
<td>make or turn into something</td>
</tr>
<tr>
<td>-logy</td>
<td>Greek</td>
<td>study of</td>
</tr>
<tr>
<td>-logist</td>
<td>Greek</td>
<td>person who studies</td>
</tr>
<tr>
<td>-oid</td>
<td>Greek</td>
<td>resembling</td>
</tr>
<tr>
<td>-pathy</td>
<td>Greek</td>
<td>disease, disorder</td>
</tr>
</tbody>
</table>
EXAMPLE

3 Read this sentence.

Once the patient arrived in the cardiology wing of the hospital, the cardiologist recommended that a cardiograph be taken to determine a cause for the patient's severe cardialgia.

Which word from this sentence means “a written or drawn image of the heart”?

A cardiology
B cardiologist
C cardiograph
D cardialgia

Step 1 Read the sentence carefully. What can you learn by looking at different parts of the word in each answer choice?

All the words have the same root, cardio, which I know means “heart.” Perhaps one word contains another part that means “a written or drawn image.” The suffix -logy in cardiology means “study of.” The suffix -logist in cardiologist means “someone who studies.” The suffix -graph in cardiograph means “written or drawn.” The suffix -algia in cardialgia means “pain.”

Step 2 Review the question. Which answer choice is correct?

I am supposed to be looking for a word part that means “written or drawn image.” Only C, cardiograph, contains a suffix, -graph, that means “written or drawn.” C is correct.
PRACTICE IT: Roots and Affixes

Read the passage and answer the questions that follow.

Central Maryland Medical Center Opens New Wing

1 Central Maryland Medical Center in Jessup, Maryland, announced the official opening of the Thelma Thompson Memorial Wing. Chief of Medicine Dr. Edward Warner cut the large red ribbon fastened around the perimeter of the new structure on Tuesday morning before a crowd of hospital staff and media representatives.

2 The multistory wing, which blends into the pastel building’s pentagon shape, includes a postoperative care center, several research facilities, and a new eight hundred square foot pharmacy. Construction of the wing was financed by a donation from Mrs. Thelma Thompson of Havre de Grace. In honor of her generosity, a portrait hangs in the lobby of the new wing under the dictum, “To heal without harm; to help without hindrance.”

3 The new wing will commence daily operations following the completion of a subterranean hydrant line on Thursday.
1. Read this sentence from paragraph 1.

Chief of Medicine Dr. Edward Warner cut the large red ribbon fastened around the perimeter of the new structure on Tuesday morning before a crowd of hospital staff and media representatives.

Which word from this sentence is derived from the Greek root meaning “surrounding”?

A. fastened
B. perimeter
C. structure
D. representatives

2. Read this sentence from paragraph 2.

The multistory wing, which blends into the pastel building’s pentagon shape, includes a postoperative care center, several research facilities, and a new eight hundred square foot pharmacy.

Which word from this sentence contains an affix that is used to describe something as “after” or “behind”?

A. pastel
B. pentagon
C. postoperative
D. pharmacy

3. Which of these words from the sentence quoted in item 2 contains the Latin prefix meaning “many”?

A. multistory
B. several
C. research
D. hundred

4. Read these sentences from paragraph 2.

Construction of the wing was financed by a donation from Mrs. Thelma Thompson of Havre de Grace. In honor of her generosity, a portrait hangs in the lobby of the new wing under the dictum, “To heal without harm; to help without hindrance.”

Which word from these sentences is derived from the Latin root meaning “to say” or “to speak”?

A. donation
B. honor
C. portrait
D. dictum
LEARN IT: Analogies

An analogy shows a relationship between two words. Understanding this relationship can help you identify a similar relationship in another situation. This in turn can help you understand how ideas and concepts are related to each other.

Use Words in a Sentence

If you don’t immediately see the relationship between two words in an analogy, try using both words in a sentence that describes how they are related.

EXAMPLE

The relationship between wheel and car is the same as the relationship between

A chair and sofa.
B book and shelf.
C stem and flower.
D class and teacher.

Step 1 Look at the analogy in the question. Make a sentence that shows the relationship between the two words.

How are wheel and car related? A wheel is one of the parts of a car. My sentence is “A wheel is part of a car.” The relationship is about parts of a whole.

Step 2 Look at the answer choices. Which one has a similar relationship?

A chair isn’t part of a sofa. A book isn’t part of a shelf; a book goes on a shelf. A stem is part of flower. A class is taught by a teacher; a class is not part of a teacher. Choice C, stem and flower, is the correct answer.
Many common relationships between words can be turned into analogies. Learning the most common kinds of analogies will make it easier for you to create a sentence that shows the relationship between the two words.

“Type of” Analogies

A common analogy related to the “is a part of” analogy is the “type of” analogy. In “type of” analogies, a general category is compared to something specific that belongs in that category. Follow the model below for an example of a “type of” analogy.

EXAMPLE

The relationship between soup and chicken noodle is the same as the relationship between
A   lamp and light bulb.
B   sport and ice hockey.
C   hands and work gloves.
D   sandwich and wheat bread.

Step 1   Look at the analogy in the question. What is the relationship between soup and chicken noodle?

Soup is a kind of food, and there are many kinds of soup. Chicken noodle is a specific type of soup. This analogy shows the relationship between a general category and a specific type of that category.

Step 2   Read each answer choice. Which answer choice shows the relationship between something general and something specific that belongs to that general category?

Choice A shows two things that are used together, lamp and light bulb. Choice B shows sport and ice hockey, which is a type of sport. Choice C shows a body part and something you wear on it, hands and work gloves. Choice D shows sandwich and wheat bread, which is a part of a sandwich. The best answer is B, sport and ice hockey.
“Cause and Effect” and “Function/Purpose” Analogies

“Cause and effect” and “function/purpose” analogies are two more kinds of analogies. In “cause and effect” analogies, one word results in or causes the other. In “function/purpose” analogies, one word is the function or purpose of the other word.

EXAMPLE

3  The relationship between glue and bind is the same as the relationship between
A  ice and cool.
B  handle and bag.
C  medicine and sick.
D  knot and rope.

Step 1  Look at the analogy in the question. What is the relationship between glue and bind?

When you use glue, you bind two things together. In other words, the purpose of glue is to bind. This is a “function/purpose” analogy.

Step 2  Read each answer choice. Which answer choice shows a “function/purpose” relationship?

In choice B, a handle is a part of a bag. In choice C, a sick person usually takes medicine, but the purpose of medicine is not sickness. In choice D, a knot may be found on a rope. In choice A, ice is used to cool something. In other words, the purpose of ice is to cool. The best answer is A.
“Characteristic Action,” “Characteristic Place,” and “Characteristic Use” Analogies

In “characteristic action” analogies, one word is something that is used to do the other. In “characteristic place” analogies, one word is a place, and the other word is something that is found in that place. In “characteristic use” analogies, one word is an object that the other word uses.

EXAMPLE

4 The relationship between writer and pen is the same as the relationship between
   A athlete and stadium.
   B salesperson and sell.
   C surgeon and doctor.
   D barber and scissors.

**Step 1** Look at the analogy in the question. How are the two words related to each other?

A writer uses a pen to write. This analogy shows something that someone uses. That is a “characteristic use” relationship.

**Step 2** Read each answer choice. Which answer choice shows a “characteristic use” relationship?

In choice A, an athlete plays in a stadium, but it seems strange to say an athlete uses a stadium. This is really a “characteristic place” relationship. In choice B, a salesperson usually sells things, so this is a “characteristic action” relationship. In choice C, a surgeon is a type of doctor, so this is a “type of” relationship. In choice D, a barber uses scissors to cut hair. This is the only answer that shows a “characteristic use” relationship. The correct answer is D.
PRACTICE IT: Analogies

Read the passage and answer the questions that follow.

From Don Quixote
By Miguel de Cervantes

As they discoursed, they discovered some thirty or forty windmills, that are in that field; and as soon as Don Quixote espied them, he said to his squire, 'Fortune doth address our affairs better than we ourselves could desire; for behold there, friend Sancho Panza, how there appears thirty or forty monstrous giants, with whom I mean to fight, and deprive them all of their lives, with whose spoils we will begin to be rich; for this is a good war, and a great service unto God, to take away so bad a seed from the face of the earth.' 'What giants?' quoth Sancho Panza. 'Those that thou seest there,' quoth his lord, 'with the long arms; and some there are of that race whose arms are almost two leagues long.' 'I pray you understand,' quoth Sancho Panza, 'that those which appear there are no giants, but windmills; and that which seems in them to be arms, are their sails, that, swung about by the wind, do also make the mill go.' 'It seems well,' quoth Don Quixote 'that thou art not yet acquainted with matter of adventures. They are giants; and, if thou beest afraid, go aside and pray, whilst I enter into cruel and unequal battle with them.' And, saying so, he spurred his horse Rozinante, without taking heed to his squire's cries, advertising him how they were doubtless windmills that he did assault, and no giants; but he went so fully persuaded that they were giants as he neither heard his squire's outcries, nor did discern what they were, although he drew very near to them, but rather said, so loud as he could, 'Fly not, ye cowards and vile creatures! for it is only one knight that assaults you.'

With this the wind increased, and the mill sails began to turn about; which Don Quixote espying, said, 'Although thou movest more arms than the giant Briareus thou shalt stoop to me.' And, after saying this, and commending himself most devoutly to his Lady Dulcinea, desiring her to succor him in that trance, covering himself well with his buckler, and setting his lance on his rest, he spurred on Rozinante, and encountered with the first mill that was before him, and, striking his lance into the sail, the wind swung it about with such fury, that it broke his lance into shivers, carrying him and his horse after it, and finally tumbled him a good way off from it on the field in evil plight. Sancho Panza repaired presently to succor him as fast as his ass could drive; and when he arrived he found him not able to stir, he had gotten such a crush with Rozinante. 'Good God!' quoth Sancho, 'did I not foretell unto you that you should look well what you did, for they were none other than windmills? nor could any think otherwise, unless he had also windmills in his brains.' 'Peace, Sancho,' quoth Don Quixote; 'for matters of war are more subject than any other thing to continual change; how much more, seeing I do verily persuade myself, that the wise Frestron, who robbed my study and books, hath transformed these giants into mills, to deprive me of the glory of the victory, such in the enmity he bears towards me. But yet, in fine, all his bad arts shall but little prevail against the goodness of my sword.'
The relationship between sail and windmill is the same as the relationship between
A arm and body.
B wind and blow.
C rose and flower.
D clown and circus.

The relationship between knight and sword is the same as the relationship between
A branch and tree.
B exercise and sweat.
C teacher and student.
D photographer and camera.

The relationship between horse and spurred is the same as the relationship between
A kite and flew.
B car and accelerated.
C hungry and ate.
D letter and addressed.

The relationship between books and study is the same as the relationship between
A nose and sneeze.
B shirt and collar.
C sink and bathroom.
D musician and piano.
**LEARN IT: Informational Materials**

Informational materials are nonfiction pieces that give information about a topic. An informational piece of writing may use different text features to help readers understand important facts. One of the most common features of a text is its **typography**. This refers to the style, appearance, and arrangement of text. By adjusting the typography, writers can make certain information stand out in a text. Writers can vary the style of text by using **boldface**, **italics**, **underlining**, or **ALL CAPS**. Adjusting the size and font of the text changes its appearance. Writers can alter the arrangement of a text by changing the alignment or spacing between lines.

**EXAMPLE**

1. Read the following definition.

   **placid** ('pla-sәd), adj. calm; free of interruption. SYNONYMS: complacent, serene, tranquil. ETYMOLOGY: from the Latin word *placidus*.

   What is the purpose of the **underlined** words in this definition?

   A. to reveal the most important word
   B. to emphasize words that can be found in other entries
   C. to highlight the language from which the word is derived
   D. to point out the word that the entry provides information about

   **Step 1** Find the underlined words in the definition. Look at how they are used.

   There are only three underlined words. They appear after the word synonyms, so they must by synonyms of the entry word *placid*.

   **Step 2** Look at the answer choices. How do they compare to what you know about the context of the underlined words in this definition?

   All the words in the synonym list are underlined, so there is not one underlined word that is more important. Therefore, answer choice A is incorrect. The word is derived from Latin, but Latin is not underlined, so answer choice C is incorrect. The italicized words appear at different places in the entry, so they do not reveal which word the entry gives information about. Answer choice D must be incorrect. The best choice is B since the underlined words are synonyms and appear in other entries in the dictionary.
Analyzing Typography

At the simplest level, typography helps readers navigate the text. Writers can also use typography to shape meaning. For example, a certain word or phrase that is particularly important might be written in **boldface**; a word that deserves particular emphasis, especially in a speech, might be *italicized* or written in ALL CAPS.

**EXAMPLE**

2 Look at this excerpt from “Civil Disobedience” by Henry David Thoreau.

This American government—what is it but a tradition, though a recent one, endeavoring to transmit itself unimpaired to posterity, but each instant losing some of its integrity? It has not the vitality and force of a single living man; for a single man can bend it to his will. It is a sort of wooden gun to the people themselves. But it is not the less necessary for this; for the people must have some complicated machinery or other, and hear its din, to satisfy that idea of government which they have. Governments show thus how successfully men can be imposed upon, even impose on themselves, for their own advantage. It is excellent, we must all allow. Yet this government never of itself furthered any enterprise, but by the alacrity with which it got out of its way. *It* does not keep the country free. *It* does not settle the West. *It* does not educate. The character inherent in the American people has done all that has been accomplished; and it would have done somewhat more, if the government had not sometimes got in its way.

The purpose of italicizing the word *it* three times toward the end of this passage is to

A urge the American government to keep the country free.
B credit the American government for its many achievements.
C contrast the American government with the American people.
D compare the American government to governments around the world.

**Step 1** Locate the three italicized *its* in the passage. In your own words, what is Thoreau saying in those sentences?

In each sentence, *it* refers to the government. The sentence that immediately follows these sentences praises the American people. Thoreau seems to be saying that the American people, not the government, achieve such things as keeping the country free, settling the West, and educating themselves.

**Step 2** Which answer best fits with the meaning of that part of the passage?

Thoreau says the American people keep the country free, so answer A is incorrect. Thoreau credits the American people, so answer B is incorrect. Thoreau does not mention governments in other parts of the world, so answer D is incorrect. By praising the American people and not praising the American government, Thoreau is drawing a contrast between them. Answer C is correct.
Analyzing Rhetorical Features

Rhetoric is the art of speaking and writing well. Rhetorical features in informational texts include devices or stylistic choices that help the speaker or writer make a point that will resonate with listeners or readers. These may include repeating certain words, using memorable phrases, and asking questions as a way of making a point.

EXAMPLE

Read this excerpt from a speech made by Sojourner Truth at the Ohio Women’s Rights Convention in 1851.

That man over there says that women need to be helped into carriages, and lifted over ditches, and to have the best place everywhere. Nobody ever helps me into carriages, or over mud-puddles, or gives me any best place! And ain’t I a woman? Look at me! Look at my arm! I have ploughed and planted, and gathered into barns, and no man could head me! And ain’t I a woman? I could work as much and eat as much as a man—when I could get it—and bear the lash as well! And ain’t I a woman? I have borne thirteen children, and seen most all sold off to slavery, and when I cried out with my mother’s grief, none but Jesus heard me! And ain’t I a woman?

Truth repeatedly asks, “And ain’t I a woman?” to

A remind people that she is not a man.
B inspire her audience to respond out loud.
C explain why women deserve the same rights as men.
D point out that not all women get treated equally.

Step 1 Locate each place in the passage where Truth asks the question. What else does she say before she asks the question? What point might she be making?

Truth begins by pointing out that she has never been helped into carriages or given the best place to sit, even though another man claims that women “need to be” treated this way. “And ain’t I a woman?” she asks, as though to emphasize the double standard. She does the same thing when pointing out that she has been worked hard and underfed, and that she has lost her children to slavery—each time her question emphasizes that even though she is a woman, she has never been treated like one.

Step 2 Read each answer choice. Which best matches the point Truth is making in the passage?

Choice A is too literal to be correct—there is no indication in the passage that people don’t realize Truth is a woman. There is also no indication in the passage that Truth is waiting for people to respond to her questions, so choice B doesn’t seem right. Truth is asking a question, not offering an explanation, so choice C can’t be correct. Each question follows an example of how Truth is not treated as well as other women seem to be treated. Choice D is the correct answer.
PRACTICE IT: Informational Materials

Read the passage and answer the questions that follow.

Document A

*From the 1860 Democratic Party Platform*

1. Resolved, That we, the Democracy of the Union in Convention assembled, hereby declare our affirmance of the resolutions unanimously adopted and declared as a platform of principles by the Democratic Convention at Cincinnati, in the year 1856, believing that Democratic principles are unchangeable in their nature, when applied to the same subject matters; and we recommend, as the only further resolutions, the following:

2. Inasmuch as difference of opinion exists in the Democratic party as to the nature and extent of the powers of a Territorial Legislature, and as to the powers and duties of Congress, under the Constitution of the United States, over the institution of slavery within the Territories,

3. Resolved, That the Democratic party will abide by the decision of the Supreme Court of the United States upon these questions of Constitutional law.

4. Resolved, That it is the duty of the United States to afford ample and complete protection to all its citizens, whether at home or abroad, and whether native or foreign born.

5. Resolved, That one of the necessities of the age, in a military, commercial, and postal point of view, is speedy communication between the Atlantic and Pacific States; and the Democratic party pledge such Constitutional Government aid as will insure the construction of a Railroad to the Pacific coast, at the earliest practicable period.

6. Resolved, That the Democratic party are in favor of the acquisition of the Island of Cuba on such terms as shall be honorable to ourselves and just to Spain.

7. Resolved, That the enactments of the State Legislatures to defeat the faithful execution of the Fugitive Slave Law, are hostile in character, subversive of the Constitution, and revolutionary in their effect. . . .
Document B

*From the 1860 Republican Party Platform*

1. Resolved, That we, the delegated representatives of the Republican electors of the United States in Convention assembled, in discharge of the duty we owe to our constituents and our country, unite in the following declarations: . . .

2. That the maintenance of the principles promulgated in the Declaration of Independence and embodied in the Federal Constitution, “That all men are created equal; that they are endowed by their Creator with certain inalienable rights; that among these are life, liberty and the pursuit of happiness; that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed,” is essential to the preservation of our Republican institutions; and that the Federal Constitution, the Rights of the States, and the Union of the States must and shall be preserved. . . .

3. That the people justly view with alarm the reckless extravagance which pervades every department of the Federal Government; that a return to rigid economy and accountability is indispensable to arrest the systematic plunder of the public treasury by favored partisans; while the recent startling developments of frauds and corruptions at the Federal metropolis, show that an entire change of administration is imperatively demanded. . . .

4. That the normal condition of all the territory of the United States is that of freedom: That, as our Republican fathers, when they had abolished slavery in all our national territory, ordained that “no persons should be deprived of life, liberty or property without due process of law,” it becomes our duty, by legislation, whenever such legislation is necessary, to maintain this provision of the Constitution against all attempts to violate it; and we deny the authority of Congress, of a territorial legislature, or of any individuals, to give legal existence to slavery in any territory of the United States.

5. That we brand the recent reopening of the African slave trade, under the cover of our national flag, aided by perversions of judicial power, as a crime against humanity and a burning shame to our country and age; and we call upon Congress to take prompt and efficient measures for the total and final suppression of that execrable traffic. . . .
1. The repetition of the word *Resolved* in Document A is used to show
   A. the Democrats’ commitment to ending slavery.
   B. where each new topic or issue begins.
   C. which issue is most important to the party.
   D. the opinions of the different representatives.

2. According to the two documents, the main difference between the Democratic and Republican positions on slavery is
   A. the Democrats want the Supreme Court to decide the issue, whereas the Republicans are opposed to slavery in American territories.
   B. the Democrats want to extend slavery in American territories, whereas the Republicans want to abolish slavery for good.
   C. the Democrats want to introduce slavery to the island of Cuba, whereas the Republicans want Congress to end the African slave trade.
   D. the Democrats want to pass the Fugitive Slave Law, whereas the Republicans want the state legislatures to put an end to the Fugitive Slave Law.

3. Paragraph 3 of Document B is phrased so as to suggest that the Republicans
   A. would prefer to focus on the future rather than dwell on the past.
   B. have done a good job running the federal government.
   C. are not to blame for the recent recklessness and corruption.
   D. disagree with the Democrats on most key issues.

4. The main purpose of the quotation in paragraph 4 of Document B is to
   A. reassure American citizens that the government protects them.
   B. outlaw slavery throughout the United States.
   C. demonstrate that the Democratic platform is unconstitutional.
   D. lend authority to the Republican position on slavery.
LEARN IT: Patterns of Organization

A writer’s meaning is affected by the words he or she uses, as well as how he or she uses those words. In addition, the meanings of words, phrases, or sentences can be clarified by understanding their placement in a piece of writing. Paying attention to these subtle clues can help you understand complicated texts.

A pattern of organization is the way a piece of writing is structured. Some common structures include steps in a process, cause and effect, problem and solution, and order of importance. If you can find the structure of a piece of writing, you can use that to answer questions about where sentences belong within that structure, as well as what those sentences mean.

EXAMPLE

The following is a student draft and may contain errors.

Read the following passage.

1) Chief Black Kettle was a leader among the Cheyenne Native Americans in the Colorado Territory. 2) Black Kettle always tried to bring peace to his village. 3) In 1864, the Cheyenne village was attacked by soldiers at Sand Creek. 4) After this battle, Black Kettle signed the Treaty of the Little Arkansas. 5) Even though the army ignored its end of this bargain, Black Kettle signed another treaty two years later. 6) When attacked, Black Kettle raised a white flag of surrender and the American flag, in hopes that the army would cease its attack. 7) A year after the Medicine Lodge Treaty of 1867, Black Kettle and the majority of his people were massacred by General George Armstrong Custer at the Washita River.
Which of the following would be the best way to reorder this paragraph?

A. switch sentence 2 and sentence 3  
B. move sentence 6 after sentence 3  
C. switch sentence 6 and sentence 7  
D. move sentence 2 after sentence 5

**Step 1** Look at the passage. How would you describe the pattern of organization?

The passage gives factual information about a historical figure. This information should be given chronologically.

**Step 2** Now look at the answer choices. Which choice would help with aligning the sequence of events in this passage?

Choice A doesn’t make sense because sentence 2 is an introduction to the action of the paragraph. It should come before sentence 3. Sentence 6 provides essential information about the Sand Creek massacre, so it makes sentence to move it after sentence 3. Choice B is the correct answer. Choice C doesn’t make sense because sentence 6 should be moved, but not after sentence 7, which is about a different battle. Choice D doesn’t make sense because sentence 2 is an introduction to the action of the paragraph. It should come before sentence 5. Choice B is the best answer.
Word Choice and Syntax

There are many ways to say something. However, the specific words chosen by an author (diction, or word choice) as well as the ways in which those words are arranged (syntax), can give added meaning to a piece of text. This meaning can often be illuminated by looking at the context that surrounds the text.

EXAMPLE

Read these sentences from Abraham Lincoln’s Gettysburg Address.

But, in a larger sense, we cannot dedicate ... we cannot consecrate ... we cannot hallow this ground. ... It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced.

With his second use of dedicate, Lincoln is
A  devoting the ground to the dead.
B  devoting the ground to the living.
C  asking the people to commit to fighting on.
D  asking the people to commit to mourning.

Step 1 Read the excerpt carefully. What is Lincoln saying?

It seems that Lincoln is saying that they have come together to memorialize all the men who died at Gettysburg, and it is their duty to continue to fight the war that the soldiers died for.

Step 2 Read each answer choice. Which answer choice fits best with the meaning of the entire sentence?

Choice A is what Lincoln means by the first use of dedicate, but Lincoln’s address goes on to say something further. Choice B does not make sense because Lincoln does not want to dedicate anything to the living people. Choice C makes sense because Lincoln wants the people to finish the work of the dead. Choice D could make sense because Lincoln does want the dead to be remembered, but this is not what he is calling for in these sentences. The correct answer choice is C.
Repetition

Writers can give words or phrases added emphasis through repetition. Repeating a word or phrase can help the writer better define or support the main idea or theme of a text.

EXAMPLE

Read this excerpt from “A Cooking Egg” by T. S. Eliot.

I shall not want Capital in Heaven
   For I shall meet Sir Alfred Mond:
We two shall lie together, lapt
   In a five per cent Exchequer Bond.

I shall not want Society in Heaven,
   Lucretia Borgia shall be my Bride;
Her anecdotes will be more amusing
   Than Pipit’s experience could provide.

The repetition of the phrase “I shall not want” emphasizes the speaker’s
A feelings of loneliness.
B assertion of what he does not need.
C assertion that he is content on Earth.
D feelings about love and devotion.

Step 1 Read the excerpt carefully. What is it about? What does the repetition of the phrase mean to you?

This poem seems to dismiss wanting one thing in favor of another, so I think the repetition of that phrase reminds us of what the speaker does and does not want out of life.

Step 2 Read each answer choice. Which answer choice fits best with the meaning of the speech?

Choice A is not supported by any other line of the poem. Choice B makes sense because the speaker says something he shall not do, then follows it with what he shall do. This might be the same as what the speaker wants and doesn’t want. Choice C could be true because the speaker does not want things in Heaven, but it is not supported. Choice D could make sense because the speaker talks about his bride, but the phrase does not relate to this specifically. The best choice is answer B.
PRACTICE IT: Patterns of Organization

Read the passage and answer the questions that follow.

From Jane Eyre
By Charlotte Brontë

1. There was no possibility of taking a walk that day. We had been wandering, indeed, in the leafless shrubbery an hour in the morning; but since dinner (Mrs. Reed, when there was no company, dined early) the cold winter wind had brought with it clouds so sombre, and a rain so penetrating, that further out-door exercise was now out of the question.

2. I was glad of it: I never liked long walks, especially on chilly afternoons: dreadful to me was the coming home in the raw twilight, with nipped fingers and toes, and a heart saddened by the chidings of Bessie, the nurse, and humbled by the consciousness of my physical inferiority to Eliza, John, and Georgiana Reed.

3. The said Eliza, John, and Georgiana were now clustered round their mama in the drawing-room: she lay reclined on a sofa by the fireside, and with her darlings about her (for the time neither quarrelling nor crying) looked perfectly happy. Me, she had dispensed from joining the group; saying, “She regretted to be under the necessity of keeping me at a distance; but that until she heard from Bessie, and could discover by her own observation, that I was endeavouring in good earnest to acquire a more sociable and childlike disposition, a more attractive and sprightly manner—something lighter, franker, more natural, as it were—she really must exclude me from privileges intended only for contented, happy, little children.”

4. “What does Bessie say I have done?” I asked.

5. “Jane, I don’t like cavillers or questioners; besides, there is something truly forbidding in a child taking up her elders in that manner. Be seated somewhere; and until you can speak pleasantly, remain silent.”

6. A breakfast-room adjoined the drawing-room, I slipped in there. It contained a bookcase: I soon possessed myself of a volume, taking care that it should be one stored with pictures. I mounted into the window-seat: gathering up my feet, I sat cross-legged, like a Turk; and, having drawn the red moreen curtain nearly close, I was shrined in double retirement.

7. Folds of scarlet drapery shut in my view to the right hand; to the left were the clear panes of glass, protecting, but not separating me from the drear November day. At intervals, while turning over the leaves of my book, I studied the aspect of that winter afternoon. Afar, it offered a pale blank of mist and cloud; near a scene of wet lawn and storm-beat shrub, with ceaseless rain sweeping away wildly before a long and lamentable blast.
1 In paragraph 2, Brontë uses the phrase “a heart saddened” to convey that
   A  Jane enjoys walks in the shrubbery.
   B  Jane dislikes being punished.
   C  Jane does not feel beautiful.
   D  Jane wishes the rain would stop.

2 In paragraph 6, the phrase “shrined in double retirement” means that
   A  Jane was resting peacefully.
   B  Jane was hidden by the curtain.
   C  Jane was dressed like a Turk.
   D  Jane was out in the open.

3 The repetition of “Eliza, John, and Georgiana” in paragraph 3 emphasizes
   A  Jane’s disgust over playing with them.
   B  Jane’s ability to remember names.
   C  the importance of these three children over Jane.
   D  Bessie’s love of the children.

4 Read the following sentence.
   Though I was glad to be out of the cold splatter, I gladly accepted the sound of it echoing in my head.

   This sentence would most likely be found in
   A  paragraph 2.
   B  paragraph 4.
   C  paragraph 5.
   D  paragraph 7.
LEARN IT: Consumer, Workplace, and Public Documents

Consumer, workplace, and public documents are pieces of writing that outline rules, regulations, and agreements between people. These documents may establish agreements for work assignments, details for renting or leasing a car or an apartment, requirements for joining a club, or terms for paying off a loan. It is important to read these documents thoroughly and understand the facts presented in them.

EXAMPLE

Read the following excerpt from a lease agreement.

Clause 11. Tenant’s Maintenance Responsibilities

Tenant will: (1) keep the premises clean, sanitary, and in good condition and, upon termination of the tenancy, return the premises to Landlord in a condition identical to that which existed when Tenant took occupancy, except for ordinary wear and tear; (2) immediately notify Landlord of any defects or dangerous conditions in and about the premises of which Tenant becomes aware; and (3) reimburse Landlord, on demand by Landlord, for the cost of any repairs to the premises damaged by Tenant or Tenant’s guests or business invitees through misuse or neglect.

When should the renter notify the landlord of any damage or unsafe conditions that exist on the property?

A  as soon as the renter takes occupancy
B  when paying the last month’s rent
C  when reimbursing the landlord for repairs
D  as soon as the renter notices them

Step 1  What information are you supposed to find?

I am supposed to look for information about when a renter should notify the landlord of any damage to the property. That information can be found under number 2 in the passage.

Step 2  Review the answer choices. Which answer choice restates the information in number 2?

Number 2 does not refer to when the renter takes occupancy or pays the last month’s rent. Therefore, choices A and B aren’t correct. There is also no reference to reimbursing the landlord under number 2, so choice C isn’t correct either. Number 2 says the tenant must notify the landlord immediately. Immediately and as soon as the renter notices mean the same thing, so choice D is the answer.
Sometimes consumer, workplace, and public documents are long and cover many topics. Usually, each topic is given its own section in the document. These sections are labeled with specific **headings**, which help you find information quickly. Headings are usually given in **boldface font** or some other distinctive type, so they are easy for readers to notice.

**EXAMPLE**

2 Read this excerpt from a sick-leave policy.

**Pay and benefits during sick leave.** Illness pay will be based on a regular eight-hour day at straight time and at the employee's base rate. Illness absence of less than three hours in a day will not be considered for payment. Saturdays, Sundays, daily overtime hours, paid holidays, and paid vacation time are excluded as time for which payment will be made under this program.

Weekly insurance benefits will continue to be paid commencing with the first day of certified disability due to accidents and the fourth day due to illness. Thus, in accident and illness cases, the insurance benefit will be paid rather than the paid illness allowance, and any unused illness allowance will be available for use later in the year as needed.

**Certification of illness.** Certification of illness by a physician will not normally be required to qualify for payment under this program.

**Effect on performance.** While the company pays you for authorized sick days, we expect you to be honest with us in taking days off only when you are actually ill. Any abuse of this benefit will be taken into account in evaluations of your performance. The company reserves the right to require a statement from your doctor.

**At termination.** When termination of employment occurs, no payment for sick leave will be made.
Which absences due to illness does the company not pay for?

A    medical, dental, or optical exams
B    absences of three hours or less
C    absences not certified by a doctor
D    absences caused by illness of a family member

**Step 1** Read the question carefully. Do you see any words that tell you in which section the answer will be found?

The question asks about which absences the company will not pay sick leave for. The answer will most likely be found in the section following the heading “Pay and benefits during sick leave.”

**Step 2** Read that section of the policy. Which answer choice restates the appropriate information found in that section?

I looked in the “Pay and benefits during sick leave” section. It says that the company will not pay for absences of less than three hours in a day. It does not mention anything about medical, dental, or optical exams or absences caused by illness of a family member. Nor does it say that a doctor’s certificate is required to be paid. The correct answer is therefore B.
PRACTICE IT: Consumer, Workplace, and Public Documents

Employee Drug Testing Policy

Employees Subject to Testing

Under MyCompany’s drug and alcohol testing policy, current and prospective employees who work or would work in high-risk or safety-sensitive positions will be asked to submit to drug and alcohol testing. No prospective employee will be asked to submit to testing unless an offer of employment has been made. An offer from MyCompany, however, is conditioned on the prospective employee testing negative for drugs and alcohol.

Tested Substances

MyCompany’s drug and alcohol testing program is limited to testing for blood alcohol, marijuana, cocaine, and opiates. Any other substances that may be tested using the same method used to test for controlled substances will not be tested and, if found, will not be reported.

Written Notice

Before being asked to submit to a drug and/or alcohol test, the employee will receive written notice of the request or requirements.

Notice of Results

If the employee is asked to submit to a drug or alcohol test, MyCompany will notify the employee of the results within 24 hours after it receives them from the laboratory. To preserve the confidentiality MyCompany strives to maintain, the employee will be notified by letter whether the test was negative or confirmed positive and, if confirmed positive, what the next step is.

Positive Test Results

If the employee receives notice that the employee’s test results were confirmed positive, the employee will be given the opportunity to explain the positive result following the employee’s receipt of the test result. In addition, the employee may have the same sample retested at a laboratory of the employee’s choice.

Adverse Employment Action

If there is reason to suspect that the employee is working while under the influence of an illegal drug or alcohol, the employee will be suspended without pay until the results of a drug and alcohol test are made available to MyCompany by the testing laboratory. Where drug or alcohol testing is part of a routine physical or random screening, there will be no adverse employment action taken until the test results are in.
Costs

MyCompany will pay the cost of any drug and alcohol testing that it requires or requests employees submit to, including retesting of confirmed positive results. Any additional tests that the employee requests will be paid for by the employee.

Drug and Alcohol Use at Work Prohibited

MyCompany will not tolerate any use of nonprescribed drugs or alcohol during work hours. If the employee comes to work under the influence of drugs or alcohol or uses drugs or alcohol during work time, the employee will be sent home without pay.

1. In this policy, employees who will be tested for drugs and alcohol include
   A. only current employees who work in safety-sensitive positions.
   B. only prospective employees who would work in safety-sensitive positions.
   C. current and prospective employees in safety-sensitive positions.
   D. all current and former employees in safety-sensitive positions.

3. What happens to an employee who is suspected of using drugs or alcohol while at work?
   A. The employee is suspended without pay until tested.
   B. The employee is suspended with pay until tested.
   C. The employee is terminated immediately.
   D. The employee receives a written reprimand.

4. If an employee’s drug and alcohol test shows positive results, the employee has the right to
   A. hire an attorney paid for by the employer.
   B. protest by writing a letter to the president of the company.
   C. take unpaid sick leave until test results are negative.
   D. explain the positive results or be retested.
LEARN IT: Author’s Arguments

Writers often express an idea or assert a position in their writing and then support that position with examples, facts, or statements. An argument or idea backed up by facts and other information is more likely to be accepted as true than a position that has no facts to support it.

**Advertising and Marketing**

Advertising and marketing materials try to convince the reader that their products or services are the best choices available. They make positive statements about their products; then they present evidence or additional statements to try to support their claims and make them seem believable.

**EXAMPLE**

1. Read the following excerpt from an advertisement.

   The Turbo-Delta is without doubt the most powerful vacuum cleaner on the market today. It makes the filthiest, most ground-in dirt disappear instantaneously—right before your very eyes! Independent studies show that you won’t find any vacuum cleaner with stronger suction, a faster motor, or a more effective performance. If your cleaning tasks seem endless and exhausting, you owe it to yourself to test-drive the Turbo-Delta. Patrons of the finest hotels and inns are astounded by the cleanliness provided by the Turbo-Delta. No other cleaner can compete with this industry-standard, super-efficient cleaner. If you want to complete your chores in half the time, Turbo-Delta is the machine for you!
Which of the following best supports the claim “The Turbo-Delta is without doubt the most powerful vacuum cleaner on the market today”?

A. It makes the filthiest, most ground-in dirt disappear instantaneously—right before your very eyes!

B. If your cleaning tasks seem endless and exhausting, you owe it to yourself to test-drive the Turbo-Delta.

C. Patrons of the finest hotels and inns are astounded by the cleanliness provided by the Turbo-Delta.

D. Independent studies show that you won’t find any vacuum cleaner with stronger suction, a faster motor, or a more effective performance.

Step 1 Read the question and make sure you understand what is being asked. What is the writer claiming? What evidence is needed to support this claim?

The question is asking for the evidence that best supports the argument that this vacuum cleaner is the most powerful one on the market. In order for me to accept this claim, I would need evidence that compares the power of this vacuum cleaner to that of other cleaners that are available on the market.

Step 2 Review the answer choices. Which answer choice compares the power of the Turbo-Delta to that of other floor cleaners available on the market?

Choices A and B do not refer to any other cleaners. Choice C talks about hotels and inns that use the Turbo-Delta, implying that they use it instead of other cleaners, but it does not say anything about how powerful the cleaner is. Choice D specifically mentions that the Turbo-Delta has been tested and was found to be the best in terms of suction, speed, and efficiency. Choice D is therefore the best answer to support the claim that the Turbo-Delta is the most powerful cleaner available.
Opinions

Essays or speeches usually present a writer’s **opinions** on a subject or try to convince an audience that a certain idea is true or important. When you read an essay or speech, watch for specific statements that support the writer’s opinions. Do those statements help prove the writer’s idea by supporting it with solid facts or reasons?

**EXAMPLE**

2 Read this excerpt from an opinion essay.

The empty lot on the corner of Main Street and 12th Avenue is an eyesore that needs to be replaced with something that will benefit our city. Some have proposed a scenic fountain and ice skating rink. It’s true that some citizens would enjoy and benefit from the recreational opportunities this would provide. But if we look closer, we can see that downtown already has a desperate need for more and better parking. Installing a skating rink would only increase the number of people who would want to park downtown. Turning the vacant lot into a new parking facility would help alleviate existing traffic problems and allow more people to enjoy the many amenities we already have downtown. A parking facility would also bring needed revenue into the city, so that streets can be repaired and signal lights replaced.

The writer mentions the parking facility’s likely effect on traffic in the city in order to

A  call on the town’s sense of pride.
B  appeal to fears of losing money.
C  remind people of a current problem.
D  show that a skating rink would be silly.

**Step 1** Where in the passage does the writer mention the effect of the parking facility on traffic? What else does the writer say about this effect?

The writer mentions traffic in the sixth sentence; the writer also states that there is a “desperate need for more and better parking.” I think the writer’s point is that the parking facility would help solve the existing problems of parking and traffic.

**Step 2** Which answer choice comes closest to the points the writer makes?

Choice A is about town pride. A skating rink might promote town pride, but it’s not clear from the passage that town pride is a problem. Choice B is about fears of losing money; however, nowhere does the writer imply that the city will actually lose money if the parking facility is not built. Choice D talks about a skating rink being silly, but the author does not say this anywhere in the essay. The writer says that the city has “existing traffic problems” and a need for “more and better parking.” These are examples of current problems that the city is facing. Choice C is the best answer.
PRACTICE IT: Author’s Arguments

Read the passage and answer the questions that follow.

From “The Nature of Goodness” (1903)
By George Herbert Palmer

1. In undertaking the following discussion I foresee two grave difficulties. My reader may well feel that goodness is already the most familiar of all the thoughts we employ, and yet he may at the same time suspect that there is something about it perplexingly abstruse and remote. Familiar it certainly is. It attends all our wishes, acts, and projects as nothing else does, so that no estimate of its influence can be excessive. When we take a walk, read a book, make a dress, hire a servant, visit a friend, attend a concert, choose a wife, cast a vote, enter into business, we always do it in the hope of attaining something good. The clue of goodness is accordingly a veritable guide of life. On it depend actions far more minute than those just mentioned. We never raise a hand, for example, unless with a view to improve in some respect our condition. Motionless we should remain forever, did we not believe that by placing the hand elsewhere we might obtain something which we do not now possess. Consequently we employ the word or some synonym of it during pretty much every waking hour of our lives. Wishing some test of this frequency I turned to Shakespeare, and found that he uses the word “good” fifteen hundred times, and its derivatives “goodness,” “better,” and “best,” about as many more. He could not make men and women talk right without incessant reference to this directive conception.

2. But while thus familiar and influential when mixed with action, and just because of that very fact, the notion of goodness is bewilderingly abstruse and remote. People in general do not observe this curious circumstance. Since they are so frequently encountering goodness, both laymen and scholars are apt to assume that it is altogether clear and requires no explanation. But the very reverse is the truth. Familiarity obscures. It breeds instincts and not understanding. So inwoven has goodness become with the very web of life that it is hard to disentangle. We cannot easily detach it from encompassing circumstance, look at it nakedly, and say what in itself it really is. Never appearing in practical affairs except as an element, and always intimately associated with something else, we are puzzled how to break up that intimacy and give to goodness independent meaning. It is as if oxygen were never found alone, but only in connection with hydrogen, carbon, or some other of the eighty elements which compose our globe. We might feel its wide influence, but we should have difficulty in describing what the thing itself was. Just so if any chance dozen persons should be called on to say what they mean by goodness, probably not one could offer a definition which he would be willing to hold to for fifteen minutes.
1. In paragraph 1, Palmer argues that goodness is
   A. understood only by poets and philosophers.
   B. difficult for ordinary people to achieve.
   C. an indispensable part of everyday life for most people.
   D. a trait of only the most saintly people.

2. According to paragraph 1, why does Shakespeare use the word *goodness* so much?
   A. Using the word will make people behave better.
   B. People cannot talk without using the word.
   C. All of his plays express the theme of goodness.
   D. It is a very poetic and flowery term.

3. In paragraph 2, Palmer supports the idea that goodness is a complex notion by
   A. explaining that the word is complicated by our familiarity with it.
   B. refusing to even attempt to describe it.
   C. comparing it to the complex chemical composition of oxygen.
   D. describing the many ways that people experience it every day.

4. According to Palmer, how would most people define the nature of goodness?
   A. They would define it as a natural instinct.
   B. They would define it as the right way to act.
   C. They would not be able to define it.
   D. They would define it as anything that pleases you.
LEARN IT: Author’s Philosophical Assumptions and Beliefs

Authors often convey their own philosophical assumptions and beliefs in their writing by sharing how they perceive the world—views often shaped by their social environments. Sometimes authors express these views explicitly, or directly. Other times they express them implicitly, or indirectly. Studying the author’s life and the characteristics of the society the author lived in while writing can often help you discover his or her message.

Many speeches, essays, and short stories are based on philosophies that address important questions or problems. Such writings tend to be about change, culture, ethics, feelings, history, nature, time, science, space, values, and the world.

EXAMPLE

1. Read the passage.

From Wind in the Rocks
By John Galsworthy

Behind us, from the three mountains, came the frequent thud and scuffle of falling rocks, loosened by rains. The wind, mist, and winter snow had ground the powdery stones on which we lay to a pleasant bed, but once on a time they, too, had clung up there. And very slowly, one could not say how or when, the sense of joy began changing to a sense of fear. The awful impersonality of those great rock-creatures, the terrible impartiality of that cold, clinging wind which swept by, never an inch lifted above ground! Not one tiny soul, the size of a midge or rock flower, lived here. Not one little “I” breathed here, and loved!

And we, too, some day would no longer love, having become part of this monstrous, lovely earth, of that cold, whiffling air. To be no longer able to love! It seemed incredible, too grim to bear; yet it was true! To become powder, and the wind; no more to feel the sunlight; to be loved no more! To become a whiffling noise, cold, without one’s self! To drift on the breath of that noise, homeless! Up here, there were not even those little velvet, grey-white flower-comrades we had plucked. No life! Nothing but the creeping wind, and those great rocky heights, whence came the sound of falling—symbols of that cold, untimely state into which we, too, must pass. Never more to love, nor to be loved! One could but turn to the earth, and press one’s face to it, away from the wild loveliness. Of what use loveliness that must be lost; of what use loveliness when one could not love? The earth was warm and firm beneath the palms of the hands; but there still came the sound of the impartial wind, and the careless roar of the stories falling.
The reader can infer from the excerpt that the narrator believes beauty is nothing without
A  death.
B  nature.
C  love.
D  fear.

**Step 1**  Read the excerpt carefully. List the key beliefs the narrator conveys in the passage. Which of them refers to the narrator’s general idea about beauty?

*According to the excerpt, the narrator believes that all people some day pass on and are no longer able to love and be loved. The narrator believes that loveliness is useless if it will be lost.*

**Step 2**  Read the answer choices. Based on the excerpt, which answer matches the narrator’s belief about beauty?

*The narrator does not make the connection between beauty and death in the excerpt, so choice A is incorrect. Choice B is incorrect, as well, because although the narrator mentions the elements and forces of nature, he or she does not imply that beauty is nothing without nature. The narrator acknowledges that death is something to be feared; there is no suggestion that beauty is nothing without fear. Choice D is incorrect. The narrator’s use of sentences like “Of what use loveliness that must be lost; of what use loveliness when one could not love?” implies that he or she believes beauty is useless without love. Choice C is the correct answer.*
LESSON 8  Author's Philosophical Assumptions and Beliefs

EXAMPLE

2 Read this passage.

From Betty’s Bright Idea
By Harriet Beecher Stowe

1 John had been trudging all day from point to point, only to hear the old story: times were hard, work was dull, nobody wanted him, and he felt morose and surly—out of humor with himself and with everybody else.

2 It is true that his misfortunes were from his own fault; but that consideration never makes a man a particle more patient or good-natured—indeed, it is an additional bitterness in his cup. John was an Englishman. When he first landed in New York from the old country, he had been wild and dissipated and given to drinking. But by his wife’s earnest entreaties he had been persuaded to sign the temperance pledge, and had gone on prosperously keeping it for a year. He had a good place and good wages, and all went well with him till in an evil hour he met some of his former boon-companions, and was induced to have a social evening with them.

3 In the first half hour of that evening were lost the fruits of the whole year’s self-denial and self-control. He was not only drunk that night, but he went off for a fortnight, and was drunk night after night, and came back to find that his master had discharged him in indignation. John thinks this over bitterly, as he thuds about in the cold and calls himself a fool.

4 Yet, if the truth must be confessed, John had not much “sense of sin,” so called. He looked on himself as an unfortunate and rather ill-used man, for had he not tried very hard to be good, and gone a great while against the stream of evil inclination? and now, just for one yielding, he was pitched out of place, and everybody was turned against him! He thought this was hard measure. Didn’t everybody hit wrong sometimes? Didn’t rich fellows have their wine, and drink a little too much now and then? Yet nobody was down on them.

5 “It’s only because I’m poor,” said John. “Poor folks’ sins are never pardoned.”
The reader can infer from the excerpt that John believes that all men should be treated
A normally.
B fairly.
C differently.
D harshly.

Step 1  Read the excerpt carefully. What belief that John conveys refers to his general idea about how people should be treated?

According to the excerpt, John believes that people should be treated equally, regardless of their social status. He thinks it is harsh for people to turn against him for drinking just because he is poor. He argues, “Didn’t rich fellows have their wine, and drink a little too much now and then? Yet nobody was down on them.”

Step 2  Read the answer choices. Based on the list, which answer matches what the excerpt tells you about John’s belief concerning how people should be treated?

Claiming that the poor should not be judged because of their vices does not imply that people should be treated normally. It means that people, rich or poor, should be treated fairly. Choice A is incorrect. Choices C and D are incorrect, as well, because John does not show that he wants people to be treated differently, and he does not say that all people should be treated harshly. John mentions, “It’s only because I’m poor. . . Poor folks’ sins are never pardoned.” This statement implies that he thinks there is a double standard in the treatment of rich and poor people. Choice B is the correct answer.
PRACTICE IT: Author’s Philosophical Assumptions and Beliefs

Read the passage and answer the questions that follow.

From President Dwight Eisenhower’s
Farewell Radio and Television Address to the American People
January 17, 1961

My fellow Americans:

1. This evening I come to you with a message of leave-taking and farewell, and to share a few final thoughts with you, my countrymen.

2. Like every other citizen, I wish the new President, and all who will labor with him, Godspeed. I pray that the coming years will be blessed with peace and prosperity for all.

3. We now stand ten years past the midpoint of a century that has witnessed four major wars among great nations. Three of these involved our own country. Despite these holocausts America is today the strongest, the most influential and most productive nation in the world. Understandably proud of this pre-eminence, we yet realize that America’s leadership and prestige depend, not merely upon our unmatched material progress, riches and military strength, but on how we use our power in the interests of world peace and human betterment.

4. Progress toward these noble goals is persistently threatened by the conflict now engulfing the world. It commands our whole attention, absorbs our very beings. We face a hostile ideology global in scope, atheistic in character, ruthless in purpose, and insidious in method. Unhappily the danger it poses promises to be of indefinite duration. To meet it successfully, there is called for, not so much the emotional and transitory sacrifices of crisis, but rather those which enable us to carry forward steadily, surely, and without complaint the burdens of a prolonged and complex struggle—with liberty the stake. Only thus shall we remain, despite every provocation, on our charted course toward permanent peace and human betterment . . .

5. Today, the solitary inventor, tinkering in his shop, has been overshadowed by task forces of scientists in laboratories and testing fields. In the same fashion, the free university, historically the fountainhead of free ideas and scientific discovery, has experienced a revolution in the conduct of research. Partly because of the huge costs involved, a government contract becomes virtually a substitute for intellectual curiosity. For every old blackboard there are now hundreds of new electronic computers . . .

6. Yet, in holding scientific research and discovery in respect, as we should, we must also be alert to the equal and opposite danger that public policy could itself become the captive of a scientific-technological elite.
It is the task of statesmanship to mold, to balance, and to integrate these and other forces, new and old, within the principles of our democratic system—ever aiming toward the supreme goals of our free society.

Another factor in maintaining balance involves the element of time. As we peer into society’s future, we—you and I, and our government—must avoid the impulse to live only for today, plundering for, for our own ease and convenience, the precious resources of tomorrow. We cannot mortgage the material assets of our grandchildren without asking the loss also of their political and spiritual heritage. We want democracy to survive for all generations to come, not to become the insolvent phantom of tomorrow.

Down the long lane of the history yet to be written America knows that this world of ours, ever growing smaller, must avoid becoming a community of dreadful fear and hate, and be, instead, a proud confederation of mutual trust and respect.

1 The reader can infer from the speech that Eisenhower believes Americans should be
   A fast paced.
   B all-powerful.
   C self-righteous.
   D forward looking.

2 In paragraph 5, Eisenhower implies that “the solitary inventor, tinkering in his shop” represents individuals who
   A like working alone more than with a group.
   B have built their own laboratories.
   C do not have access to modern technology.
   D do not have a degree in science.

3 The reader can infer from Eisenhower’s speech that
   A people in his time had great concerns about science and technology.
   B there were more computers than blackboards.
   C presidential farewell speeches were broadcasted on radio.
   D only those from elite families become great scientists.

4 In paragraph 9, Eisenhower implies that it is not enough that America
   A has fought in three wars; there are more to come.
   B is rich and powerful; it has to promote peace.
   C has survived holocausts; it must avoid them.
   D is unrivaled; it has to meet its match.
LEARN IT: Arguments in Public Documents

Public documents often present an opinion or argument. To critique an argument means to analyze it, or examine how well the conclusions are supported by evidence and reasoning. When you critique an argument, you may also weigh the truth of it or consider how well it appeals to its intended audience.

Understanding Arguments

The first step to critiquing an argument is making sure you understand the thesis, or the main point that is being argued. This will help you decide whether the writer successfully proves his or her argument.

EXAMPLE

1 Read this excerpt from A Vindication of the Rights of Woman by Mary Wollstonecraft.

My own sex, I hope, will excuse me, if I treat them like rational creatures, instead of flattering their fascinating graces, and viewing them as if they were in a state of perpetual childhood, unable to stand alone. I earnestly wish to point out in what true dignity and human happiness consists—I wish to persuade women to endeavour to acquire strength, both of mind and body, and to convince them that the soft phrases, susceptibility of heart, delicacy of sentiment, and refinement of taste, are almost synonimous with epithets of weakness, and that those beings who are only the objects of pity and that kind of love, which has been termed its sister, will soon become objects of contempt.
Wollstonecraft argues that women
A should have strong minds and bodies.
B are weak and should never try to compete with men.
C should show their contempt for men who pity them.
D benefit from living in a state of perpetual childhood.

Step 1 Read the excerpt again. Try to restate Wollstonecraft’s points in your own words.

The paragraph deals with how women are treated and how they view themselves. Wollstonecraft appears to be arguing that if women are treated as perpetual children, they will not know true dignity and happiness. She also asserts that women who are flattered by being called soft, delicate, and refined will become objects of pity and contempt.

Step 2 Review the answer choices. Which most closely matches your paraphrase of Wollstonecraft’s arguments?

Choice A says that women should have strong minds and bodies. That fits with Wollstonecraft’s argument. Choice B says that women are weak and should never try to compete with men. That is the opposite of what the paragraph argues. Choice C says that women should show their contempt for men who pity them. That isn’t exactly what the paragraph says about pity and contempt. Rather, it says that weak women will become “objects of contempt.” Choice D talks about women benefiting from living in a state of perpetual childhood, but Wollstonecraft says perpetual childhood is not good for women. Choice A is the best answer.
Understanding Audience

A persuasive public document must appeal to its audience by presenting strong, valid arguments. The writer must anticipate possible counterarguments—arguments for the opposite side of an issue—that a reader might have. The words and phrases the writer uses can give clues about how the writer feels about his or her audience, as well as how he or she expects that audience to react.

EXAMPLE

2 Read this excerpt from “A Plea for Captain John Brown,” an 1859 speech to the citizens of Concord, Massachusetts, by Henry David Thoreau.

We talk about a representative government; but what a monster of a government is that where the noblest faculties of the mind, and the whole heart, are not represented. A semi-human tiger or ox, stalking over the earth, with its heart taken out and the top of its brain shot away. Heroes have fought well on their stumps when their legs were shot off, but I never heard of any good done by such a government as that.

The only government that I recognize,—and it matters not how few are at the head of it, or how small its army,—is that power that establishes justice in the land, never that which establishes injustice. What shall we think of a government to which all the truly brave and just men in the land are enemies, standing between it and those whom it oppresses?
Thoreau wants his audience to feel

A  satisfied.
B  proud.
C  terrified.
D  outraged.

**Step 1** Read the passage again. What stands out? What words does Thoreau use to make his arguments?

*Thoreau talks about “a monster of a government” and compares the government to a wild beast with no heart or brain. He also says that he recognizes only a government that “establishes justice” and never injustice. He asks the audience to think about a government that sees brave and just people as its enemies.*

**Step 2** Read each answer choice. Which answer choice best fits Thoreau’s tone in the excerpt?

*Choice A doesn’t make sense because satisfaction means “to be content with something.” Thoreau’s words are heated, so I don’t think he wants his audience to feel satisfied. Choice B, proud, also makes no sense, as nowhere does Thoreau suggest that his audience should be proud of what the government is doing. Choice C does not seem to fit because terrified doesn’t accurately describe the tone of Thoreau’s speech. He may feel some fear as a result of the government’s actions, but his passionate words are meant to incite the crowd to action, not terrify them. Choice D, outraged, makes the most sense. Thoreau clearly feels his audience should not stand for the actions of an unjust government. Choice D is the best answer.*
Arguments in Public Documents

Read the passage and answer the questions that follow.

*From Areopagitica*

*By John Milton*

1. I deny not, but that it is of greatest concernment in the Church and Commonwealth, to have a vigilant eye how books demean themselves as well as men; and thereafter to confine, imprison, and do sharpest justice on them as malefactors. For books are not absolutely dead things, but do contain a potency of life in them to be as active as that soul was whose progeny they are; nay, they do preserve as in a vial the purest efficacy and extraction of that living intellect that bred them. I know they are as lively, and as vigorously productive, as those fabulous dragon's teeth; and being sown up and down, may chance to spring up armed men. And yet, on the other hand, unless wariness be used, as good almost kill a man as kill a good book. Who kills a man kills a reasonable creature, God's image; but he who destroys a good book, kills reason itself, kills the image of God, as it were in the eye. Many a man lives a burden to the earth; but a good book is the precious life-blood of a master spirit, embalmed and treasured up on purpose to a life beyond life. 'Tis true, no age can restore a life, whereof perhaps there is no great loss; and revolutions of ages do not oft recover the loss of a rejected truth, for the want of which whole nations fare the worse.

2. We should be wary therefore what persecution we raise against the living labours of public men, how we spill that seasoned life of man, preserved and stored up in books; since we see a kind of homicide may be thus committed, sometimes a martyrdom, and if it extend to the whole impression, a kind of massacre; whereof the execution ends not in the slaying of an elemental life, but strikes at that ethereal and fifth essence, the breath of reason itself, slays an immortality rather than a life. But lest I should be condemned of introducing license, while I oppose licensing, I refuse not the pains to be so much historical, as will serve to show what hath been done by ancient and famous commonwealths against this disorder, till the very time that this project of licensing crept out of the Inquisition, was caught up by our prelates, and hath caught some of our presbyters.
1. Read this sentence from the passage.

And yet, on the other hand, unless wariness be used, as good almost kill a man as kill a good book.

What does Milton mean by “as good almost kill a man as kill a good book”?

A. People should not write about murder.
B. Destroying a book is like killing a person.
C. Books are more important than people.
D. Only bad books should be destroyed.

2. Read this excerpt from the passage.

Many a man lives a burden to the earth; but a good book is the precious life-blood of a master spirit, embalmed and treasured up on purpose to a life beyond life.

Milton is arguing that authors

A. should not be burdens on society.
B. write about things that never happened.
C. write about ideas that will outlive them.
D. should write only about real life.

3. What does Milton argue in the second paragraph?

A. Historical books should be condemned.
B. Murder should be punishable by death.
C. We should use caution in condemning books.
D. All writers are martyrs.

4. How does Milton try to make his argument appeal to his audience?

A. He appeals to their reason.
B. He dismisses the opposition’s argument.
C. He asks them to think about their own reading preferences.
D. He flatters their tastes in literature.
LEARN IT: Subgenres

Genres are different types of writing. Poetry, plays, novels, and essays are some of the most popular genres. Subgenres are smaller categories within genres, such as satire, parody, allegory, and pastoral. Understanding the basic characteristics of subgenres will help you better understand an author’s purpose and meaning.

Satire and Parody

Satire is a subgenre that holds a person, action, or point of view up to ridicule. Satire reveals the irony that is part of society with the goal of influencing social change. Books, poems, essays, plays, movies, and TV shows may all use satire.

Parody is a way of exaggerating or “twisting” something familiar to make fun of it. Unlike satire, parody usually is just meant to be funny and not to provoke change. A satire may use parody to make a point, but a parody is not necessarily a satire.
EXAMPLE

1 Read the following quotation from poet Alexander Pope.

“Satire’s my weapon, but I’m too discreet / To run amuck, and tilt at all I meet.”

What does this quotation say about using satire as a weapon?

A  Satire is funny and would not make a very good weapon.
B  Satire should be used against specific targets, not against everyone.
C  Satire is dangerous because it can lead people to violence.
D  Satire and parody should both be censored by the government.

Step 1  The quotation talks about satire. Review in your mind what you know about the subgenre.

I know that satire makes fun of something to make a serious point and perhaps inspire change. It is more serious than parody, which is usually meant to be funny.

Step 2  Review the answer choices. Which answer best restates the comment about satire?

Choice A doesn’t make sense because I know that satire is more serious than parody and could be used as a weapon to make fun of something. Choice B accurately describes satire; furthermore, it fits with the idea in the quotation of not using it on “all I meet.” Choice C says that satire can lead to violence, but I doubt that ever really happens. Most people laugh at satire. Choice D talks about government censorship, which is not mentioned in the quotation. Choice B is the best answer.
Pastoral

A *pastoral* is a subgenre that describes a rural lifestyle, or life in the country. The term once referred only to shepherds, but now it has come to mean a piece of writing that is mostly about country living. Pastorals typically idealize rural life by showing its peaceful and simple nature.

**EXAMPLE**

2 Read this excerpt from William Wordsworth’s 1804 poem “Daffodils.”

```
I wander’d lonely as a cloud
That floats on high o’er vales and hills,
When all at once I saw a crowd,
A host, of golden daffodils;
Beside the lake, beneath the trees,
Fluttering and dancing in the breeze.
Continuous as the stars that shine
And twinkle on the Milky Way,
They stretch’d in never-ending line
Along the margin of a bay:
Ten thousand saw I at a glance,
Tossing their heads in sprightly dance
. . . For oft, when on my couch I lie
In vacant or in pensive mood,
They flash upon that inward eye
Which is the bliss of solitude;
And then my heart with pleasure fills,
And dances with the daffodils.
```
This verse is an example of a pastoral because
A it mentions solitude and a pensive mood.
B the speaker dreams under the stars.
C it praises the pleasure of remembering flowers.
D the speaker is a shepherd tending his flock.

Step 1 Read the verse carefully. What do you know about pastorals? What stands out to you about the setting and the tone of this poem?

I know pastorals make rural life seem ideal. The setting is obviously a field near a lake. The speaker praises the daffodils and how they give him or her pleasure. The tone is positive, even reverential, toward nature.

Step 2 Read each answer choice. Which answer choice best fits the verse you read as well as what you know about pastorals?

The poem doesn’t mention any shepherds, so choice D can be automatically ruled out. Choice A is about solitude. This relates to the poem but is not necessarily a characteristic of a pastoral. The speaker compares the daffodils to the Milky Way but does not sleep under the stars. Choice B is incorrect. However, choice C directly mentions the pleasure of remembering the flowers, which are a part of nature. It also mentions the tone of praise toward the daffodils, which is consistent with the idealized view of the country in pastorals. Choice C is the best answer.
Allegory

An allegory is a type of writing in which characters, settings, and events represent larger ideas. Something abstract, such as hope or despair, is often represented in the name of a character or a place. An entire story, poem, or play can be an allegory, and often its purpose is to teach a moral or lesson. An example of an allegory might be a story about a student struggling with physics who goes on a journey and meets characters named Molecule, Gravity, and Relativity. The journey would represent the student’s path to understanding, and the characters would be representations of the ideas in their names.

EXAMPLE

Read this excerpt from John Bunyan’s seventeenth-century story The Pilgrim’s Progress.

Now, as Christian was walking solitarily by himself, he espied one afar off, come crossing over the field to meet him; and their hap was to meet just as they were crossing the way of each other. The gentleman’s name that met him was Mr. Worldly Wiseman. . . .This man, then, meeting with Christian, and having some inkling of him,—for Christian's setting forth from the City of Destruction was much noised abroad, not only in the town where he dwelt, but also it began to be the town talk in some other places,—Mr. Worldly Wiseman, therefore, having some guess of him, by beholding his laborious going, by observing his sighs and groans, and the like, began thus to enter into some talk with Christian. . . .

WORLD. Wilt thou hearken unto me if I give thee counsel?
CHR. If it be good, I will; for I stand in need of good counsel.
Mr. Worldly Wiseman’s name and behavior show that he is an allegorical representation of

A  righteous anger.
B  laziness and waste.
C  greed and stinginess.
D  practical advice.

**Step 1** Think about what you know about allegories. Then ask yourself what you know about the character from his name. What clues in the text tell you more about his character?

Allegories represent an idea. I can tell from the character’s name that this character is somehow related to the world and worldly wisdom.

**Step 2** Read each answer choice. Which answer choice best fits what you know about allegories and this character?

Choice A is possible, as wise people could be righteously angry about an injustice, but Mr. Worldly Wiseman does not display anger in this passage. Choice B is unlikely, since wise people are not usually associated with laziness and waste. Choice C does not seem to fit with the passage. Choice D fits because the character not only talks about wanting to give “good counsel,” but he is also named Wiseman. Choice D is the best answer.
PRACTICE IT: Subgenres

Read the passage and answer the questions that follow.

From A Christmas Carol
By Charles Dickens

1 “Forgive me if I am not justified in what I ask,” said Scrooge, looking intently at the Spirit’s robe, “but I see something strange, and not belonging to yourself, protruding from your skirts. Is it a foot or a claw?”

2 “It might be a claw, for the flesh there is upon it,” was the Spirit’s sorrowful reply. “Look here.”

3 From the foldings of its robe, it brought two children; wretched, abject, frightful, hideous, miserable. They knelt down at its feet, and clung upon the outside of its garment.

4 “Oh, Man! look here. Look, look, down here!” exclaimed the Ghost.

5 They were a boy and girl. Yellow, meagre, ragged, scowling, wolfish; but prostrate, too, in their humility. Where graceful youth should have filled their features out, and touched them with its freshest tints, a stale and shrivelled hand, like that of age, had pinched, and twisted them, and pulled them into shreds. Where angels might have sat enthroned, devils lurked, and glared out menacing. No change, no degradation, no perversion of humanity, in any grade, through all the mysteries of wonderful creation, has monsters half so horrible and dread.

6 Scrooge started back, appalled. Having them shown to him in this way, he tried to say they were fine children, but the words choked themselves, rather than be parties to a lie of such enormous magnitude.

7 “Spirit! are they yours?” Scrooge could say no more.

8 “They are Man’s,” said the Spirit, looking down upon them. “And they cling to me, appealing from their fathers. This boy is Ignorance. This girl is Want. Beware them both, and all of their degree, but most of all beware this boy, for on his brow I see that written which is Doom, unless the writing be erased. Deny it!” cried the Spirit, stretching out its hand towards the city. “Slander those who tell it ye! Admit it for your factious purposes, and make it worse. And bide the end!”

9 “Have they no refuge or resource?” cried Scrooge.

10 “Are there no prisons?” said the Spirit, turning on him for the last time with his own words. “Are there no workhouses?”

11 The bell struck twelve.
1. To which literary subgenre is this passage most closely related?
   A. satire
   B. parody
   C. pastoral
   D. allegory

2. Dickens's story draws the reader's attention to
   A. people's negative feelings about children.
   B. society's careless attitude toward the poor.
   C. children's natural filth and laziness.
   D. the government's inability to manage the economy.

3. Read these sentences from paragraphs 7 and 8.
   “Spirit! are they yours?” Scrooge could say no more.
   “They are Man's,” said the Spirit, looking down upon them.

   Dickens is implying that
   A. Scrooge has starved the children.
   B. all people are responsible for the poor and underprivileged.
   C. there will always be poor children.
   D. Scrooge should help the children.

4. Read these sentences from paragraph 8.
   This boy is Ignorance. This girl is Want. Beware them both, and all of their degree, but most of all beware this boy, for on his brow I see that written which is Doom, unless the writing be erased.

   Dickens is pointing out
   A. the high price of food and clothing.
   B. the absence of parents or guardians.
   C. the evils of poverty and ignorance.
   D. the challenges of raising children.
LEARN IT: Theme

The theme is the central message of a text. A theme is a bigger concept than a topic. A topic is simply what a piece of writing is about—a child lost in the woods, for example. A theme is the author’s message about life or the world at large—nature is deadly and cruel, for example.

Understanding Theme

To determine the theme of a story, think big. What conflict or problem does the main character face? How does that struggle parallel a larger idea that relates to humankind or the world in general? Then ask yourself what the author's message is. Does he or she think that the character’s struggle is worthwhile? What is his or her attitude toward the central conflict and its resolution?

EXAMPLE

1 Read the following excerpt from Shakespeare’s Romeo and Juliet.

Two households, both alike in dignity,  
In fair Verona, where we lay our scene,  
From ancient grudge break to new mutiny,  
Where civil blood makes civil hands unclean.  
From forth the fatal loins of these two foes  
A pair of star-cross'd lovers take their life;  
Whose misadventur'd piteous overthrows  
Doth with their death bury their parents’ strife.  
The fearful passage of their death-mark'd love,  
And the continuance of their parents’ rage,  
Which, but their children’s end, naught could remove,  
Is now the two hours’ traffic of our stage;  
The which if you with patient ears attend,  
What here shall miss, our toil shall strive to mend.
Which of the following best expresses the theme of this stanza?

A  Love makes the world seem beautiful and happy.
B  Family disagreements are not very important.
C  True love does not always lead to a happy ending.
D  People should marry for love, not money or status.

**Step 1** In your own words, what is the speaker saying?

*The speaker is saying that there are two families in Verona that are enemies. Despite their mutual hatred, a son and daughter from the two families fall in love. The lovers die tragically in the end, but their deaths reconcile their respective families as nothing else could have done.*

**Step 2** Review the answer choices. Which one best captures the theme of this passage?

Choice A doesn’t fit the passage’s theme; while love is important in this play, it certainly does not end happily or beautifully. Choice B also doesn’t make sense because the family troubles shown in the play are very important, especially as they directly impact the fates of the lovers. Choice C makes sense because the play is about true love that ends tragically, with the deaths of both lovers. Choice D doesn’t work because the passage doesn’t say anything about marrying for money or status. The best answer choice is C.
Supporting Meaning

When authors make arguments or express their opinions about a theme, they use details in their writing to reinforce their viewpoints. Once you've identified a text's theme, think about what details the author has included and how those details support the author's ideas about that theme.

EXAMPLE

Read the following excerpt from Charlotte Brontë's *Jane Eyre*.

I felt I became a favourite in the neighbourhood. Whenever I went out, I heard on all sides cordial salutations, and was welcomed with friendly smiles. To live amidst general regard, though it be but the regard of working people, is like “sitting in sunshine, calm and sweet;” serene inward feelings bud and bloom under the ray. At this period of my life, my heart far oftener swelled with thankfulness than sank with dejection: and yet, reader, to tell you all, in the midst of this calm, this useful existence—after a day passed in honourable exertion amongst my scholars, an evening spent in drawing or reading contentedly alone—I used to rush into strange dreams at night: dreams many-coloured, agitated, full of the ideal, the stirring, the stormy—dreams where, amidst unusual scenes, charged with adventure, with agitating risk and romantic chance, I still again and again met Mr. Rochester, always at some exciting crisis; and then the sense of being in his arms, hearing his voice, meeting his eye, touching his hand and cheek, loving him, being loved by him—the hope of passing a lifetime at his side, would be renewed, with all its first force and fire. Then I awoke. Then I recalled where I was, and how situated. Then I rose up on my curtainless bed, trembling and quivering; and then the still, dark night witnessed the convulsion of despair, and heard the burst of passion. By nine o’clock the next morning I was punctually opening the school; tranquil, settled, prepared for the steady duties of the day.
This excerpt suggests that Jane is struggling against herself to suppress her feelings for Mr. Rochester. The author supports this idea by

A. telling about how Jane is regarded in the neighborhood.
B. contrasting Jane's everyday life with her nightly visions.
C. providing a description of the school where Jane works.
D. describing Jane's satisfaction with her new life as a teacher.

**Step 1** Read the paragraph. In your own words, describe what is happening in the passage and how it contributes to the excerpt's overall theme.

In the passage, Jane talks about how her days are peaceful and ordinary, but her nights are full of drama and passion. Her experiences during the day and during the night are in direct opposition to each other, and the sharp contrast shows how she is struggling against her own feelings.

**Step 2** Review the answer choices. Which one best supports the theme?

Choice A doesn’t fit because this statement only gives a detail of Jane’s ordinary daytime life and doesn’t support the theme of her inner struggle against herself. Similarly, choices C and D do not work because they simply describe Jane’s work as a teacher and do not show her inner struggle. Choice B makes the most sense because the contrast between Jane’s ordinary life during the day and her nightly visions of Mr. Rochester clearly shows her inner struggle to suppress her feelings and passions. The answer is B.
PRACTICE IT: Theme

Read the passage and answer the questions that follow.

From Don Quixote
By Miguel de Cervantes

At this point they came in sight of thirty, forty windmills that there are on plain, and as soon as Don Quixote saw them he said to his squire, “Fortune is arranging matters for us better than we could have shaped our desires ourselves, for look there, friend Sancho Panza, where thirty or more monstrous giants present themselves, all of whom I mean to engage in battle and slay, and with whose spoils we shall begin to make our fortunes; for this is righteous warfare, and it is God's good service to sweep so evil a breed from off the face of the earth.”

“What giants?” said Sancho Panza.

“Those thou seest there,” answered his master, “with the long arms, and some have them nearly two leagues long.”

“Look, your worship,” said Sancho; “what we see there are not giants but windmills, and what seem to be their arms are the sails that turned by the wind make the millstone go.”

“It is easy to see,” replied Don Quixote, “that thou art not used to this business of adventures; those are giants; and if thou art afraid, away with thee out of this and betake thyself to prayer while I engage them in fierce and unequal combat.”

So saying, he gave the spur to his steed Rocinante, heedless of the cries his squire Sancho sent after him, warning him that most certainly they were windmills and not giants he was going to attack. He, however, was so positive they were giants that he neither heard the cries of Sancho, nor perceived, near as he was, what they were, but made at them shouting, “Fly not, cowards and vile beings, for a single knight attacks you.”

A slight breeze at this moment sprang up, and the great sails began to move, seeing which Don Quixote exclaimed, “Though ye flourish more arms than the giant Briareus, ye have to reckon with me.”

So saying, and commending himself with all his heart to his lady Dulcinea, imploring her to support him in such a peril, with lance in rest and covered by his buckler, he charged at Rocinante’s fullest gallop and fell upon the first mill that stood in front of him; but as he drove his lance-point into the sail the wind whirled it round with such force that it shivered the lance to pieces, sweeping with it horse and rider, who went rolling over on the plain, in a sorry condition. Sancho hastened to his assistance as fast as his ass could go, and when he came up found him unable to move, with such a shock had Rocinante fallen with him.
9. “God bless me!” said Sancho, “did I not tell your worship to mind what you were about, for they were only windmills? and no one could have made any mistake about it but one who had something of the same kind in his head.”

10. “Hush, friend Sancho,” replied Don Quixote, “the fortunes of war more than any other are liable to frequent fluctuations; and moreover I think, and it is the truth, that that same sage Friston who carried off my study and books, has turned these giants into mills in order to rob me of the glory of vanquishing them, such is the enmity he bears me; but in the end his wicked arts will avail but little against my good sword.”

1. Which of the following best describes Cervantes’s attitude toward Don Quixote’s explanation of the “battle”?
   A. He is amused by it.
   B. He agrees with it.
   C. He is neutral toward it.
   D. He is angered by it.

2. Cervantes uses the dialogue between Don Quixote and Sancho Panza to
   A. help readers understand the cultural nuances of the time period.
   B. show how poor the countryside is.
   C. illustrate the clarity of an uncluttered mind.
   D. show how differently the two characters view life.

3. Read this passage from paragraph 8.
   . . . [B]ut as he drove his lance-point into the sail the wind whirled it round with such force that it shivered the lance to pieces, sweeping with it horse and rider, who went rolling over on the plain, in a sorry condition.

   Cervantes’s description of Don Quixote in this excerpt illustrates
   A. the practicality of Sancho Panza’s facts-only approach.
   B. what happens to someone whose only reality is imagination.
   C. the dangers that ancient knights faced in battle.
   D. how glorious it is to win an honorable battle.

4. Based on the information in this passage, which is most likely the theme of Cervantes’s novel?
   A. Humans are more capable than machines.
   B. Too much imagination can make life difficult.
   C. Self-knowledge is more important than education.
   D. Plainness is more admirable than extravagance.
LEARN IT: Rhetorical and Aesthetic Devices

Author's Style

**Author's style**, also called **writer's voice**, refers to the ways in which an author expresses his or her ideas to readers. An author's style is the unique blend of his or her diction, figurative language, method of story development, punctuation, rhythm, sentence and paragraph structure, syntax, and tone or mood.

An author's style reflects his or her purpose for writing. For example, an entertaining short story requires different diction, syntax, tone, and paragraph structure than a persuasive essay aimed at convincing an audience. Experimenting with different literary and grammar techniques helps aspiring authors find their own styles.

Irony

**Irony** is a literary or rhetorical technique that implies a contrast between appearance and reality. Often the purpose of irony is to deride, joke, or mock in order to emphasize the author's message.

**Verbal irony** occurs when there is a discrepancy between the author's *expressed words* and his or her *intended meaning*. The author intentionally chooses to use words that are a literal contrast to what he or she means.

**Dramatic irony** occurs when there is a discrepancy between the speaker's *expressed words* and his or her *awareness*—that is, when readers or audience members have information unknown to characters. It is the readers or the audience who are aware of the meaning or significance of the spoken words or actions of the character. Dramatic irony is mostly seen in Greek tragedies and other dramatic prose.

**Situational irony** exists when an occurrence is the opposite of someone’s expectations. It can often leave readers with a feeling of surprise or bitterness, or even a sense of injustice because what they expected to happen did not happen.
EXAMPLE

1 Read the following passage.

The Gift

1 A wealthy woman tasked a seamstress to create a delightful red velvet dress, and her spouse commissioned a shoemaker to craft a pair of red satin shoes, for their endearing little princess. Their child had expressed adoration for ponies, too, and not sparing any expense, they bought a handsome white pony with gentle brown eyes and a silky black mane—perfectly identical to the pony of their daughter’s fairy tales, even down to his black hooves.

2 Soon came her birthday, and hours later the feast was over. The wishes already wished and the songs already sung, the winsome celebrant in red dashed off with overflowing excitement to the gift waiting patiently in the corral. Her parents helped her up on the pony, and she beamed excitedly as her eyes took in the novelties afforded by the new height. She eagerly touched the tolerant beast, her slack hold on the reins tightening with enthusiasm—a signal interpreted by the pony, unfortunately, as a command to run full speed ahead.

3 There were gasps and screams as the pony dashed off with extraordinary speed. The little girl, terrified, clutched the pony tighter—which the pony interpreted as a command to increase his pace. Faster and faster did the young steed run, and louder and louder did the shouts become.

4 Suddenly the little princess was tossed high up in the air and into the haystack near the cherry tree.

5 Her parents rushed to where she had fallen, her eyes brimming with tears of disbelief and lips quivering with shock. Gingerly, painfully, her father reached out a trembling hand to rescue his one pride and joy.
This passage is ironic because
A  the little girl’s gift caused an accident on her special day.
B  the little girl’s favorite color is red and she gets a white pony.
C  the parents give their little girl a feast on her birthday.
D  the white pony with a black mane does not exist in fairy tales.

Step 1  Read the passage carefully. What is the central idea of the passage?

A rich couple is celebrating their daughter’s birthday. They do everything to make it a memorable day for their daughter. They even buy a pony for their daughter, but this gift leads to an accident.

Step 2  Read each answer choice. Which answer shows the irony in the passage?

The little girl is delighted with her white pony, so this is not the irony in the passage. Choice B is incorrect. It’s also not ironic for her parents to throw her a feast for her birthday; it is something they could be expected to do. Choice C is incorrect. It is possible that a white pony with a black mane exists in a fairy tale, so choice D is incorrect. What is ironic is that the pony the little girl wants is what causes her accident. Choice A is the correct answer.
LEARN IT: Tone and Mood

**Tone** is the attitude of the author toward his or her subject matter or audience. Authors set tone through elements such as word choice, punctuation, sentence structure, and figures of speech—all of which help convey an author’s feelings and emotions. A tone, then, is usually described as an emotional state, such as bemused, confident, sympathetic, excited, humorous, and so on.

The author’s tone is achieved through a combination of **diction**, the words that are chosen, and **syntax**, the arrangement of the chosen words. Used properly, these elements help the author clearly convey his or her intended meaning to readers.

**Mood** is the ambience created by the author, or the emotional quality infused in the written piece. An author’s choice of language, subject matter, setting, and tone help create mood.
EXAMPLE

2 Read the following passage.

Life is Unfair

You sow; you toil. You work. You slave night and day to perform a task well—and after all is said and done, someone else reaps the rewards of your hard, meticulous work. More often you are ignored—even loathed—for a job well done, while the idleness and mediocrity of the unworthy are lauded instead. You sit silent in your corner, painstakingly combing through your work to see if you have missed an error, if you have forgotten a point, if you have miscalculated a sum—and there they sit behind you, around you, laughing as boisterously as children in a party rid of adult supervision. They mock you for your peculiar ethics, deride you for your blind obedience to rules and regulations, and brand you a flatterer; and they are praised for being the opposite of who you are.

The writer uses a serious tone to

A  admit that some people cannot stand to work.
B  express that people do not always get what they deserve.
C  persuade readers to work harder.
D  tell readers that there are unworthy people everywhere.

Step 1  Read the passage carefully. What is the main focus of the writer?

The writer maintains that life is unfair and uses a serious, almost bitter, tone to deliver his or her opinion. The writer presents a contrast between a hardworking person who does the right thing and lazy people who do little but mock the hard work of others.

Step 2  Read each answer choice. Which answer reveals the purpose of the writer’s serious tone?

The writer mentions people who do not work hard. He or she also implies that there are people who cannot stand to work. However, this is not the main focus of the passage. Choice A is incorrect. The writer does not persuade readers to work harder and does not explicitly state that there are unworthy people everywhere, so choices C and D are incorrect. The writer expresses the view that hardworking people do not receive the rewards they deserve, while others are rewarded instead. Choice B is the correct answer.
LEARN IT: Sound of Language

Like spoken language, written language also has sound—the author’s written words have a distinct sound that readers hear inside their heads as they read. The sound of language captures the reader’s interest and imagination through the proper use of specific accents, consonants, and vowels. Useful in poetry, the sound of language conveys feelings and emotions with the use of the right words at the right moments.

Below are some sound devices that authors use for rhetorical and aesthetic purposes.

**Alliteration** refers to the repetition of consonant sounds at the beginnings of words. Tongue twisters like *She sells seashells by the seashore* are examples of alliteration.

**Assonance** is the repetition of the same or similar vowel sounds, especially in a line of poetry. Similar spellings do not automatically classify words as examples of assonance—the words must sound the same. *Lost* and *most* do not show assonance, but *lost* and *toss* do.

**Consonance** is the repetition of consonant sounds, typically at the end of nonrhyming words and preceded by different vowel sounds. The phrase *quick work* uses consonance.

**Onomatopoeia** is the use of a word or phrase that imitates or suggests the sound of what it describes. *Cuckoo* and *bam* are examples of onomatopoeia because they imitate the actual sounds of a cuckoo clock or an explosion.

**Parallelism** refers to the use of a series of words, phrases, or sentences that have similar grammatical structure. Parallelism emphasizes relationships between ideas, usually expressing related or equally significant ideas. *She was forgotten but she will never forget*—*she was abandoned but she will never abandon* is an example of parallelism.

**Rhyme** is the repetition of the same stressed vowel sounds and any succeeding sounds in two or more words. Rhymed words call attention to each other and add subtle emphasis to ideas. Rhyme often occurs at the ends of lines or sentences. “*Tyger! Tyger! Burning bright / In the forests of the night*” is an example of rhyme.
EXAMPLE

3 Read the following passage.

**A Sky Like Him**

He was the sky, she used to say—as constant and enduring as the sapphire dome overhead. Rain or shine, he patiently waited, eager to spend another day with her. Sometimes she would be smiling; sometimes she would be frowning, and sometimes there would be tears in her eyes that he could not understand. But he was the sky and he remained still. At the end of the day, she slept with a smile on her face, and he would return the next day to ensure she smiled once more.

He was the sky, she used to say—as peaceful to look at and as comforting to be around. He encouraged her to express her unvoiced thoughts, invited her to weave dreams and to build castles in the air. Sometimes he listened; sometimes she listened, and sometimes they listened to the silent refrain of the world. He was the sky, inspired and inspiring—at the end of the day she dreamt with a smile on her face, and he would return the next day to ensure she dreamt once more.

He was the sky, she used to say—as evident to the eye and as elusive to the grasp. He had a quality of timelessness within him, and time had all but consumed her—he represented a future she would never be a part of. Sometimes she remembered; sometimes she didn't, and sometimes she would be overcome by grief he could never understand. But he was the sky, unreachable yet reaching—he encouraged with innocent words, words someone in the sunset of life ached to hear. At the end of the day she hoped with a smile, and he would return the next day to ensure she hoped once more.

He was the sky and she was the earth—one day he will be the earth, and she knows he will get to know a sky like him.

For now she slept anew, comforted in the wisdom that the next day would bring yet another sky.
The writer uses parallelism for all of the following reasons except
A to express the constant presence of the man and the sky.
B to describe how the man's status does not keep him from reaching out to
the woman.
C to persuade readers that the man can overcome life's trials in the same way as
the sky.
D to show the peaceful and comforting quality of the sky that the man possesses.

Step 1 Read the passage carefully. What words, phrases, or structures are
repeated to show parallelism in the passage?

Every paragraph except for the last begins with He was the sky, she used to say,
with only a slight change in the fourth paragraph: He was the sky and she was the
earth. The first three paragraphs compare the man’s qualities with that of the sky,
and they all end with “at the end of the day . . . and he would return the next day
to ensure she . . . once more.”

Step 2 Read each answer choice. Which answer choice shows the reason that
does not explain why the writer uses parallelism?

In paragraph 1, both the man and the sky are constantly present, so choice A
cannot be the answer. Paragraph 2 mentions the peaceful and comforting quality of
both the man and the sky, and paragraph 3 states that the man’s status does not
keep him from befriending the woman. Choices B and D are incorrect. Nowhere
does the writer persuade or even mention that the man can overcome life’s trials in
the same way as the sky. Choice C is the correct answer.
PRACTICE IT: Rhetorical and Aesthetic Devices

Read the poem and answer the questions that follow.

The Satisfied Man

I am a man of impossible wealth
with not many worldly desires
a mansion by the ocean
and a loving family within

are enough to satisfy
a stouthearted man as I

I am a man of unthinkable riches
with not many wishes to fulfill
a thousand cattle and sheep

and able-bodied ranch hands

are enough to satisfy
a contented man as I

I am a man of vast treasures
with not many longings to quench

a chain of malls in the city

and dozens of franchises

are enough to satisfy
a fulfilled man as I

I am a man of immense luxuries
with not many expectations to meet

a host of brand new limousines

and legions of attendants

are enough to satisfy
a completed man as I

I am a man perfectly satisfied
with all I own and will own
an endlessness of buffet

and eternity of exotic drinks

are enough to satisfy

a stout-hearted, contented, fulfilled, and completed man as I.
1. This poem is ironic because the speaker
   A. believes that his treasures can buy him a lot of things.
   B. has incomparable wealth and has a lot of possessions.
   C. professes to be easily satisfied but needs a lot of things to become fulfilled.
   D. says that he is contented and does not want a lot of possessions.

2. The mood of the poem can best be described as
   A. annoyed.
   B. contented.
   C. optimistic.
   D. sarcastic.

3. Which sound device does the author use to enhance the mood of the poem?
   A. alliteration
   B. onomatopoeia
   C. parallelism
   D. rhyme

4. What tone is achieved by the author in the last stanza?
   A. amused
   B. satisfied
   C. greedy
   D. jealous
LEARN IT: Literary Devices

Authors do more than just provide information—they also write to evoke feelings or emotions in readers. To create special language effects, poets use literary devices such as imagery, or words that paint a mental picture; personification, or words that give human qualities to animals, ideas, or objects; figures of speech, or words that have meanings other than their literal meanings; and onomatopoeia, or words that mimic sounds.

Understanding Meaning

Understanding poetry can be challenging because a poem’s literary devices may make the meaning more difficult to interpret. If you’re not sure right away about the meaning of a line or phrase, look for clues in the surrounding lines.

EXAMPLE

1 Read the following poem, “Exclusion,” by Emily Dickinson.

The soul selects her own society,
Then shuts the door;
On her divine majority
Obtrude no more.

Unmoved, she notes the chariot’s pausing
At her low gate;
Unmoved, an emperor is kneeling
Upon her mat.

I’ve known her from an ample nation
Choose one;
Then close the valves of her attention
Like stone.

The title and first stanza of this poem most nearly mean

A lonely people are unhappy.
B society treats some people cruelly.
C one true friend is better than a crowd.
D you can never have too many friends.
Step 1  Read the lines that make up the first stanza. How do their meanings affect the meaning of the title?

The title is “Exclusion,” which makes me think someone is being shunned or left out. The first stanza says that the “soul selects” certain people and then “shuts the door,” so the speaker is the one doing the excluding, not the other way around.

Step 2  Review the answer choices. Which interpretation best captures the poem’s meaning?

Choice A focuses specifically on lonely people, but the poem never says the narrator is lonely. Choice B is about how society can be cruel. While the poem refers to society, it doesn’t seem to say that society is good or bad, just that a person can choose to let people in or exclude them. Choice C is about how one friend can be better than many, which makes sense. Choice D says the opposite—the more friends the better. The best answer is C.
Analyzing the Effects of Literary Devices

The literary devices in a poem often have a specific effect on the reader. As you read a poem, think about what the words and phrases mean to you. Use what you already know to understand their meanings.

EXAMPLE

Read these lines from the poem “Good Hours” by Robert Frost.

I HAD for my winter evening walk—
No one at all with whom to talk,
But I had the cottages in a row
Up to their shining eyes in snow.
And I thought I had the folk within:
I had the sound of a violin;
I had a glimpse through curtain laces
Of youthful forms and youthful faces.
I had such company outward bound.

The lines “But I had the cottages in a row / Up to their shining eyes in snow” help give the poem a feeling of

A  loneliness.
B  hilarity.
C  companionship.
D  misunderstanding.
Step 1 Read the verse again and think about how it makes you feel. Then look at the specific lines. What image do you have in your mind? How does that image make you feel?

The whole poem talks about being alone outdoors at night with no one to talk to. However, all around the speaker there are signs of life: the “shining eyes” of the lighted cottage windows and the sounds and sights from inside the cottages.

Step 2 Look at the answer choices. Which makes the most sense, considering how you feel about the lines from the poem?

Choice A might make sense because the speaker is alone; however, the cottages seem full of life and people. Choice B is not likely; nothing about the poem so far seems funny or even amusing. Choice C, companionship, fits how I feel when I read these lines. Choice D seems to contrast with the imagery of the poem because there is no misunderstanding; the speaker doesn’t misinterpret anything he or she sees. Choice C is the best answer.
PRACTICE IT: Literary Devices

Read the passage and answer the questions that follow.

From “Inferno”
By Dante

1 “THROUGH me you pass into the city of woe:
Through me you pass into eternal pain:
Through me among the people lost for aye.
Justice the founder of my fabric mov’d:

5 To rear me was the task of power divine,
Supremest wisdom, and primeval love.
Before me things create were none, save things
Eternal, and eternal I endure.

All hope abandon ye who enter here.”

10 Such characters in colour dim I mark’d
Over a portal’s lofty arch inscrib’d:
Whereat I thus: “Master, these words import
Hard meaning.” He as one prepar’d replied:
“Here thou must all distrust behind thee leave;

15 Here be vile fear extinguish’d. We are come
Where I have told thee we shall see the souls
To misery doom’d, who intellectual good
Have lost.” And when his hand he had stretch’d forth
To mine, with pleasant looks, whence I was cheer’d,

20 Into that secret place he led me on.

Here sighs with lamentations and loud moans
Resounded through the air pierc’d by no star,
That e’en I wept at entering. Various tongues,
Horrible languages, outcries of woe,

25 Accents of anger, voices deep and hoarse,
With hands together smote that swell’d the sounds,
Made up a tumult, that for ever whirls
Round through that air with solid darkness stain’d,
Like to the sand that in the whirlwind flies.
1. The lines “THROUGH me you pass into the city of woe: / Through me you pass into eternal pain.” most evoke feelings of
   A. fear.
   B. power.
   C. hope.
   D. tranquility.

2. The lines “To rear me was the task of power divine, / Supremest wisdom, and primeval love” most create an image of
   A. age.
   B. awe.
   C. cruelty.
   D. anger.

3. The imagery in the last stanza (lines 21–29) most appeals to
   A. the sense of justice.
   B. the sense of hearing.
   C. the sense of touch.
   D. the sense of logic.

4. The lines “Made up a tumult, that for ever whirls / Round through that air with solid darkness stain’d / Like to the sand that in the whirlwind flies” compare the sounds the speaker hears to a(n)
   A. earthquake.
   B. volcano.
   C. sandstorm.
   D. waterfall.
LEARNS IT: American Literature

Reading classic American literature helps broaden your understanding of the history of the United States. Novels, stories, essays, and poems reflect the beliefs, politics, and customs of the time periods during which they were written. Many works of American literature cannot be fully appreciated without a deep understanding of the appropriate time period. Sometimes the text may mention or directly discuss events and people from American history. As you read, apply your own knowledge of American history to the text, especially with regard to the themes, styles, and trends of a particular era.

EXAMPLE

1. Read the following excerpt from Sinclair Lewis’s 1922 novel *Babbitt*, and then answer the question that follows.

The towers of Zenith aspired above the morning mist; austere towers of steel and cement and limestone, sturdy as cliffs and delicate as silver rods. They were neither citadels nor churches, but frankly and beautifully office-buildings.

The mist took pity on the fretted structures of earlier generations: the Post Office with its shingle-tortured mansard, the red brick minarets of hulking old houses, factories with stingy and sooted windows, wooden tenements colored like mud. The city was full of such grotesqueries, but the clean towers were thrusting them from the business center, and on the farther hills were shining new houses, homes—they seemed—for laughter and tranquility.

Over a concrete bridge fled a limousine of long sleek hood and noiseless engine. These people in evening clothes were returning from an all-night rehearsal of a Little Theater play, an artistic adventure considerably illuminated by champagne. Below the bridge curved a railroad, a maze of green and crimson lights. The New York Flyer boomed past, and twenty lines of polished steel leaped into the glare.

In one of the skyscrapers the wires of the Associated Press were closing down. The telegraph operators wearily raised their celluloid eye-shades after a night of talking with Paris and Peking. Through the building crawled the scrubwomen, yawning, their old shoes slapping. The dawn mist spun away.
Economic prosperity and industrial progress were common themes in American literature of the 1920s. Which sentences from this excerpt best support these themes?

A The mist took pity on the fretted structures of earlier generations: the Post Office with its shingle-tortured mansard, the red brick minarets of hulking old houses, factories with stingy and sooted windows, wooden tenements colored like mud.

B The city was full of such grotesqueries, but the clean towers were thrusting them from the business center, and on the farther hills were shining new houses, homes—they seemed—for laughter and tranquillity.

C These people in evening clothes were returning from an all-night rehearsal of a Little Theater play, an artistic adventure considerably illuminated by champagne.

D In one of the skyscrapers the wires of the Associated Press were closing down. The telegraph operators wearily raised their celluloid eye-shades after a night of talking with Paris and Peking.

**Step 1** Read the passage. Which images in the passage are examples of economic prosperity and industrial progress?

*The passage paints a picture of a modern city, full of skyscrapers and important people. The description emphasizes shining surfaces and fast motion taking the place of old crumbling buildings, thereby creating a new business center. This is especially true in the first two paragraphs, which refer to “frankly and beautifully office-buildings,” “clean towers,” and “shining new houses.”*

**Step 2** Review the answer choices. Which one is the best example of the situation described above?

*Choice A focuses on the ugly buildings and “fretted structures of earlier generations”; this contrasts with the newer buildings, so A does not seem correct. Choice C is about people who have been rehearsing a play, which is an artistic or cultural event, not an economic or industrial one; C does not seem correct. Choice D describes the end of a long night for the telegraph operators; their weariness seems to contrast with the “clean” and “shining” buildings around them, so D does not seem correct. Choice B focuses on the beautiful new buildings that represent the city’s economic and industrial progress. Choice B is the best answer.*
EXAMPLE

Read this excerpt from Upton Sinclair's 1906 novel *The Jungle*.

They sat and stared out of the window. They were on a street which seemed to run on forever, mile after mile—thirty-four of them, if they had known it—and each side of it one uninterrupted row of wretched little two-story frame buildings. Down every side street they could see, it was the same—never a hill and never a hollow, but always the same endless vista of ugly and dirty little wooden buildings. Here and there would be a bridge crossing a filthy creek, with hard-baked mud shores and dingy sheds and docks along it; here and there would be a railroad crossing, with a tangle of switches, and locomotives puffing, and rattling freight cars filing by; here and there would be a great factory, a dingy building with innumerable windows in it, and immense volumes of smoke pouring from the chimneys, darkening the air above and making filthy the earth beneath. But after each of these interruptions, the desolate procession would begin again—the procession of dreary little buildings.

A full hour before the party reached the city they had begun to note the perplexing changes in the atmosphere. It grew darker all the time, and upon the earth the grass seemed to grow less green. Every minute, as the train sped on, the colors of things became dingier; the fields were grown parched and yellow, the landscape hideous and bare. And along with the thickening smoke they began to notice another circumstance, a strange, pungent odor. They were not sure that it was unpleasant, this odor; some might have called it sickening, but their taste in odors was not developed, and they were only sure that it was curious. Now, sitting in the trolley car, they realized that they were on their way to the home of it—that they had traveled all the way from Lithuania to it. It was now no longer something far off and faint, that you caught in whiffs; you could literally taste it, as well as smell it—you could take hold of it, almost, and examine it at your leisure. They were divided in their opinions about it. It was an elemental odor, raw and crude; it was rich, almost rancid, sensual, and strong. There were some who drank it in as if it were an intoxicant; there were others who put their handkerchiefs to their faces. The new emigrants were still tasting it, lost in wonder, when suddenly the car came to a halt, and the door was flung open, and a voice shouted—“Stockyards!”
One social influence apparent in this passage that distinguishes it from the previous passage is
A friendship between men and women.
B spirituality rather than materialism.
C life in the city vs. life in the country.
D the immigrant experience in America.

**Step 1** Read the passage carefully. When do you think this novel takes place? What do you know about that time period? What themes, topics, or ideas stand out to you?

*It says in the question that the novel is from 1906. This is early in the twentieth century, and trains moving into the city are mentioned. But this passage describes the scenery as dirty and gritty, not sleek and shiny. Even the air smells bad. The people on the train have come from Lithuania and are taking the train to the city to work in the dirty, noisy, smelly stockyards. Some seem excited by the sights and smells, while others seem repulsed by them, but all are affected by their newness.*

**Step 2** Read each answer choice. Which one is the best example of the situation described above?

*Choice A isn’t correct because neither passage mentions the possibility of friendship between a man and a woman. Neither passage focuses on anyone’s spirituality, nor is anyone’s spirituality described in a way that specifically contrasts it with materialism; choice B does not seem correct. Choice C mentions the country; the passage from The Jungle does seem to contrast life in Lithuania with life in the American city. However, it does not specifically contrast life in the city with life in the country, so choice C does not seem correct. The passage from The Jungle does focus on the experiences of the Lithuanian immigrants as they approach the American city; there are no immigrants mentioned in the excerpt from Babbitt. Choice D is the best answer.*
PRACTICE IT: American Literature

Read the passage and answer the questions that follow.

*From Life on the Mississippi*

*By Mark Twain*

1. The river’s earliest commerce was in great barges—keelboats, broadhorns. They floated and sailed from the upper rivers to New Orleans, changed cargoes there, and were tediously warped and poled back by hand. A voyage down and back sometimes occupied nine months. In time this commerce increased until it gave employment to hordes of rough and hardy men; rude, uneducated, brave, suffering terrific hardships with sailor-like stoicism; heavy drinkers, coarse frolickers in moral sties like the Natchez-under-the-hill of that day, heavy fighters, reckless fellows, every one, elephantinely jolly, foul-witted, profane; prodigal of their money, bankrupt at the end of the trip, fond of barbaric finery, prodigious braggarts; yet, in the main, honest, trustworthy, faithful to promises and duty, and often picturesquely magnanimous.

2. By and by the steamboat intruded. Then for fifteen or twenty years, these men continued to run their keelboats down-stream, and the steamers did all of the upstream business, the keelboating men selling their boats in New Orleans, and returning home as deck passengers in the steamers.

3. But after a while the steamboats so increased in number and in speed that they were able to absorb the entire commerce; and then keelboating died a permanent death. The keelboatman became a deck hand, or a mate, or a pilot on the steamer; and when steamer-berths were not open to him, he took a berth on a Pittsburgh coal-flat, or on a pine-raft constructed in the forests up toward the sources of the Mississippi.

4. In the heyday of the steamboating prosperity, the river from end to end was flaked with coal-fleets and timber rafts, all managed by hand, and employing hosts of the rough characters whom I have been trying to describe. I remember the annual processions of mighty rafts that used to glide by Hannibal when I was a boy,—an acre or so of white, sweet-smelling boards in each raft, a crew of two dozen men or more, three or four wigwams scattered about the raft’s vast level space for storm-quarters,—and I remember the rude ways and the tremendous talk of their big crews, the ex-keelboating men and their admiringly patterning successors; for we used to swim out a quarter or third of a mile and get on these rafts and have a ride.
1. In paragraph 3, Twain says that the keelboats were
   A. not very well suited to commerce.
   B. easy to sail and maneuver on the river.
   C. mainly crewed by the educated.
   D. eventually replaced by steamboats.

2. *Life on the Mississippi* was published in 1883. What literary trend of this time period can be found in this excerpt?
   A. transcendentalism
   B. naturalism
   C. realism
   D. socialism

3. One feature of this excerpt that classifies it as early modern American literature, rather than colonial American literature, is
   A. the commentary on political problems.
   B. the celebration of living in harmony with nature.
   C. the use of everyday, informal language.
   D. the descriptions of people's inner lives.

4. In the late nineteenth century, Americans were adjusting to the changes brought by the Industrial Revolution. Which of the following best reflects those changes in life?
   A. Twain's description of the sailors as loud men with rude manners
   B. Twain's memory of hitching rides on rafts as a boy
   C. Twain's description of the cities of New Orleans and Natchez
   D. Twain's depiction of the gradual dying out of the keelboats
LEARN IT: Archetypes Drawn from Myth and Tradition in Literature

Archetypes are character types, descriptive details, images, or story patterns that recur frequently in the literature of a culture and are considered universal symbols. Archetypes were derived from myths, rituals, or traditions. Analyzing archetypes is useful—they teach readers that no matter how different the stories are in literature, the ideas that can be drawn from them are similar.

Archetypes can be classified into three categories: characters, situations, and symbols. Archetypal characters can be the orphan, the hero or heroine, the villain, the mentor, the companion, the bully, the trickster, the scapegoat, the outcast, or the shrew, among others. Archetypal situations common in literature include the cycle of birth, death, and rebirth; the seasons; the quest; and the task. Archetypal symbols include polarities, such as light and dark, water and desert, height and depth, and summer and winter. It is important to remember that literary works may contain multiple archetypes.

The chart on the next page shows common archetypes used in literature, as well as examples of characters that embody each archetype.
<table>
<thead>
<tr>
<th>Archetype</th>
<th>Meaning</th>
<th>Example</th>
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<tbody>
<tr>
<td>The Hero</td>
<td>The hero is a typical character in the earliest Greek and Roman literature. Heroes and heroines are portrayed as possessing strength or skill that enables them to triumph over evil or difficult situations.</td>
<td>Achilles in <em>The Iliad</em></td>
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<td>Hercules in Greek mythology</td>
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<tr>
<td>The Orphan or Orphan Child</td>
<td>This archetype, common in children’s stories, reflects a pattern in the life of someone who has no biological parents or family and often feels that he or she does not belong anywhere. Having no family structure, the orphan child will struggle to survive and will eventually find a path to overcome challenges in life.</td>
<td>Oliver in <em>Oliver Twist</em></td>
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<td></td>
<td></td>
<td>Pip in <em>Great Expectations</em></td>
</tr>
<tr>
<td>The Trickster</td>
<td>The trickster is a character that plays jokes or tricks to achieve a certain goal. The trickster can be either a human or an animal that makes mischief or is made fun of.</td>
<td>Puck in <em>A Midsummer Night’s Dream</em></td>
</tr>
<tr>
<td>The Mentor</td>
<td>Also known as the wise old man, this character possesses great intelligence and often gives advice to other characters.</td>
<td>Merlin in <em>The Legend of King Arthur</em></td>
</tr>
<tr>
<td>The Companion</td>
<td>This archetype acts as the friend or as someone who is loyal to another character.</td>
<td>Lancelot in <em>The Legend of King Arthur</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Friday in <em>Robinson Crusoe</em></td>
</tr>
<tr>
<td>The Bully</td>
<td>This character is usually cruel to others and intimidates the other characters.</td>
<td>Lavinia in <em>A Little Princess</em></td>
</tr>
<tr>
<td>The Scapegoat</td>
<td>The scapegoat is usually blamed for the misfortunes of other characters in a story, regardless of whether he or she is at fault or not.</td>
<td>Snowball in <em>Animal Farm</em></td>
</tr>
<tr>
<td>The Outcast</td>
<td>The outcast is, or has chosen to become, an outsider or an exile. The other characters in the story shun the outcast, and they want nothing to do with him or her.</td>
<td>Simon in <em>The Lord of the Flies</em></td>
</tr>
</tbody>
</table>
EXAMPLE

Read the following excerpt.

*From The Aeneid*

*By Virgil*

It enters o'er our heads, and threatens the town.
O sacred city, built by hands divine!
O valiant heroes of the Trojan line!
Four times he struck: as oft the clashing sound
Of arms was heard, and inward groans rebound.
Yet, mad with zeal, and blinded with our fate,
We haul along the horse in solemn state;
Then place the dire portent within the tow'r.
Cassandra cried, and curs'd th' unhappy hour;
Foretold our fate; but, by the god's decree,
All heard, and none believ'd the prophecy.
With branches we the fanes adorn, and waste,
In jollity, the day ordain'd to be the last.
Meantime the rapid heav'ns roll'd down the light,
And on the shaded ocean rush'd the night;
Our men, secure, nor guards nor sentries held,
But easy sleep their weary limbs compell'd.
The Grecians had embark'd their naval pow'rs
From Tenedos, and sought our well-known shores,
Safe under covert of the silent night,
And guided by th' imperial galley's light;
When Sinon, favor'd by the partial gods,
Unlock'd the horse, and op'd his dark abodes;
Restor'd to vital air our hidden foes,
Who joyful from their long confinement rose.
Virgil draws from which of the following archetypes in his portrayal of Cassandra?

A  the heroine  
B  the outcast  
C  the bully  
D  the orphan

**Step 1** Read the excerpt carefully. How is Cassandra described in the excerpt?

*The excerpt says that “Cassandra cried, and curs’d th’ unhappy hour; / Foretold our fate; but, by the god’s decree, / All heard, and none believ’d the prophecy.”

She speaks of tragedy that will befall their group, but no one believes her. None of them want anything to do with her. This characteristic is typical of the outcast.

**Step 2** Read each answer choice. Which answer choice is defined by the above description?

*The heroine should have special skills that can save people. In this excerpt, Cassandra does not save anyone because the people refuse to believe her. Choice A is incorrect. Choice C, the bully, is incorrect as well, because Cassandra wants to help the people, not to intimidate them. She only warns them of what will happen. Choice D is incorrect because there is no evidence in the excerpt to suggest that Cassandra is an orphan. The people shun Cassandra and do not believe her visions. She is an outcast. Choice B is the correct answer.*
Archetypes may also appear in political speeches. Many American presidents have drawn from different archetypes, such as the hero, villain, bully, and mentor, to convey their messages. Speakers often use archetypes to create a meaningful connection between themselves and the audience.

EXAMPLE

Read the following excerpt from Theodore Roosevelt’s speech.

From Address of President Roosevelt on the Occasion of the Celebration of the Hundredth Anniversary of the Birth of Abraham Lincoln
Hodgenville, KY, February 12, 1909

He did not hate the man from whom he differed. Weakness was as foreign as wickedness to his strong, gentle nature; but his courage was of a quality so high that it needed no bolstering of dark passion. He saw clearly that the same high qualities, the same courage, and willingness for self-sacrifice, and devotion to the right as it was given them to see the right, belonged both to the men of the North and to the men of the South. As the years roll by, and as all of us, wherever we dwell, grow to feel an equal pride in the valor and self-devotion, alike of the men who wore the blue and the men who wore the gray, so this whole nation will grow to feel a peculiar sense of pride in the man whose blood was shed for the union of his people and for the freedom of a race; the lover of his country and of all mankind; the mightiest of the might men who mastered the mighty days, Abraham Lincoln.

Lincoln saw into the future with the prophetic imagination usually vouchsafed only to the poet and the seer. He had in him all the lift toward greatness of the visionary, without any of the visionary’s fanaticism or egotism, without any of the visionary’s narrow jealousy of the practical man and inability to strive in practical fashion for the realization of an ideal. He had the practical man’s hard common sense and willingness to adapt means to ends; but there was in him none of that morbid growth of mind and soul which blinds so many practical men to the higher things of life. No more practical man ever lived than this homely backwoods idealist; but he had nothing in common with those practical men whose consciences are warped until they fail to distinguish between good and evil, fail to understand that strength, ability, shrewdness, whether in the world of business or of politics, only serve to make their possessor a more noxious, a more evil member of the community, if they are not guided and controlled by a fine and high moral sense.
President Roosevelt draws from which of the following archetypes in his portrayal of Abraham Lincoln?

A  the trickster  
B  the hero  
C  the orphan  
D  the bully

**Step 1**  Read the excerpt. How does President Roosevelt describe Lincoln?

President Roosevelt praises Abraham Lincoln, saying that he had a strong and gentle nature, but was very courageous. Roosevelt also says that Lincoln shed blood for the union of his people. There was no more practical man than Lincoln, but he knew how to distinguish between good and evil, and he had a high moral sense.

**Step 2**  Read each answer choice. Which answer choice best captures this description?

The trickster, the orphan, and the bully do not possess these qualities, so choices A, C, and D are incorrect. The hero is portrayed as someone who uses his bravery or skill to defy obstacles and achieve a certain goal. President Roosevelt uses these characteristics to portray President Lincoln as a hero. Choice B is the correct answer.
LEARN IT: Archetypes in Religious Writings

Certain archetypes can also be found in religious writings, such as sermons or texts that talk about religious practices, moral beliefs, faith, or worship.

EXAMPLE

Read the following excerpt.

From A Model of Christian Charity
By Governor John Winthrop

1 There are two rules whereby we are to walk one towards another: Justice and Mercy. These are always distinguished in their act and in their object, yet may they both concur in the same subject in each respect; as sometimes there may be an occasion of showing mercy to a rich man in some sudden danger or distress, and also doing of mere justice to a poor man in regard of some particular contract, etc.

2 There is likewise a double Law by which we are regulated in our conversation towards another. In both the former respects, the Law of Nature and the Law of Grace (that is, the moral law or the law of the gospel) to omit the rule of justice as not properly belonging to this purpose otherwise than it may fall into consideration in some particular cases. By the first of these laws, man as he was enabled so withal is commanded to love his neighbor as himself. Upon this ground stands all the precepts of the moral law, which concerns our dealings with men. To apply this to the works of mercy, this law requires two things. First, that every man afford his help to another in every want or distress.

3 Secondly, that he perform this out of the same affection which makes him careful of his own goods.

Which of the following archetypes best describes the narrator in the excerpt?

A the hero
B the outcast
C the orphan
D the mentor

Step 1 Read the excerpt carefully. How would you describe the narrator?

The narrator speaks of justice and mercy. He is teaching morality.

Step 2 Which answer choice is best defined by the description above?

Answer choices A, B, and C do not fit the narrator because the narrator is teaching his readers morality, justice, and mercy. The narrator records his teachings and gives advice. He is a mentor. Choice D is correct.
PRACTICE IT: Archetypes

From The Prince and the Pauper
By Mark Twain

1 “In summer, sir, we wade and swim in the canals and in the river, and each doth duck his neighbour, and splatter him with water, and dive and shout and tumble and—”

2 “Twould be worth my father’s kingdom but to enjoy it once! Prithee go on.”

3 “We dance and sing about the Maypole in Cheapside; we play in the sand, each covering his neighbour up; and times we make mud pastry—oh the lovely mud, it hath not its like for delightfulness in all the world!—we do fairly wallow in the mud, sir, saving your worship’s presence.”

4 “Oh, prithee, say no more, ’tis glorious! If that I could but clothe me in raiment like to thine, and strip my feet, and revel in the mud once, just once, with none to rebuke me or forbid, meseemeth I could forego the crown!”

5 “And if that I could clothe me once, sweet sir, as thou art clad—just once—”

6 “Oho, would’st like it? Then so shall it be. Doff thy rags, and don these splendours, lad! It is a brief happiness, but will be not less keen for that. We will have it while we may, and change again before any come to molest.”

7 A few minutes later the little Prince of Wales was garlanded with Tom’s fluttering odds and ends, and the little Prince of Pauperdom was tricked out in the gaudy plumage of royalty. The two went and stood side by side before a great mirror, and lo, a miracle: there did not seem to have been any change made! They stared at each other, then at the glass, then at each other again. At last the puzzled princeling said—

8 “What dost thou make of this?”

9 “Ah, good your worship, require me not to answer. It is not meet that one of my degree should utter the thing.”

10 “Then will I utter it. Thou hast the same hair, the same eyes, the same voice and manner, the same form and stature, the same face and countenance that I bear. Fared we forth naked, there is none could say which was you, and which the Prince of Wales. And, now that I am clothed as thou wert clothed, it seemeth I should be able the more nearly to feel as thou didst when the brute soldier—Hark ye, is not this a bruise upon your hand?”
“Yes; but it is a slight thing, and your worship knoweth that the poor man-at-arms—”

“Peace! It was a shameful thing and a cruel!” cried the little prince, stamping his bare foot. “If the King—Stir not a step till I come again! It is a command!”

In a moment he had snatched up and put away an article of national importance that lay upon a table, and was out at the door and flying through the palace grounds in his banded rags, with a hot face and glowing eyes. As soon as he reached the great gate, he seized the bars, and tried to shake them, shouting—

“Open! Unbar the gates!”

The soldier that had maltreated Tom obeyed promptly; and as the prince burst through the portal, half-smothered with royal wrath, the soldier fetched him a sounding box on the ear that sent him whirling to the roadway, and said—

“Take that, thou beggar’s spawn, for what thou got’st me from his Highness!”

The crowd roared with laughter. The prince picked himself out of the mud, and made fiercely at the sentry, shouting—

“I am the Prince of Wales, my person is sacred; and thou shalt hang for laying thy hand upon me!”

The soldier brought his halberd to a present-arms and said mockingly—

“I salute your gracious Highness.” Then angrily—“Be off, thou crazy rubbish!”

Here the jeering crowd closed round the poor little prince, and hustled him far down the road, hooting him, and shouting—

“Way for his Royal Highness! Way for the Prince of Wales!”
1. Which of the following archetypes best describes the prince in this excerpt?
   A. the hero
   B. the trickster
   C. the orphan
   D. the mentor

2. Which of the following archetypes best describes the soldier in this excerpt?
   A. the bully
   B. the orphan
   C. the mentor
   D. the companion

3. Mark Twain draws from which of the following archetypes in his portrayal of the crowd in the excerpt?
   A. the trickster
   B. the hero
   C. the bully
   D. the orphan

4. After which archetype may Mark Twain have modeled Tom, the pauper?
   A. the outcast
   B. the trickster
   C. the mentor
   D. the orphan
LEARN IT: Political Assumptions

Fiction and essays can both be used to express political opinions. An essay writer may make an argument and support it or try to persuade readers to agree with his or her opinion. A fiction writer may use characters in a story to represent or argue for or against a political or social position.

Identifying Political Systems

In order to identify a political philosophy in an essay or literary work, look for clues in the passage that explain the writer’s political beliefs. Then, use your own knowledge of history and government to determine which system of belief is being represented.

EXAMPLE

Read the following excerpt from Mary Wollstonecraft’s *A Vindication of the Rights of Woman*.

Women are, in fact, so much degraded by mistaken notions of female excellence, that I do not mean to add a paradox when I assert, that this artificial weakness produces a propensity to tyrannize, and gives birth to cunning, the natural opponent of strength, which leads them to play off those contemptible infantile airs that undermine esteem even whilst they excite desire. Do not foster these prejudices, and they will naturally fall into their subordinate, yet respectable station, in life.

It seems scarcely necessary to say, that I now speak of the sex in general. Many individuals have more sense than their male relatives; and, as nothing preponderates where there is a constant struggle for an equilibrium, without it has naturally more gravity, some women govern their husbands without degrading themselves, because intellect will always govern.
Which political philosophy is *most* reflected in this passage?

A  democracy  
B  communism  
C  feminism  
D  socialism  

**Step 1** Read the passage carefully. What does the writer want?

She says that women have been raised to be weak, and that this “degrades” them. She also says that she is only speaking in general, and some women have good sense—sometimes even enough sense to “govern their husbands.”

**Step 2** Review the answer choices. What do you know about each of the political philosophies listed?

I know that democracy is a political system in which people vote for their government representatives. Communism refers to a system in which there are no social classes and everyone shares property. Feminism is a system that accords women and men equal status and responsibility. Socialism is about cooperation and state ownership of property, but, unlike communism, it doesn’t call for revolution.

**Step 3** Which of these philosophies best fits the writer’s ideas?

The writer seems to want to bring women up to the level of men. Choices A, B, and D refer to political systems that are not related to what the writer is talking about. Choice C is the best answer.
Understanding an Argument

A piece of writing can be used to state an author’s political point of view. In order to recognize the author’s argument, look at the details the author includes. These details and examples may offer reasons for accepting the author’s claims or opinions as true or desirable.

EXAMPLE

Read this excerpt from “Politics” by Ralph Waldo Emerson.

In dealing with the State, we ought to remember that its institutions are not aboriginal, though they existed before we were born: that they are not superior to the citizen: that every one of them was once the act of a single man: every law and usage was a man’s expedient to meet a particular case; that they all are imitable, all alterable; we may make as good; we may make better. Society is an illusion to the young citizen. It lies before him in rigid repose, with certain names, men, and institutions, rooted like oak-trees to the centre, round which all arrange themselves the best they can. But the old statesman knows that society is fluid; there are no such roots and centres; but any particle may suddenly become the centre of the movement, and compel the system to gyrate round it, as every man of strong will, like Pisistratus, or Cromwell, does for a time, and every man of truth, like Plato, or Paul, does forever.

This passage supports the author’s belief that

A people should not question what the government says and should obey all laws, even if they disagree with them.

B governments and laws are not handed down intact and inviolable, but can be altered to fit changing circumstances.

C politics is dangerous because it can lead people to want a new form of government and start a revolution.

D changes in the government must be approved by all the citizens so that all will be treated fairly and have an equal say.
Step 1  Read the passage. What points does the author make?

The author talks about how governments can seem eternal, since nations have existed for hundreds of years. But we should remember that all of them had to start somewhere, often with a single person’s idea. He also says that older people have lived through change and realize that it is possible.

Step 2  Consider all these points together. What argument do they make?

The author seems to be arguing that government does not always have to stay the same; changing it will not destroy it and can possibly even improve it.

Step 3  Which answer choice best agrees with your interpretation of the author’s argument?

Choices A and C don’t work because they say that acceptance of the status quo is good and change is bad. Choice D also doesn’t fit with the information in the passage because the author never says anything about everyone having to agree on any changes. That leaves choice B, which states that “governments and laws are not handed down intact and inviolable, but can be altered to fit changing circumstances.” This fits with the information in the passage and must be the correct answer.
PRACTICE IT: Political Assumptions

Read the passage and answer the questions that follow.

From Common Sense
By Thomas Paine

1. I draw my idea of the form of government from a principle in nature, which no art can overturn, viz. that the more simple any thing is, the less liable it is to be disordered; and the easier repaired when disordered; and with this maxim in view, I offer a few remarks on the so much boasted constitution of England. That it was noble for the dark and slavish times in which it was erected, is granted.

2. When the world was overrun with tyranny the least remove therefrom was a glorious rescue. But that it is imperfect, subject to convulsions, and incapable of producing what it seems to promise, is easily demonstrated.

3. Absolute governments (tho’ the disgrace of human nature) have this advantage with them, that they are simple; if the people suffer, they know the head from which their suffering springs, know likewise the remedy, and are not bewildered by a variety of causes and cures. But the constitution of England is so exceedingly complex, that the nation may suffer for years together without being able to discover in which part the fault lies; some will say in one and some in another, and every political physician will advise a different medicine.

4. I know it is difficult to get over local or long standing prejudices, yet if we will suffer ourselves to examine the component parts of the English constitution, we shall find them to be the base remains of two ancient tyrannies, compounded with some new republican materials.

5. FIRST—The remains of monarchial tyranny in the person of the king.

6. SECONDLY—The remains of aristocratical tyranny in the persons of the peers.

7. THIRDLY—The new republican materials in the persons of the commons, on whose virtue depends the freedom of England.

8. The two first, by being hereditary, are independent of the people; wherefore in a CONSTITUTIONAL SENSE they contribute nothing towards the freedom of the state.

9. To say that the constitution of England is a UNION of three powers reciprocally CHECKING each other, is farcical, either the words have no meaning, or they are flat contradictions.

10. To say that the commons is a check upon the king, presupposes two things:
11 FIRST—That the king is not to be trusted without being looked after, or in other words, that a thirst for absolute power is the natural disease of monarchy.

12 SECONDLY—That the commons, by being appointed for that purpose, are either wiser or more worthy of confidence than the crown.

13 But as the same constitution which gives the commons a power to check the king by withholding the supplies, gives afterwards the king a power to check the commons, by empowering him to reject their other bills; it again supposes that the king is wiser than those whom it has already supposed to be wiser than him. A mere absurdity!

14 There is something exceedingly ridiculous in the composition of monarchy; it first excludes a man from the means of information, yet empowers him to act in cases where the highest judgment is required. The state of a king shuts him from the world, yet the business of a king requires him to know it thoroughly; wherefore the different parts, by unnaturally opposing and destroying each other, prove the whole character to be absurd and useless.

1 According to paragraph 2, what does the author find easily demonstrated?
   A  that the world is overrun with tyranny
   B  that the English government is imperfect
   C  that no politician keeps promises
   D  that people need to be rescued from their government

2 Which of the following is not a reason given by Paine in support of his belief that constitutional monarchy does not work?
   A  It is still a form of tyranny.
   B  It does not provide checks and balances.
   C  Large parts of it are hereditary.
   D  It should be replaced by a two-party system.

3 Based on the information in paragraph 3, what does Paine feel is wrong with the English constitution?
   A  It is too simple.
   B  It is too complicated.
   C  It does not have amendments.
   D  It is still very new.

4 According to paragraph 14, why does Paine find the monarchy “ridiculous”?
   A  Monarchs are cut off from the people they rule.
   B  Monarchs look ridiculous in robes and crowns.
   C  Monarchs are not chosen by the people.
   D  Monarchs need help carrying out the laws they make.
LEARN IT: Philosophical Arguments

The word philosophy literally means “love of wisdom.” Philosophy often refers to the set of principles or beliefs that guide living. Authors can express their personal philosophies in their writing either directly or through the words and actions of their characters. Often the major theme of a work can be summed up in a statement of the author’s philosophy.

EXAMPLE

1 Read the following excerpt from Herman Melville’s “Bartleby the Scrivener.”

I am a man who, from his youth upwards, has been filled with a profound conviction that the easiest way of life is the best. Hence, though I belong to a profession proverbially energetic and nervous, even to turbulence, at times, yet nothing of that sort have I ever suffered to invade my peace. I am one of those unambitious lawyers who never addresses a jury, or in any way draws down public applause; but in the cool tranquility of a snug retreat, do a snug business among rich men’s bonds and mortgages and title-deeds. All who know me consider me an eminently safe man. The late John Jacob Astor, a personage little given to poetic enthusiasm, had no hesitation in pronouncing my first grand point to be prudence; my next, method. I do not speak it in vanity, but simply record the fact, that I was not unemployed in my profession by the late John Jacob Astor; a name which, I admit, I love to repeat, for it hath a rounded and orbicular sound to it, and rings like unto bullion. I will freely add, that I was not insensible to the late John Jacob Astor’s good opinion.

The narrator believes that

A rich men and lawyers make the best friends.
B it is safest not to take much action.
C poetic enthusiasm makes life interesting.
D only the wealthy can afford to be religious.
Step 1  Read the passage. Summarize the ideas in it. What point do you think the character is trying to make?

The narrator says that members of his profession are usually energetic and active. However, he says that he does not appear in court but acts as a lawyer on matters of money without stirring himself out of his tranquility. He is especially proud that a rich man like John Jacob Astor has described him as “eminently safe.” He prefers a slow and peaceful life.

Step 2  Which answer choice best fits your idea?

Choice A does not describe what the narrator is saying; he counts certain rich men among his friends, but he does not say they are the best. Choice B makes sense because everything the narrator says in the passage concerns the need to be safe and not take action. Choice C doesn’t work because the narrator never calls poetic enthusiasm interesting. Choice D also doesn’t work because the narrator never claims that only the wealthy can afford religion. The best answer is B.
LEARN IT: Supporting a Philosophical Argument

A philosopher must support his or her philosophical opinions with clear, sensible arguments. The author of a story or novel usually won't present a complete, straightforward argument in support of his or her philosophical opinion; however, those opinions will be supported in the text by the words and actions of the characters.

EXAMPLE

Read this scene from Virginia Woolf's *Night and Day*.

It was a Sunday evening in October, and in common with many other young ladies of her class, Katharine Hilbery was pouring out tea. Perhaps a fifth part of her mind was thus occupied, and the remaining parts leapt over the little barrier of day which interposed between Monday morning and this rather subdued moment, and played with the things one does voluntarily and normally in the daylight. But although she was silent, she was evidently mistress of a situation which was familiar enough to her, and inclined to let it take its way for the six hundredth time, perhaps, without bringing into play any of her unoccupied faculties. A single glance was enough to show that Mrs. Hilbery was so rich in the gifts which make tea-parties of elderly distinguished people successful, that she scarcely needed any help from her daughter, provided that the tiresome business of teacups and bread and butter was discharged for her.

Considering that the little party had been seated round the tea-table for less than twenty minutes, the animation observable on their faces, and the amount of sound they were producing collectively, were very creditable to the hostess. It suddenly came into Katharine's mind that if some one opened the door at this moment he would think that they were enjoying themselves; he would think, "What an extremely nice house to come into!" and instinctively she laughed, and said something to increase the noise, for the credit of the house presumably, since she herself had not been feeling exhilarated. At the very same moment, rather to her amusement, the door was flung open, and a young man entered the room. Katharine, as she shook hands with him, asked him, in her own mind, "Now, do you think we're enjoying ourselves enormously?" . . . "Mr. Denham, mother," she said aloud, for she saw that her mother had forgotten his name.

That fact was perceptible to Mr. Denham also, and increased the awkwardness which inevitably attends the entrance of a stranger into a room full of people much at their ease, and all launched upon sentences. At the same time, it seemed to Mr. Denham as if a thousand softly padded doors had closed between him and the street outside. A fine mist, the etherealized essence of the fog, hung visibly in the wide and rather empty space of the drawing-room, all silver where the candles were grouped on the tea-table, and ruddy again in the firelight. With the omnibuses and cabs still running in his head, and his body still tingling with his quick walk along the streets and in
and out of traffic and foot-passengers, this drawing-room seemed very remote and still; and the faces of the elderly people were mellowed, at some distance from each other, and had a bloom on them owing to the fact that the air in the drawing-room was thickened by blue grains of mist. Mr. Denham had come in as Mr. Fortescue, the eminent novelist, reached the middle of a very long sentence. He kept this suspended while the newcomer sat down, and Mrs. Hilbery deftly joined the severed parts by leaning towards him and remarking:

“Now, what would you do if you were married to an engineer, and had to live in Manchester, Mr. Denham?”

“Surely she could learn Persian,” broke in a thin, elderly gentleman. “Is there no retired schoolmaster or man of letters in Manchester with whom she could read Persian?”

“A cousin of ours has married and gone to live in Manchester,” Katharine explained. Mr. Denham muttered something, which was indeed all that was required of him, and the novelist went on where he had left off.

Which of the following points, if true, would best support the philosophical position held by the characters in the passage?

A Polite conversation need not be about any real subject.
B People work better when they focus on many tasks.
C Each of us can adapt to a variety of occupations.
D Business should always be a person’s first object.

Step 1 Read the passage. In your own words, what philosophical position is described there?

The scene shows a tea party in which appearances are more important than substance. People may ask absurd questions and murmur inaudible replies, so long as they do not disrupt the atmosphere or express any real ideas or emotions.

Step 2 Read each answer choice. Which one is most nearly related to the philosophy described above?

Choice A makes sense because it states that polite conversation need not be about any real subject. If true, this would support the passage’s depiction of people concerned only with the appearance of good society. Choice B states an opinion about work, and no work is done in the scene. Choices C and D are also not consistent with the text since the scene does not provide any real information on occupations or business as all of the characters seem to belong to the leisure class. Choice A is the best answer.
AFTER two years of training he went to sea, and entering the regions so well known to his imagination, found them strangely barren of adventure. He made many voyages. He knew the magic monotony of existence between sky and water: he had to bear the criticism of men, the exactions of the sea, and the prosaic severity of the daily task that gives bread—but whose only reward is in the perfect love of the work. This reward eluded him. Yet he could not go back, because there is nothing more enticing, disenchating, and enslaving than the life at sea. Besides, his prospects were good. He was gentlemanly, steady, tractable, with a thorough knowledge of his duties; and in time, when very young, he became chief mate of a fine ship, without ever having been tested by those events of the sea that show in the light of day the inner worth of a man, the edge of his temper, and the fibre of his stuff; that reveal the quality of his resistance and the secret truth of his pretences, not only to others but also to himself.

Only once in all that time he had again the glimpse of the earnestness in the anger of the sea. That truth is not so often made apparent as people might think. There are many shades in the danger of adventures and gales, and it is only now and then that there appears on the face of facts a sinister violence of intention—that indefinable something which forces it upon the mind and the heart of a man, that this complication of accidents or these elemental furies are coming at him with a purpose of malice, with a strength beyond control, with an unbridled cruelty that means to tear out of him his hope and his fear, the pain of his fatigue and his longing for rest: which means to smash, to destroy, to annihilate all he had seen, known, loved, enjoyed, or hated; all that is priceless and necessary—the sunshine, the memories, the future,—which means to sweep the whole precious world utterly away from his sight by the simple and appalling act of taking his life.

Jim, disabled by a falling spar at the beginning of a week of which his Scottish captain used to say afterwards: ‘Man! it’s a pairfect meeracle to me how she lived through it!’ spent many days stretched on his back, dazed, battered, hopeless, and tormented as if at the bottom of an abyss of unrest. He did not care what the end would be, and in his lucid moments over-valued his indifference. The danger, when not seen, has the imperfect vagueness of human thought. The fear grows shadowy; and Imagination, the enemy of men, the father of all terrors, unstimulated, sinks to rest in the dullness of exhausted emotion. Jim saw nothing but the disorder of his tossed cabin. He lay there batten down in the midst of a small devastation, and felt secretly glad he had not to go on deck. But now and again an uncontrollable rush of anguish would grip him bodily, make him gasp and writh under the blankets, and then the unintelligent brutality of an existence liable to the agony of such sensations filled him with a despairing desire to escape at any cost. Then fine weather returned, and he thought no more about it.
1. Read this sentence from paragraph 1.

[H]e became chief mate of a fine ship, without ever having been tested by those events of the sea that show in the light of day the inner worth of a man, the edge of his temper, and the fibre of his stuff; that reveal the quality of his resistance and the secret truth of his pretences, not only to others but also to himself.

What philosophical point does the author make in this sentence?

A. It is easy for a person who has no real experience to advance.
B. The leader of a group must judge the qualifications of those who work for him.
C. Only those with great strength and resolve can survive the demands of sea life.
D. Hardship can make a person demonstrate true character or the lack of it.

2. Based on this passage, which of the following best describes the philosophical conflict facing Jim?

A. People generally prefer a peaceful life instead of working hard and being in danger.
B. Life is fraught with imagination and danger, but it is easy to forget this.
C. People are better off when they do not imagine danger or death.
D. People can never truly escape from the forces of nature.

3. Why is Imagination the “enemy of man”?

A. It leads to complacency.
B. It leads to fear.
C. It distorts perceptions.
D. It denies hope of victory.

4. Read this sentence from paragraph 3.

Then fine weather returned, and he thought no more about it.

Why does the author end the scene this way?

A. A solution has been found to the philosophical dilemma facing the main character.
B. The captain tells Jim to get back to work after recovering from his injury.
C. Unless they are in danger, most people don’t think about life and death.
D. Jim believes he will die during the next storm, so nothing really matters anymore.
LEARN IT: Purpose, Speaker, Audience, and Form

When writers create something, they have specific ideas in mind. These include a purpose for writing, a distinct voice (whether it be their own or that of a persona), and a target audience. Writers also choose a specific form for their work; each form provides the writer with a specific set of rules and structures that help maximize the intended effect of his or her writing. All of these components together are known as the elements of discourse.

Purpose, Speaker, and Audience

It is important to be able to identify these elements in a piece of writing. Look at the following breakdown of their meanings.

| Purpose | Authors can have many purposes for writing. They may write to inform, persuade, entertain, or give step-by-step instructions. When determining an author’s purpose, think about what you got out of that piece of writing. Did you learn new information? Did you change your mind about an issue? Did you laugh or find yourself engrossed in a story? Did you learn how to do something? Ask yourself if the writing affected you in a way that matches the author’s purpose. |
| Speaker | The speaker is the voice that narrates the text. Authors may write in their own voice, or they may create characters to stand in for themselves. When determining the speaker of a piece of writing, look for clues in the words the speaker uses. Do they make the speaker seem informed or ignorant? Are they angry words? Are they friendly? Look at the words and see which ones stand out to you. |
| Audience | Authors write for specific audiences. When determining the intended audience of a piece of writing, think about who would want to read it and who could understand it. The subject and the style of the piece will give you clues. If it is about simple topics and ideas, it may be for children. If it explains a new health breakthrough in an easily understood way, it is likely for a general audience rather than an audience of doctors or scientists. |
EXAMPLE

1 Read the following short passage.

Last year, the science department began a compost pile behind the school. The maintenance team saved leaves and grass clippings for the students. This was the basis for the compost pile. Students also collected organic waste materials from the school cafeteria to add to the pile. In the spring, the students who were in charge of the compost pile used what they had done to start a garden in front of the science building.

This year, no one has taken the initiative to maintain our compost pile. Nothing has been added to the pile that remains of last year’s compost. No one has turned it or made sure it continues. I suggest that we, the Green Team, pick up where our fellow students left off. If we all work together, we will help clean up the waste in our cafeteria, and in the end our garden will be revived.

Which of the following best states the author’s purpose for writing this passage?

A to instruct readers on how to make a compost pile
B to entertain readers with a story about gardening
C to persuade readers to start again on the compost pile
D to inform readers of what past students have done

Step 1  This question is asking about the author’s purpose. Why did the author write this piece? Think about what you, as a reader, got out of it.

I learned from this passage that the author thinks the school’s Green Team should work on a compost pile. The school did it the year before and then started a garden. The author would like a garden as well.

Step 2  Which answer choice best matches your impression of the author’s purpose?

Choice A makes sense because the author does give information about things that go into a compost pile, but the text is not about the actual steps of making one. Choice B doesn’t work because the author isn’t trying to tell a story. Choice C makes sense because the author gives reasons why the school should have a compost pile. Choice D makes sense because there is some information about past students, but that is not the main idea of the selection. Choice C is the best answer.
Form

Form is the type of writing used by the author. Some of the different forms of writing include narrative, expository, persuasive, and descriptive. Each of these forms has a certain structure. Look at the following explanations of each type.

<table>
<thead>
<tr>
<th>Form</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Narrative</td>
<td>A narrative tells a story, whether real or fictional. A well-written narrative should have a beginning, middle, and end. Some common types of narratives are novels, short stories, and personal experience essays. A narrative is usually told chronologically, though an author may choose to retell events in a different order.</td>
</tr>
<tr>
<td>Expository</td>
<td>Expository writing gives information. Typically, expository writing presents a main idea and then provides facts that support or explain the main idea. Newspaper and magazine articles, reports, and encyclopedia entries are examples of expository writing. Expository writing may follow a variety of structures, such as problem-solution, cause-and-effect, compare and contrast, and chronological order.</td>
</tr>
<tr>
<td>Persuasive</td>
<td>A persuasive piece of writing tries to convince a reader to agree with the author’s side of an argument. Persuasive writing begins by stating a specific point of view or opinion and then gives facts that support the opinion. Examples of persuasive writing include editorials, letters to the editor, fund-raising letters, and opinion essays.</td>
</tr>
<tr>
<td>Descriptive</td>
<td>Descriptive writing tells what a person, place, thing, or experience is like. A description covers the topic in great detail, with paragraphs concentrating on one specific aspect at a time. Examples of descriptive writing include travel writing, field guides, and encyclopedia entries.</td>
</tr>
</tbody>
</table>
EXAMPLE

Read this paragraph.

The lake sits in between two mountain peaks, which tower hundreds of feet above the banks of the water. The water is murky with mud. As soon as you step inside, you can feel the soft seaweed brushing against your legs. It isn't great for swimming since the mountain air keeps its temperature low. And you always risk running into fish as you move around in the water.

Which sentence could best be added to the beginning of the paragraph?

A  No one should miss visiting this lake.
B  Scientists often study fish in this lake.
C  Sarah always went to the lake to skip rocks.
D  One of the more popular hikes leads to Bear Lake.

Step 1  This is a paragraph from a descriptive passage. A descriptive passage might appear in a travel guide. What might be a way to begin a paragraph in a travel guide?

The paragraph is about a lake. If it were a travel guide, it would probably be about a specific lake. It would not be an opinion or about only one person.

Step 2  Read each answer choice. Which answer choice best begins this paragraph?

Choice A is an opinion, so it probably would not appear in a travel guide. Choice B talks about the scientists, but this is not really what the paragraph is about. Choice C doesn’t work because the paragraph is not about a fictional character. Choice D makes sense because it offers advice on something to do, which might belong in a travel guide. Choice D is the correct answer.
PRACTICE IT: Purpose, Speaker, Audience, and Form

Read the passage and answer the questions that follow.

*From Gifts*

*By Ralph Waldo Emerson*

1. (1) It is said that the world is in a state of bankruptcy; that the world owes the world more than the world can pay, and ought to go into chancery and be sold. (2) I do not think this general insolvency, which involves in some sort all the population, to be the reason of the difficulty experienced at Christmas and New Year and other times, in bestowing gifts; since it is always so pleasant to be generous, though very vexatious to pay debts. (3) But the impediment lies in the choosing. (4) If at any time it comes into my head that a present is due from me to somebody, I am puzzled what to give, until the opportunity is gone. (5) Flowers and fruits are always fit presents; flowers, because they are a proud assertion that a ray of beauty outvalues all the utilities of the world. (6) These gay natures contrast with the somewhat stern countenance of ordinary nature: they are like music heard out of a work-house. (7) Nature does not cocker us; we are children, not pets; she is not fond; everything is dealt to us without fear or favor, after severe universal laws. (8) Yet these delicate flowers look like the frolic and interference of love and beauty. (9) Men use to tell us that we love flattery even though we are not deceived by it, because it shows that we are of importance enough to be courted. (10) Something like that pleasure, the flowers give us: what am I to whom these sweet hints are addressed? (11) Fruits are acceptable gifts, because they are the flower of commodities, and admit of fantastic values being attached to them. (12) If a man should send to me to come a hundred miles to visit him and should set before me a basket of fine summer-fruit, I should think there was some proportion between the labor and the reward.

2. (13) For common gifts, necessity makes pertinences and beauty every day, and one is glad when an imperative leaves him no option; since if the man at the door have no shoes, you have not to consider whether you could procure him a paint-box. (14) And as it is always pleasing to see a man eat bread, or drink water, in the house or out of doors, so it is always a great satisfaction to supply these first wants. (15) Necessity does everything well. (16) In our condition of universal dependence it seems heroic to let the petitioner be the judge of his necessity, and to give all that is asked, though at great inconvenience. (17) If it be a fantastic desire, it is better to leave to others the office of punishing him. (18) I can think of many parts I should prefer playing to that of the Furies. (19) Next to things of necessity, the rule for a gift, which one of my friends prescribed, is that we might convey to some person that which properly belonged to his character, and was easily associated with him in thought. (20) But our tokens of compliment and love are for the most part barbarous. (21) Rings and other jewels are not gifts, but apologies for gifts. (22) The only gift is a portion of thyself.
1. Which sentence could best be added to the beginning of paragraph 1?
   A. The history of gift giving is often confusing.
   B. Recent discussions have caused me to ponder gifts and the idea of gift giving.
   C. Then, Rick knew he had to give her a gift.
   D. A gift is something we never really have to think about.

2. Which of the following best states the author’s purpose?
   A. to inform readers about gifts in history
   B. to entertain readers with a story about giving
   C. to persuade readers to give gifts
   D. to describe his opinion on gifts

3. The speaker may best be described as
   A. one who ponders deeply.
   B. completely uninterested.
   C. playful and curious.
   D. outspoken but confusing.

4. This piece is probably intended for
   A. a letter to mom.
   B. a magazine about gifts.
   C. an opinion paper.
   D. a personal journal.
LEARN IT: Point of View

Point of view usually refers to the perspective from which a story is narrated. However, it can also refer to the author’s opinion and perspective on the topic, especially in persuasive speeches and writings. You can tell the point of view of the speaker or author by examining his or her words and distinguishing his or her opinions from the facts given. You should also recognize parts of the speech or writing where the points of view of other people are stated. Studying point of view in other people’s speeches and written works will help you develop point of view in your own writing.

EXAMPLE

Read the following lines from Harry S. Truman’s State of the Union address, January 1946.

All those hopes, and more, were fulfilled in the year 1945. It was the greatest year of achievement in human history . . . These momentous events became realities because of the steadfast purpose of the United Nations and of the forces that fought for freedom under their flags. The plain fact is that civilization was saved in 1945 by the United Nations.

Our own part in this accomplishment was not the product of any single service. Those who fought on land, those who fought on the sea, and those who fought in the air deserve equal credit. They were supported by other millions in the armed forces who through no fault of their own could not go overseas and who rendered indispensable service in this country. They were supported by millions in all levels of government, including many volunteers, whose devoted public service furnished basic organization and leadership. They were also supported by the millions of Americans in private life—men and women in industry, in commerce, on the farms, and in all manner of activity on the home front—who contributed their brains and their brawn in arming, equipping, and feeding them. The country was brought through four years of peril by an effort that was truly national in character.

Everlasting tribute and gratitude will be paid by all Americans to those brave men who did not come back, who will never come back—the 330,000 who died that the Nation might live and progress. All Americans will also remain deeply conscious of the obligation owed to that larger number of soldiers, sailors, and marines who suffered wounds and sickness in their service. They may be certain that their sacrifice will never be forgotten or their needs neglected.
Which of the following expresses Truman’s point of view?

A  Americans should never forget their obligations to the country.
B  The United Nations is the most influential organization in the world.
C  The overseas soldiers need to be acknowledged more than the ones who were left in the country.
D  The national spirit that governed the four years of war was instrumental in ending the war.

Step 1  Read the excerpt carefully. What is it about?

Truman is honoring every person who has contributed to the restoration of peace that came in the year 1945. He says that everyone contributed in their own ways to usher in the peace that is reigning.

Step 2  Read each answer choice. Which expresses Truman’s point of view?

Choice A is incorrect because Truman is grateful to the people who helped end the war. Truman is not asking the people to fulfill their obligations. Although Truman mentions that the United Nations saved the world, he does not develop the opinion that it is the most influential organization in the world. Choice B is incorrect. Choice C is incorrect, as well, because Truman says that peace is “not the product of any single service” and tells the people that all soldiers, whether overseas or in the country, “deserve equal credit.” In describing the different war efforts, Truman believes the country survived the war through its unity and efforts. Choice D is correct.
LEARN IT: Characterization

Characterization includes all the methods an author uses to reveal the personality of a character. The author may make direct statements about a character, or the author may reveal a character’s personality through his or her words, thoughts, and actions and through what other characters think and say about that character. Characterization may also include appearance, education, profession, financial and social status, and ambitions.

EXAMPLE

2 Read the following lines from Alexandre Dumas’s The Three Musketeers.

“At court, provided you have ever the honor to go there,” continued M. d’Artagnan the elder, “—an honor to which, remember, your ancient nobility gives you the right—sustain worthily your name of gentleman, which has been worthily borne by your ancestors for five hundred years, both for your own sake and the sake of those who belong to you. By the latter I mean your relatives and friends. Endure nothing from anyone except Monsieur the Cardinal and the king. It is by his courage, please observe, by his courage alone, that a gentleman can make his way nowadays. Whoever hesitates for a second perhaps allows the bait to escape which during that exact second fortune held out to him. You are young. You ought to be brave for two reasons: the first is that you are a Gascon, and the second is that you are my son. Never fear quarrels, but seek adventures. I have taught you how to handle a sword; you have thews of iron, a wrist of steel. Fight on all occasions. Fight the more for duels being forbidden, since consequently there is twice as much courage in fighting. I have nothing to give you, my son, but fifteen crowns, my horse, and the counsels you have just heard. Your mother will add to them a recipe for a certain balsam, which she had from a Bohemian and which has the miraculous virtue of curing all wounds that do not reach the heart. Take advantage of all, and live happily and long.”

Upon which M. d’Artagnan the elder girded his own sword round his son, kissed him tenderly on both cheeks, and gave him his benediction.
The author uses phrases such as *worthily your name of gentleman, thews of iron,* and *wrist of steel* to express

A  fear for his son.
B  pride in his son.
C  pride in his own strength.
D  embarrassment over his poverty.

**Step 1** Read the passage carefully. What do you learn about the feelings of M. d’Artagnan when he uses the phrases *worthily your name of gentleman, thews of iron,* and *wrist of steel*?

M. d’Artagnan tells his son to keep his honor and be courageous at all times. He describes his son as strong and brave, and says that he should therefore not resist battle. He describes his son in glowing terms to show how confident he is in him.

**Step 2** Read each answer choice. Which answer choice fits your analysis?

In using these phrases, *M. d’Artagnan the elder describes his son in a way that lets his son know how proud he is of him. He does not express this in a fearful way, nor is he describing himself, so choices A and C are incorrect. Though M. d’Artagnan the elder says that he has no riches to give to his son, he emphasizes that he only needs honor and courage to be successful, so choice D is incorrect, as well. Choice B is correct because the M. d’Artagnan the elder expresses pride for his son, who is off to seek adventure.*
LEARN IT: Style

An author’s style is the expressive qualities that distinguish his or her work, including word choice and the length and arrangement of sentences, as well as the use of figurative language and imagery. By analyzing an author’s style, you can discover his or her attitude and purpose for writing and learn how to apply elements of style to your own writing.

EXAMPLE

Read the following excerpt from Harry S. Truman’s State of the Union address, January 1946.

On October 27, 1945, I made, in New York City, the following public statement of my understanding of the fundamental foreign policy of the United States. I believe that policy to be in accord with the opinion of the Congress and of the people of the United States. I believe that that policy carries out our fundamental objectives.

1. We seek no territorial expansion or selfish advantage. We have no plans for aggression against any other state, large or small. We have no objective which need clash with the peaceful aims of any other nation.

2. We believe in the eventual return of sovereign rights and self-government to all peoples who have been deprived of them by force.

3. We shall approve no territorial changes in any friendly part of the world unless they accord with the freely expressed wishes of the people concerned.

4. We believe that all peoples who are prepared for self-government should be permitted to choose their own form of government by their own freely expressed choice, without interference from any foreign source. That is true in Europe, in Asia, in Africa, as well as in the Western Hemisphere.

5. By the combined and cooperative action of our war allies, we shall help the defeated enemy states establish peaceful democratic governments of their own free choice. And we shall try to attain a world in which nazism, fascism, and military aggression cannot exist.

6. We shall refuse to recognize any government imposed upon any nation by the force of any foreign power. In some cases it may be impossible to prevent forceful imposition of such a government. But the United States will not recognize any such government.

7. We believe that all nations should have the freedom of the seas and equal rights to the navigation of boundary rivers and waterways and of rivers and waterways which pass through more than one country.
8. We believe that all states which are accepted in the society of nations should have access on equal terms to the trade and the raw materials of the world.

9. We believe that the sovereign states of the Western Hemisphere, without interference from outside the Western Hemisphere, must work together as good neighbors in the solution of their common problems.

10. We believe that full economic collaboration between all nations, great and small, is essential to the improvement of living conditions all over the world, and to the establishment of freedom from fear and freedom from want.

11. We shall continue to strive to promote freedom of expression and freedom of religion throughout the peace-loving areas of the world.

12. We are convinced that the preservation of peace between nations requires a United Nations Organization composed of all the peace-loving nations of the world who are willing jointly to use force, if necessary, to insure peace.

That is our foreign policy.

We may not always fully succeed in our objectives. There may be instances where the attainment of those objectives is delayed. But we will not give our full sanction and approval to actions which fly in the face of these ideals.

The speaker uses enumeration to
A show his most important point.
B deliver his speech in a formal manner.
C explain the country’s objectives regarding foreign policy.
D emphasize cooperation from the whole nation by the use of we.

Step 1 Read the passage carefully. What is Truman saying in his speech?

Truman is talking about the country’s foreign policy and how to handle affairs involving other nations.

Step 2 Read each answer. Which is the reason Truman uses enumeration?

Truman does not use enumeration to show his points in order of importance, so choice A is incorrect. Enumeration does not necessarily make a speech formal, so choice B is incorrect as well. He also does not use the word we repeatedly to emphasize cooperation from the whole nation, so choice D is incorrect. Truman lists the country’s objectives so he can explain his foreign policy clearly. Choice C is the correct answer.
PRACTICE IT: Point of View, Characterization, and Style

Read the passage and answer the questions that follow.

*From Memoir, Correspondence, and Miscellanies, from the Papers of Thomas Jefferson, Volume II*

TO RICHARD HENRY LEE.

London, April 22, 1786.

Dear Sir,

In your letter of October the 29th, you desired me to send you one of the new lamps. I tried at every probable place in Paris, and could not get a tolerable one. I have been glad of it since I came here, as I find them much better made here. I now deliver one, with this letter, into the hands of Mr. Fulwar Skipwith, a merchant from Virginia, settled here, who promises to send it to you, with one for Mr. C. Thomson. Of this be pleased to accept, from me. It is now found, that they may be used with almost any oil.

I expect to leave this place in about three days. Our public letters, joint and separate, will inform you what has been done, and what could not be done here. With respect to a commercial treaty with this country, be assured, that this government not only has it not in contemplation at present to make any, but that they do not conceive that any circumstances will arise, which shall render it expedient for them to have any political connection with us. They think we shall be glad of their commerce on their own terms. There is no party in our favor here, either in power or out of power. Even the opposition concur with the ministry and the nation in this. I can scarcely consider as a party, the Marquis of Lansdowne, and a half dozen characters about him, such as Dr. Price, &c., who are impressed with the utility of a friendly connection with us. The former does not venture this sentiment in parliament, and the latter are not in situations to be heard. The Marquis of Lansdowne spoke to me affectionately of your brother, Doctor Lee, and desired his respects to him, which I beg leave to communicate through you. Were he to come into the ministry (of which there is not the most distant prospect), he must adopt the King’s system, or go out again, as he did before, for daring to depart from it. When we see, that through all the changes of ministry, which have taken place during the present reign, there has never been a change of system with respect to America, we cannot reasonably doubt, that this is the system of the King himself. His obstinacy of character we know; his hostility we have known, and it is embittered by ill success. If ever this nation, during his life, enter into arrangements with us, it must be in consequence of events, of which they do not at present see a possibility. The object of the present ministry is to buoy up the nation with flattering calculations of their present prosperity, and to make them believe they are better without us than with us. This they seriously believe; for what is it men cannot be made to believe? I dined the other day in a company of the ministerial party. A General Clark, a Scotchman and ministeralist, sat next to me. He introduced the
subject of American affairs, and in the course of the conversation told me, that were America to petition parliament to be again received on their former footing, the petition would be very generally rejected. He was serious in this, and I think it was the sentiment of the company, and is the sentiment perhaps of the nation. In this they are wise, but for a foolish reason. They think they lost more by suffering us to participate of their commercial privileges, at home and abroad, than they lose by our political severance. . . .

Dear Sir, your most obedient
and most humble servant,

Th: Jefferson

1 Which excerpt from the letter expresses Jefferson’s point of view?

A It is now found, that they may be used with almost any oil.
B His obstinacy of character we know . . . and it is embittered by ill success.
C A General Clark, a Scotchman and ministerialist, sat next to me.
D . . . told me, that were America to petition parliament . . . the petition would be very generally rejected.

2 Jefferson writes about the lamp the receiver requested in the first paragraph to

A open the letter with a light topic.
B show his fondness for lamps.
C show that he is a generous person.
D talk about something that interests the receiver.

3 Read the following sentences.

I can scarcely consider as a party, the Marquis of Lansdowne, and a half dozen characters about him, such as Dr. Price, &c., who are impressed with the utility of a friendly connection with us. . . . The Marquis of Lansdowne spoke to me affectionately of your brother, Doctor Lee, and desired his respects to him, which I beg leave to communicate through you.

Jefferson uses appositives to

A make his letter interesting by using names.
B mention people the receiver knows.
C state clearly who he is talking about.
D show he knows a lot of people.

4 Jefferson uses phrases such as his obstinacy, his hostility, and embittered by ill success to express his

A disapproval of the king’s decisions.
B sarcasm toward the king and his policies.
C sorrow for America’s unreachable freedom.
D sentimental views about England.
LEARN IT: Structure of Ideas and Arguments

An argument without details or evidence to support it is of little value to a reader. When an author is arguing a point in a piece of writing, every detail should help prove why his or her argument makes sense or should be accepted by the reader.

Identifying the Main Idea and Supporting Details

The main idea of a piece of writing is what that piece is about. Often a main idea relates to a point the author wants to argue. Once you have located the central argument, think about how the supporting details in the rest of the piece make that argument stronger and clearer.

EXAMPLE

Read the following passage.

It is time for the school dance ban to come to an end. For far too long, our high school has banned student dances, and there is no good reason for it. School officials claim that the dances are unnecessarily dangerous because they lead to more unsavory activities, but there is absolutely no evidence to support this claim. In fact, in all the years before dances were banned, there was only one recorded incident involving a group of students who were injured in a car accident following the school dance. One instance of poor judgment by a group of individuals is not a good enough reason to deny all students the fun and enjoyment school dances are meant to provide.

The principal of our high school claims that students prefer the formal dinners that have taken the place of school dances, including the junior and senior proms. However, the overwhelming majority of students would rather have dances than dinners. A recent poll of the student body showed that 94 percent of students want the dances to be reinstated. School dances are great opportunities for students to relax and enjoy some time with their friends in a stress-free environment. Keeping the ban in place will only serve to make students unhappy and rebellious, which is exactly what the administration claims the dances themselves would incite. It is clear that the powers-that-be at our school are out of touch with the needs of the student population and are making up nonsensical excuses to ban a harmless social activity. There is no reason for dances to be banned, and the ban should be lifted immediately.
Which of the following sentences from the passage provides evidence that best supports the main idea?

A  There is no reason for dances to be banned, and the ban should be lifted immediately.

B  In fact, in all of the years before dances were banned, there was only one recorded incident involving a group of students who were injured in a car accident following the school dance.

C  One instance of poor judgment by a group of individuals is not a good enough reason to deny all students the fun and enjoyment that school dances are meant to provide.

D  The principal of our high school claims that students prefer the formal dinners that have taken the place of school dances, including the junior and senior proms.

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**Step 1**  Read the whole passage. Then look at the opening paragraph again to locate the main idea. What is the central argument of this passage?

*The opening paragraph states that the dance ban should be lifted because there is no valid reason for it to exist.*

**Step 2**  Review the answer choices. Which sentence provides the best argument in support of the main idea of the passage?

*Choice A simply states the main idea of the passage, without providing any support, so that can’t be the correct answer. Choice B supports the idea that there is no reason for the dance ban by showing that there is only one recorded dance-related incident that resulted in student injury. Choice C states the author’s opinion that the incident should not serve as an excuse for the dance ban, but this is not evidence. Choice D contains a counterargument against the main idea, so that is definitely not the answer. The best answer is choice B.*
Adding Details

In addition to identifying the main idea and supporting details, you should also spot instances where supporting details are missing and the argument lacks appropriate evidence. Knowing how to find these weak spots in the argument will help you when you are writing and revising your own work.

EXAMPLE

Read this passage.

Many years ago, Paradise Park was a great place for children to gather together and play. Today, however, hardly anyone even goes near it. It is in a state of complete disrepair, and no one has the desire to try to fix the park up or restore it to what it used to be. The people in the surrounding neighborhood have clearly lost interest in Paradise Park. It therefore makes perfect sense to give the Mitchell Construction Company permission to turn the area into an extended parking lot for the nearby mall.

As much as residents have not been expressing interest in Paradise Park, they most certainly have been complaining about mall parking. Some shoppers claim that on the weekend, they often have to drive around for nearly an hour before they can find a place to park. If Paradise Park is turned into a parking lot, as the Mitchell Construction Company wants, everyone in the community will be much happier.

Which sentence could best be added to paragraph 2 to better support the arguments in the passage?

A. A representative from the Mitchell Construction Company says that a parking lot is absolutely necessary.
B. A security guard at the mall claims there will be fewer parking-related altercations if the lot is extended.
C. The residents of the neighborhood surrounding Paradise Park are in overwhelming support of turning it into a parking lot.
D. Tearing down Paradise Park will make it so neighborhood residents have to go out of their way just to see trees.
Step 1  Read the passage carefully. What is the main idea? What is the author arguing?

The author is arguing that Paradise Park should be turned into a parking lot because no one uses the park and extra parking space is desperately needed at the mall.

Step 2  The question asks about what information could be added to paragraph 2. What kinds of arguments are made in paragraph 2? How could they be made stronger?

Paragraph 2 is about how people in the community hate the mall parking situation and seem to care more about the parking problems at the mall than Paradise Park. The arguments could be supported by details related to how many residents actually support the parking lot plan.

Step 3  Read the answer choices. Which one provides information that would best support the overall argument of the passage?

Choice A simply states an opinion from a member of the construction company. This opinion would clearly be biased and would not give good support to the author’s argument. Choice B states the opinion of one security guard, which also does not offer very much support for the overall argument. Choice C makes sense because it points out that most of the neighborhood supports the construction of a parking lot. Choice D states an argument that opposes the building of a parking lot, so that is definitely not the correct answer. The best answer is C.
Read the following passage and answer the questions that follow.

*From The Declaration of Independence (1776)*  
*By Thomas Jefferson*

(1) When in the Course of human events it becomes necessary for one people to dissolve the political bands which have connected them with another and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature and of Nature’s God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation.

(2) We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.—(3) That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed,—(4) That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such form, as to them shall seem most likely to effect their Safety and Happiness.

(5) Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn that mankind are more disposed to suffer, while evils are sufferable than to right themselves by abolishing the forms to which they are accustomed. (6) But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide new Guards for their future security.—(7) Such has been the patient sufferance of these Colonies; and such is now the necessity which constrains them to alter their former Systems of Government. (8) The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over these States. (9) To prove this, let Facts be submitted to a candid world.

(10) He has refused his Assent to Laws, the most wholesome and necessary for the public good.

(11) He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them.

(12) He has refused to pass other Laws for the accommodation of large districts of people, unless those people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only.
(13) He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their Public Records, for the sole purpose of fatiguing them into compliance with his measures.

(14) He has dissolved Representative Houses repeatedly, for opposing with manly firmness his invasions on the rights of the people.

(15) He has refused for a long time, after such dissolutions, to cause others to be elected, whereby the Legislative Powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the mean time exposed to all the dangers of invasion from without, and convulsions within.

1. The main idea of the passage is best supported by
   A. quotes from several oppressed citizens.
   B. a list of the names of people who want to form a new country.
   C. a statement that expresses the citizens’ support of the king.
   D. a list of examples showing why the king has been a poor ruler.

2. Which sentence gives the least support to the main idea of the passage?
   A. sentence 7
   B. sentence 8
   C. sentence 9
   D. sentence 10

3. Which sentence from the passage best supports the idea in sentence 8?
   A. sentence 5
   B. sentence 6
   C. sentence 9
   D. sentence 10

4. Which of the following additional pieces of information would best support the idea in sentence 14?
   A. a specific instance where the king dissolved a Representative House
   B. comments from several British officials regarding the complaints made by the Colonies
   C. other instances of poor decisions made by the king that have affected the Colonies
   D. a statement from the king giving his reasons for dissolving the Representative Houses
LEARN IT: Rhetorical Devices

Writers use rhetorical devices to make their language more creative, thus making their communication with readers clearer, more interesting, and often more persuasive. For example, the phrase *My friend did not perform well in the show* is not as strong as *My friend butchered his role in the play.*

**Parallelism**

A rhetorical device is designed to serve a particular purpose and to achieve a specific effect. Parallelism, for instance, helps create balance and clarity of expression, which in turn helps the reader navigate the text more easily. Words or phrases in a series are parallel when they are written in the same grammatical form or structure. Parallelism is often used in persuasive writing and speeches because it allows writers to emphasize important words and ideas.

**Repetition**

Repetition is another rhetorical device that emphasizes a word, phrase, idea, or statement. This method often strengthens a writer’s opinion about a certain issue. For example, repeating the word *equality* several times in a political speech stresses the idea of a society where people are treated equally.

**Analogy**

An analogy compares two unlike things by pointing out their similarities. This rhetorical device often makes a comparison between a familiar and an unfamiliar thing or idea to prove a point. Analogies help readers clarify an idea by comparing the idea to something with which they are more familiar. An example of an analogy is comparing the function of a camera to that of the human eye.
EXAMPLE

1 Read this sentence.

While wandering about the streets of New York, and lodging at least one night among the barrels on one of the wharves, I was indeed free—from slavery, but free from food and shelter as well. —Frederick Douglass

Douglass repeats the word *free* and uses parallelism to
A illustrate how people can be hopeless during difficult situations.
B show the hardship he went through to experience freedom.
C express anger over those who uphold racial inequality and slavery.
D demonstrate the fear and nervousness he felt while traveling in New York.

**Step 1** Read the sentence carefully. What is Douglass trying to say? Why does he repeat words or use parallel structure?

*Douglass is recalling a time in his life when he had escaped slavery and was searching for freedom in New York City, where he went through tough times. Nevertheless, it is there where he felt he was free from slavery but free from food and shelter at the same time. I think he repeats the word free and uses parallel structure in the phrase wandering about the streets of New York, and lodging at least one night among the barrels on one of the wharves to show how hard it was escaping from slavery and searching for freedom.*

**Step 2** Read the answer choices. Which matches your analysis?

*Douglass does not express hopelessness in the sentence, so choice A is incorrect. Anger is not implied in the sentence, so choice C is incorrect as well. Douglass demonstrates fulfillment at being freed from slavery despite experiencing hunger and homelessness. He does not demonstrate fear and nervousness, so choice D is not the correct answer. Douglass uses repetition and parallelism to emphasize the hardship he went through to experience freedom. Choice B is correct.*
EXAMPLE

2 Read this passage.

The United States is sometimes referred to as a “nation of immigrants.” You may have also heard the phrase “melting pot.” In its short history the United States has seen many waves of immigrants come to its shores and borders. People living here have different heritages, religious beliefs, ethnicities, languages, and national origins. Though there are these differences, Americans are bound together by basic political values and principles described in historical documents.

However, living in the United States does not automatically make one an American citizen. Residents of the United States can be aliens, nationals, or citizens. Aliens are people who have emigrated from a foreign country. They have some of the same freedoms and legal rights as U.S. citizens, but they cannot vote in elections. American nationals are natives of American territorial possessions. They have all the legal protections which citizens have, but they do not have the full political rights of U.S. citizens. Persons born in the U.S. or born to U.S. citizens in foreign countries are automatically citizens of the United States. Persons born in other countries who want to become citizens must apply for and pass a citizenship test. Those who become citizens in this manner are naturalized citizens. All American citizens enjoy the freedoms, protections, and legal rights which the Constitution promises.

Read this excerpt from the passage.

The United States is sometimes referred to as a “nation of immigrants.” You may have also heard the phrase “melting pot.”

The writer uses the analogy of a melting pot to

A show how diverse people and their cultures, religions, beliefs, ethnicities, and languages came together in the United States.
B stress how people from around the world come to the shores and borders of the United States.
C illustrate how big the United States is for many people who have emigrated from other countries.
D demonstrate how people from different countries choose the United States to stay and settle in for the rest of their lives.

Step 1 Read the excerpt again. How is the analogy used?

The analogy between a melting pot and the U.S. population describes the way people of different origins are bound together by the U.S. values and principles.

Step 2 Read the answer choices carefully. Which answer serves this purpose?

The writer uses the analogy to show how diverse people and their cultures, religions, beliefs, ethnicities, and languages are unified. Choice A is the correct answer.
A writer may incorporate visual aids in a text to make information more accessible to readers. Graphs, for instance, can show a comparison of characteristics, changes, movements, or trends over a certain period of time. Graphs can help readers quickly understand the information in a text. Other visual aids, including illustrations, pictures, drawings, and other artwork, help readers “see” what a detail or image in the text looks like. A table arranges information using rows and columns. It helps readers locate information at a glance.

EXAMPLE

Read the passage.

1. One cup refers to a common measuring cup (the kind used in recipes). In general, 1 cup of raw or cooked vegetables or 100% vegetable juice, or 2 cups of raw leafy greens can be considered 1 cup from the vegetable group. One cup of fruit or 100% fruit juice, or ½ cup of dried fruit can be considered 1 cup from the fruit group.

2. In addition to fruits and vegetables, a healthy diet also includes whole grains, fat-free or low-fat milk and milk products, lean meats, poultry, fish, dry beans, eggs and nuts, and is low in saturated fats, trans fats, cholesterol, salt, and added sugars.

The writer could have included a graph to show different fruits and vegetables with their corresponding cup amounts in order to

A confirm this information.
B display this information at a glance.
C closely examine this information.
D give readers more explanation.

Step 1 Read the passage again. In what way can a graph help you better understand the information about different fruits and vegetables and their corresponding cup amounts?

A graph showing the different fruits and vegetables with their corresponding cup amounts could help me see the information at a glance.

Step 2 Read the answer choices carefully. Which of the answer choices serves this purpose?

The graph would allow me to take a quick look at the information without reading the entire article. It would not serve to confirm the information, examine it more closely, or give further explanation, so choices A, C, and D are incorrect. Choice B is the correct answer.
PRACTICE IT: Rhetorical Devices

Read the passage and answer the questions that follow.

Looking Down an Oil Well

1. Did you ever wonder what oil looks like underground, down deep, hundreds or thousands of feet below the surface, buried under millions of tons of rock and dirt?

2. If you could look down an oil well and see oil where nature created it, you might be astonished to find out that there is no big underground lake, as a lot of people would usually think. Oil doesn't exist in deep, black pools because, in fact, an underground oil formation—called an “oil reservoir”—looks very much like any other rock formation.

3. Oil exists underground as tiny droplets trapped inside the open spaces, called “pores,” inside rocks. The pores and the oil droplets can be seen only through a microscope, and the droplets cling to the rock, like drops of water cling to a windowpane.

4. Oil droplets can squeeze through the tiny pores of underground rock on their own, pushed by the tremendous pressures that exist deep beneath the surface. Imagine a balloon, blown up to its fullest. The air in the balloon is under pressure and it wants to get out. When you stick a pin in the balloon, the air will suddenly escape with a bang!

5. Oil in a reservoir acts something like the air in a balloon. The pressure comes from millions of tons of rock lying on the oil and from the earth’s natural heat that builds up and expands any gases that may be in the rock. The result is that when an oil well strikes an underground oil reservoir, the natural pressure is released—like the air escaping from a balloon. The pressure will then force the oil through the rock and up the well to the surface.

6. If there are fractures present in the reservoir—fractures are tiny cracks in the rock—the oil squeezes into them, but if the fractures run in the right direction toward the oil well, they can act as tiny underground pipelines through which oil flows to a well.

7. Oil producers need to carefully examine oil reservoirs before they start drilling a lot of expensive wells. They closely study the size and number of pores in reservoir rock, the speed at which oil droplets will move through these pores, and the location of the natural fractures in a reservoir so they know exactly where to drill their wells.
1. Read this sentence from paragraph 5.

The pressure comes from millions of tons of rock lying on the oil and from the earth’s natural heat that builds up and expands any gases that may be in the rock.

The writer uses parallel structure in this sentence to
A illustrate the process in which oil gets to the surface.
B stress the importance of oil in the lives of people.
C show how companies study an area before they drill for oil.
D demonstrate how dangerous it is to get oil from underground.

2. The word *underground* is repeated several times in the article to
A encourage people to recognize the importance of oil reservoirs.
B introduce a new idea that relates to oil wells.
C emphasize where oil comes from.
D create consistency of word choice.

3. The writer uses an analogy between a blown-up balloon and how oil goes to the surface to
A show readers how pressure helps oil get to the well.
B explain to readers how oil is dug from the ground.
C keep readers interested in the article.
D persuade readers to examine an oil reservoir.

4. The writer could have included a diagram to show how oil flows to the well to
A give readers more explanation.
B confirm this particular process.
C illustrate the process involved.
D review the information.
LEARN IT: Positive Tone

Tone is the author's attitude toward his or her subject and audience. Tone varies depending upon the emotion the author wishes to convey, such as amusement, indifference, sympathy, and so on. To discern the tone of a passage or a story, analyze the author’s diction, or choice of words. The reader must also note the subject, the structure of the sentences, the atmosphere, and the author’s purpose. The author weighs these features while writing, and together they reveal the tone of the work.

In analyzing the diction of a text, the reader must consider whether, for example, the words are positive, neutral, or negative. A positive tone conveys positive emotions such as happiness, compassion, kindness, and enthusiasm. Diction might be exciting or lively to convey a positive tone, leaving readers with a sense of cheerfulness or contentment.

EXAMPLE

Read the following passage.

1 After weeks of waiting and constant hoping, Michael finally opened his eyes.

2 It had been weeks since the horrible accident that almost claimed his life. Father swerved hard to avoid a head-on collision with a trailer that appeared seemingly out of nowhere, hitting the metal barrier on the side of the road instead. He was wearing his seatbelt, fortunately, and he only sustained minimal injuries, while Michael was not so sensible or fortunate. He was thrown several meters away by the sheer force of the impact.

3 The doctor’s voice was gentle but his words were not—Michael had no chance. I refused to believe it, though—Michael was a fighter, and if I gave up on him, I knew he would never forgive me. I had always been the passive twin, the weaker twin, but this time I would be stronger. We were fighting for his life, and I refused to give up hope.

4 It was difficult, watching him lying as pale as the sheets he lay upon. He breathed through a machine, which scared me so many times that I forced myself to remember him looking at me with that goofy grin on his face. If he were awake, he would tease me lightly for being such a crybaby again. Even when some days were tougher, I never stopped believing that he would wake up—that Michael would one day get up and call my name in his ridiculous falsetto imitation of my voice once again.

5 The day he opened his eyes—that miraculous, unforgettable day—marked the happiest moment of my life. I cried so hard that Father worried I might follow my twin brother and be confined next. From the corner of my eye, I saw Michael sticking his tongue out. When I stuck my tongue out back at him, he flashed a weak grin and gave me a shaky thumbs-up—shaky, true, but a thumbs-up nonetheless.
What tone is achieved by the speaker’s choice of diction?

A cheerful
B excited
C hopeful
D proud

Step 1 Read the passage carefully. What words does the speaker use to establish the tone of the passage?

The speaker’s use of words such as waiting, hoping, believe, miraculous, unforgettable, and happiest establishes the tone of the passage.

Step 2 Read each answer choice. Which answer shows the tone of the passage?

The overall diction of the speaker is not cheerful—the speaker’s twin has been in an accident, and it is not something to take lightly. Choice A is incorrect. There is no hint of excitement or pride, so choices B and D are incorrect as well. Most of the words and phrases in the passage convey hope. Choice C is the correct answer.
LEARN IT: Neutral Tone

A neutral tone conveys an even, balanced attitude, without strong emotions like shock or sentimentality. Texts with a neutral tone might be informative, formal, authoritative, or casual.

EXAMPLE

Read the following passage.

1. He stood between his proud parents, beaming as they gamely posed before the professional photographer. The graduation ceremony would commence in a few moments, though it seemed like forever to the impatient horde. Alex could certainly wait a couple more minutes, though—his diploma was not going anywhere, and his valedictory address could wait.

2. Oh, how he had worked hard for that title and the document that would prove him to the world! He had toiled over his studies, turning day into night and night into day. He had abandoned his hobbies and shows, missed a lot of parties, passed up a couple of dates, and even almost missed the prom just to be sure of gaining satisfactory marks for the college he dreamed of attending. He had barely slept most nights, as he dutifully labored over papers and work for extra credit. He had never ventured out of his room during the day, as he unceasingly pored over difficult subjects and reviewed quizzes again and again. He had frequented libraries, attended extra classes, and interviewed teachers when he was uncertain of a point. Sweat, blood, and tears—he had expended much, but he never regretted doing it.

3. As he stood facing his fellow graduates, ready to deliver his valedictory address, all the sacrifices and trials he had willingly made seemed to be nothing but a forgotten dream.

What tone is achieved by the author’s choice of diction?

A detached  C objective
B nostalgic  D restrained

Step 1 What words does the author use to establish the tone?

The author uses words like forever, worked hard, dreamed, dutifully, unceasingly, sacrifices, and trials to establish the tone of the passage.

Step 2 Read each answer choice. Which answer shows the tone of the passage?

There is no detachment or restraint in the character’s thoughts, so choices A and D are incorrect. As the words are the character’s thoughts, the passage is subjective, so choice C is incorrect. Choice B, nostalgic, is the correct answer.
LEARN IT: Negative Tone

A negative tone conveys emotions such as disgust, fury, irritation, and scorn. Diction is often dull or spiteful to convey a negative tone.

EXAMPLE

Read the following passage.

Bryan raised his nose up, rolling his eyes at the dozen allegedly intelligent students representing the other classes. He smirked at their fevered countenances, sneering at the volumes of encyclopedias and atlases they leafed through with passionate intensity. “None of you will ever defeat me,” he scoffed in silence; his bored eyes surveying his rivals. “Your pathetic attempts are futile. A genius with an I.Q. of 200 such as I could never be overcome by fools masquerading as bespectacled bibliophiles,” he continued.

What tone is achieved by the author’s choice of diction?

A    concealed
B    disappointed
C    remorseful
D    sorrowful

Step 1  Read the passage carefully. What words does the author use to establish the tone of the passage?

The author uses words like smirked, sneering, scoffed, bored, pathetic, futile, and fools to establish the tone of the passage.

Step 2  Read each answer choice. Which answer shows the tone of the passage?

There is no remorse or sorrow in the author’s use of diction, so choices C and D are incorrect. Some of the words used in the passage express disappointment, but the overall tone is more overconfident than disappointed. Choice B is incorrect. The tone expressed in the passage is very conceited. The correct answer is choice A.
PRACTICE IT: Tone

Read the passage and answer the questions that follow.

Waiting

1. I have been waiting for over an hour already—I always wind up waiting for everyone, and it is really exasperating. Would it really be difficult to be—heaven forbid—punctual? The group coming early and waiting for me is so unthinkable. I’d sooner believe in the flying spaghetti monster. That is the problem with people getting too comfortable with the idea of your patience springing eternally—even friends begin to take advantage of your thoughtful consideration, which is something they apparently lack.

2. Wait—what if they were trying to contact me but could not connect because my phone had run out of batteries earlier? Or maybe the trip was canceled some days ago and I just didn’t receive the messages. Sometimes cell phones are unreliable, like when I sent Justine a message once and she didn’t receive it. What if there is a message that says that everything was canceled, and I have been waiting for nothing when I could have been finishing my long-overdue art project?

3. Well, canceling would be very rude and inconsiderate—we planned this for weeks, and to cancel without a plausible reason would be very unfair. Anyway, they can’t expect me to agree to abandon everything, especially after I had to beg my mom and promise to do the dishes for the entire week just so she would allow me to go.

4. Maybe the trip wasn’t canceled—maybe they were all together and got into a horrible accident! Oh no, what if the cab they were riding in crashed into a trailer? I heard this morning that there was an accident on the freeway—what if they actually planned to come early but got into that accident? Oh, no, I feel so terrible for thinking about those things! I wouldn’t know what to do if I lost my friends. Oh, please, please, please let it not be them. Life would not be meaningful without my friends. I will study hard, I will finish all my homework in time, and I will even clean my room if they will just be safe from harm. I don’t want to lose them . . . .

5. Wait, what am I thinking? For all I know they are probably together right now, laughing while I stand here panicking and basically getting insane over nothing. They might be inside one of those restaurants already, pointing at me and giggling at how foolish I look. Wait, is that Tamar—oh, just a lookalike. If I find out that they were all together while I sweated it out under the heat of the sun, I am going to yell so loudly that they will never forget this day.

6. Maybe I’ve been waiting at the wrong place, and they are all waiting for me at the correct place we were supposed to meet! Is it really Queen Anne’s Street, or Queen Marie’s Street? I am getting dizzy—right beside the florist’s, Josie told me, but Queen Marie’s has a florist’s shop too . . . what if I’ve been at the wrong place all this time after
all? Maybe I should go to Queen Marie's just to check . . . but what if I've been waiting at the right place after all and they all get here while I am over at Queen Marie's, and then assume I'm not coming and leave?

1. What tone is achieved by the author's choice of diction in paragraph 1?
   A. frustrated
   B. giddy
   C. miserable
   D. understanding

2. What tone is achieved by the author's choice of diction in paragraph 2?
   A. disappointed
   B. relaxed
   C. regretful
   D. speculative

3. What tone is achieved by the author's choice of diction in paragraph 4?
   A. anxious
   B. sympathetic
   C. excited
   D. indifferent

4. What tone is achieved by the author's choice of diction in paragraph 6?
   A. confused
   B. indignant
   C. objective
   D. satisfied
LEARN IT: Systematic Strategies

When conducting research, a writer sometimes finds himself or herself overwhelmed by the information available. A good writer uses systematic strategies to organize and record information, such as anecdotal scripting and annotated bibliographies.

Anecdotal Scripting

Anecdotal scripting is the systematic recording of important information cited in a source. It is both a reading and a writing strategy that helps writers clarify and organize information from reference materials. Some writers record notes in the margins of a text. When their notes highlight ideas by posing questions or paraphrasing ideas, these writers are scripting anecdotally.

Before you write a paper, you can make note of significant points, ideas, questions, or summaries of the information from your reference materials, so you will be able to sort them out later for your paper. Anecdotal scripting does not have a strict format, but you can organize your notes in a bulleted list or in notes in the margins. Be objective and note only the information found in your source—not your own or others’ opinions about the topic.
The following is text from a reference material.

Maryland Day, March 25, 1634

Do you know how Maryland and the city of Baltimore got their names? On March 25, Marylanders celebrate Maryland Day to honor the arrival of the first colonists to the land King Charles I of England chartered to Lord Baltimore in 1634. He named the land after the king's wife, Henrietta Maria, or Mary. Lord Baltimore had almost complete control over the colony as long as he paid the king a share of all the gold or silver discovered on the land.

Who came to this new colony? Catholics escaping religious persecution in England saw Maryland as a safe haven. In 1649, the colony even passed an act ensuring religious liberty and justice to those who believed in Jesus Christ.

Besides the busy port of Baltimore, another important city in Maryland is Annapolis, established as the capital in 1694 and home to the U.S. Naval Academy, founded in 1845.

When do you think Maryland became a state, and what famous song was written here? In 1788, Maryland entered the Union as the seventh state to ratify the U.S. Constitution. During the War of 1812, the British bombarded Baltimore's Fort McHenry “with bombs bursting in air.” Watching this was a young lawyer named Francis Scott Key, who wrote the lyrics to “The Star-Spangled Banner” on the basis of what he witnessed. Maryland has an even more fascinating history. Ask your family what they know about the state, and while you’re at it, try humming a few bars of our national anthem, written by a Marylander.

The following is an anecdotal scripting of the text from the reference material.

Maryland Day

- Every 25th of March, Marylanders celebrate Maryland Day.
- On this day they commemorate the arrival of the first colonists to the land chartered by King Charles I of England to Lord Baltimore on May 25, 1634.
- Lord Baltimore named the land after the king's wife, Henrietta Maria, or Mary.
- He paid the king a share of all the gold or silver discovered on the land.
- Catholics escaping religious persecution in England took refuge in Maryland.
- In 1649, the colony passed a law giving religious liberty and justice to those who believed in Jesus Christ.
- Annapolis was established as the capital city of Maryland in 1694.
- This city is home to the U.S. Naval Academy, founded in 1845.
- In 1788, Maryland became the seventh state of the U.S.
- The lyrics of our country's national anthem, “The Star Spangled Banner,” were written by a young lawyer named Francis Scott Key, who was a Marylander.
- Scott wrote this based on his eyewitness account of the War of 1812, when the British bombarded Baltimore's Fort McHenry “with bombs bursting in air.”
EXAMPLE

1 Read the following text.

Statues and Memorials:
*Tomb of the Unknowns*

1 Located in Arlington National Cemetery, in Arlington, Virginia, the Tomb of the Unknowns stands on top of a hill facing east toward Washington, D.C. Also known as the Tomb of the Unknown Soldier, it was constructed to mark the grave of an unidentified American soldier from World War I.

2 The Tomb is made of white Yule marble and is rectangular in shape with columns set into the surface. In total, it weighs approximately 124 tons and is over 8 feet tall. The side that faces Washington, D.C., contains three Greek figures that are engraved into the marble and represent Peace, Victory, and Valor. The back on the Tomb has the following inscribed:

HERE RESTS IN HONORED GLORY AN AMERICAN SOLDIER KNOWN BUT TO GOD

3 The Tomb was placed above the grave of the Unknown Soldier from World War I, and was opened for public visitation on April 9, 1932.

4 On April 6, 1948, the Tomb Guard of the U.S. Army's 3rd Infantry Regiment (also known as The Old Guard) began guarding the Tomb 24 hours a day, 365 days a year. The method used to guard the Tomb is very specific. While on duty, the sentinel crosses a 63-foot rubber surfaced walkway in exactly 21 steps. He then faces the Tomb for 21 seconds, turns again, and pauses an additional 21 seconds before retracing his steps. The number 21 is symbolic of the highest salute according to dignitaries in military and state ceremonies. To prevent intruders, the sentinel always points his weapon away from the Tomb. Only under exceptional circumstances may the guard speak or break his silence. The guard will issue a warning if anyone attempts to enter the restricted area around the Tomb, but first will halt and bring his rifle to port arms.

5 Since the first interment (burial) of the Unknown Soldier from World War I, there have been three graves added for unknowns from World War II, Korea, and the Vietnam War. These unknowns were interred with their graves laid to the west of the World War I unknown. Due to the results of a DNA test in 1998, the Vietnam Unknown was identified as Air Force 1st Lt. Michael J. Blassie. His remains were removed (disinterred) from the grave site and it has been decided that the grave of the Vietnam Unknown will remain empty.
Which information should be included in the anecdotal scripting of the text if the student is writing a paper describing the Tomb of the Unknowns?

A. The rectangular, marble Tomb weighs approximately 124 tons and is over 8 feet tall in total.
B. The Tomb contains the remains of unknown soldiers around the world who died in three wars.
C. The Memorial Amphitheater at the rear of the Tomb is the site of Memorial Day and Veterans Day celebrations.
D. The number 21 is symbolic of the highest salute according to dignitaries in military and state ceremonies.

**Step 1** Read the text carefully. What is it about?

The text gives a brief history of the Tomb's establishment and a description of what it looks like. It also says that members of The Old Guard constantly guard the Tomb, and it explains the precise routine they follow. According to the text, the Tomb contains the graves of American soldiers who died in World Wars I and II, the Korean conflict, and the Vietnam War. The remains of the Vietnam Unknown were identified through a DNA test in 1998, and he was removed from the Tomb.

**Step 2** List information from the text that should be included in anecdotal scripting for a paper that describes what the Tomb of the Unknowns looks like.

**Tomb of the Unknowns**
- is located in Arlington National Cemetery, in Arlington, Virginia . . . on top of a hill facing east toward Washington, D.C.
- is made of white Yule marble and is rectangular in shape with columns set into the surface
- weighs approximately 124 tons and is over 8 feet tall in total
- has three Greek figures that are engraved into the marble and represent Peace, Victory, and Valor in the side that faces Washington, D.C.
- has the inscription “Here rests in honored glory an American soldier known but to God” on the back
- has been guarded by The Old Guard since April 6, 1948
- has the graves of three other unknowns from World War II, Korea, and the Vietnam War

**Step 3** Which answer choice should be included in the anecdotal scripting?

Choice B should not be part of the anecdotal scripting because the Tomb only contains remains of American soldiers who died in four wars. Choice C mentions the Memorial Amphitheater, which may be related to the student’s paper, but is not in the text. Choice D explains the significance of the number 21, but it does not relate to the visual description of the Tomb. Choice A gives an accurate description of the Tomb based on the text. Choice A is the correct answer.
An annotated bibliography is a summary or evaluation of reference materials that a researcher used while gathering information on a particular topic. It is usually brief and written in paragraph form.

When you are writing a paper, you can make annotated bibliographies by composing a short overview or analysis of your sources. This summary could be followed by an evaluation, a recommendation, or both if you found the reference material useful. Your annotated bibliographies could help other students who are researching a similar topic.

Both the Modern Language Association (MLA) and American Psychological Association (APA) formats require double-spacing in citations.

The following is an example of an annotated bibliography of an online source. Notice that below the citation is a summary of all the information found on the Web site.


Southwestern Writers Collection

This collection at Southwest Texas State University in San Marcos contains books, manuscripts, personal papers, correspondence, and artifacts related to the literary and artistic spirit of the American Southwest. Other major components of this collection include photographs of the Southwest and Mexico, music, and films (e.g., Lonesome Dove) from this region. The Hispanic Writers Collection found in this site primarily covers the work of fiction writers, poets, and playwrights, including Rudolfo Anaya and Ana Castillo.
EXAMPLE

2 Read the following annotated bibliographies.


*Life of the Ancient Ones* describes the homes, culture, and way of life of the Anasazi—the Ancient Ones of the southwestern United States whose descendants became the Pueblo Indians. This simply written, large-type book includes maps, photographs, illustrations, a glossary, and an index. Suggested Use: archaeology, cultural history


This picture book begins with a time line showing how Anasazi culture relates to the events taking place worldwide between A.D. 500 and 1300. A map of the Southwest on the opposing page illustrates the territories of prehistoric cultures and modern pueblo peoples. The book asks questions of its young readers and conveys detailed information about cultural history based on archaeological interpretation. The book is well illustrated in tones of browns and whites. Suggested Use: archaeology, cultural history

Based on the annotated bibliographies, what is the topic of the student’s research paper?

A  how to use maps and glossaries
B  the effectiveness of picture books in class discussions
C  the cultural history of the Anasazi
D  how archaeological findings changed the world

**Step 1** Read the annotated bibliographies. Based on the descriptions of the references, what are the reference materials about?

*Based on the annotated bibliographies, the reference materials are books about the Anasazi people and their culture, including archaeological discoveries about their life in prehistoric times.*

**Step 2** Read each answer choice. For which topic would the reference materials be most helpful?

*The description mentions that the book *Life of the Ancient Ones* includes maps and a glossary, but it doesn’t say how to use them. Choice A is incorrect. Choice B is incorrect, as well, because the picture book *All About Anasazi* does not discuss the effectiveness of picture books in class discussions. Choice D is incorrect, too, because though both books are suggested as reference materials for archaeology topics, the description does not mention whether the book discusses how archaeology changed the world. Choice C is correct because most of the information in the summaries is about the Anasazi people and their way of life.*
PRACTICE IT: Systematic Strategies

Read the texts and answer the questions that follow.

Anecdotal Scripting:

- Navajo County was formed on March 21, 1895.
- It was originally part of Yavapai County but was added to Apache County in 1879.
- Its seat is Holbrook, founded in 1881.
- Kayenta, founded as a trading post in 1909, is now a Navajo community and is the gateway to the Navajo Tribal Park at Monument Valley.
- Some 66 percent of the county’s 9,949 square miles is Indian reservation land.
- 18 percent of the area is controlled by individuals and corporations; 9 percent by the U.S. Bureau of Land Management and U.S. Forest Service; 5.9 percent by the state of Arizona.
- Navajo County is an Enterprise Zone.
- Its main industries include coal mining, tourism, timber production and ranching, and manufacturing.

Annotated Bibliographies:


This book presents discussions of the life, customs, and art of the Apache and Navajo Indian tribes.
Suggested Use: cultural history; Grades 5–8


This brief history of the Navajo Indians describes customs, interactions with white settlers, and changes in traditional ways of life brought on by modern civilization. This simply written, large-type book includes maps, photographs, illustrations, a glossary, and an index.
Suggested Use: cultural history; Grades 5–12


Three authorities, who are themselves American Indians, present to young adults the significant place that American Indians have had in our society.
Suggested Use: archaeology, cultural history; Grade 5–12
1. Which information should not be included in the anecdotal scripting of the text if the student is writing a paper about Navajo County’s history?
   A. Navajo County is an Enterprise Zone.
   B. Navajo County was formed on March 21, 1895.
   C. It was originally part of Yavapai County.
   D. It was added to Apache County in 1879.

2. Based on the annotated bibliographies, what is the topic of the student’s research paper?
   A. the world’s most outstanding American Indians
   B. the struggles and successes of young American Indians
   C. the Navajo and their traditions
   D. the history of the Apache

3. Based on the annotated bibliographies, which other reference material would be most helpful to the student?
   A. a newspaper article on the American Indian tribes
   B. a book on the cultural heritage of the Navajo
   C. an archaeological journal on the Apache
   D. a student essay on being an American Indian

4. If the student is writing a paper about Navajo County’s geography, which information should be included in the anecdotal scripting?
   A. The dwellings of ancient Puebloans can be found at the Navajo National Monument.
   B. The Navajo people are famous for their silver, pottery, and baskets.
   C. Navajo County has dry and warm summers, snowy winters, and windy springs.
   D. The Navajo Reservation surrounds the Hopi Indian Reservation in the south.
LEARN IT: Revision

When you revise a piece of writing, you make changes to your original draft to improve its quality. Revising gives you an opportunity to take another look at your draft and fix things that may have been overlooked in the initial rush to get everything down on paper. Possible revisions may include polishing and highlighting individual voice, adding and improving sentence variety, and clarifying and enhancing meaning.

Highlighting Voice

If every writer stuck to a simple facts-only approach and wrote in a plain style, all writing would sound the same. Writers can highlight their own voice, or personal style, by using figurative devices that bring their ideas to life. Look at the following types of figurative devices that can help you improve your writing.

| Hyperbole: an exaggeration or overstatement | Original: I am hungry. Revised: I am so hungry that I could eat a horse. |
| Synecdoche: occurs when a part is used for the whole or the whole is used for a part | Original: He got a new car. Revised: He got a new set of wheels. |
| Personification: gives human qualities to nonhuman things | Original: The hinge is in need of oil. Revised: The hinge screams every time the door slams shut. |
| Onomatopoeia: refers to words that imitate or suggest the sounds they describe (i.e., buzz, bang) | Original: The rooster crowed at dawn. Revised: The rooster crowed cock-a-doodle-doo in the early light of dawn. |
EXAMPLE

1 Read these sentences.

The skyline was a horizon of skyscrapers poking the blue belly of the sky. He pulled out his camera and snapped a picture. He knew that Chicago always promised a fantastic view, rain or shine.

Which of the following phrases is not an example of personification?

A skyscrapers poking
B blue belly of the sky
C Chicago always promised
D skyline was a horizon

Step 1 Consider again the meaning of personification. How does personification apply to this passage?

Personification refers to the act of giving human qualities to nonhuman things. I see that there are some inanimate objects in the passage, such as skyscrapers and the sky, that are associated with human actions or qualities, such as poking and having a belly. I also notice that the city of Chicago is described as having promised something, which is an action generally associated with people.

Step 2 Consider each answer choice. Which answer contains no humanlike attribute or action?

Choice A describes skyscrapers as poking the sky, which is a very human gesture. Choice B says that the sky has a belly, which is a human body part. Choice C says that Chicago always promised, yet cities cannot actually make promises; only humans can do that. Choice D says that the skyline was a horizon. There is no noun in this phrase that is compared to a human attribute or action. Choice D is therefore the correct answer.
**Improving Sentence Variety**

Too many similarly structured sentences in a row can sound monotonous and flatten the writer’s voice. One way to recapture individual voice is to look for different ways to combine sentences. The chart below contains tips on how to create more interesting and descriptive sentences.

| **Conjunctions** | Original: He loves sushi. He also loves sashimi.  
Consecutive sentences that share subjects or verbs can be combined by linking them with conjunctions such as and, but, or, or nor.  
Revised: He loves sushi and sashimi. |
| --- | --- |
| **Adjective Clauses** | Original: Angel is a senior in college this year. Last year Angel studied abroad in Prague.  
Adjective clauses are created when you replace the common subject shared by two sentences with a relative pronoun, such as which, who, whose, or that.  
Revised: Angel, who studied abroad in Prague last year, is a senior in college this year. |
| **Participial Phrases** | Original: The lawn had not been mowed in a year.  
It looked like a wild grassland.  
Participial phrases can be used to combine sentences with a shared subject by turning one sentence into a verb phrase where the verb ends in -ing. Participial phrases function as adjectives.  
Revised: The lawn, having not been mowed in a year, looked like a wild grassland. |
| **Gerund Phrases** | Original: One is not allowed to swim when the pool is closed.  
Gerunds are verbs ending in -ing that act as nouns within the context of a sentence. This can be useful for revising sentences that contain awkward pronouns.  
Revised: Swimming is not allowed when the pool is closed. |
EXAMPLE

2 Read the following sentences.

John Waterhouse was a painter. Waterhouse was an English Pre-Raphaelite painter. He painted *The Lady of Shalott*.

Which of the following uses an adjective clause to combine the above sentences?

A John Waterhouse, who was an English Pre-Raphaelite painter, painted *The Lady of Shalott*.

B John Waterhouse, an English Pre-Raphaelite painter, painted *The Lady of Shalott*.

C John Waterhouse was an English Pre-Raphaelite painter and painted *The Lady of Shalott*.

D John Waterhouse, a painter from the English Pre-Raphaelite period, painted *The Lady of Shalott*.

Step 1 Review the definition of adjective clauses. What are the characteristics of this type of clause?

*Adjective clauses are created when you combine sentences that have a common subject and replace the subject in one of the sentences with a relative pronoun, such as which, who, whose, or that.*

Step 2 Review the answer choices. Are there any sentences that contain key words such as which, who, whose, or that?

I can eliminate choices B and D because they are appositives that do not contain any key words such as which, who, whose, or that. Similarly, choice C combines the sentences with a conjunction but does not contain the key words which, who, whose, or that. Choice A contains an adjective clause. Choice A is the correct answer.
Enhancing Meaning

After completing a draft, you may want to add information that will clarify or enhance the text’s meaning. The new material must be added to an appropriate part of the draft in order for it to read smoothly and fit in with the other information. The best way to do this is to ask yourself how the information you wish to add relates to what you have already written.

EXAMPLE

3 Read this paragraph.

(1) The border between Ethiopia and Eritrea is undefined. (2) There are a few disputed towns in this border area. (3) This is because Eritrea sought independence from Ethiopia. (4) This conflict over Eritrea’s independence has been going on for more than thirty years. (5) Do these towns belong to Ethiopia or Eritrea? (6) The UN is working to keep peace between these two countries in the Horn of Africa.

Read the following additional sentence.

Currently United Nations peacekeepers safeguard these towns.

Where is the best place in the paragraph to add this sentence?

A  between sentences 5 and 6
B  between sentences 4 and 5
C  between sentences 1 and 2
D  between sentences 2 and 3
Step 1  How is the above paragraph organized, and where would the sentence best fit within the organization of the paragraph?

The paragraph talks about the conflict between Eritrea and Ethiopia and the current problem of the disputed border towns. The new sentence talks about how United Nations workers are currently trying to keep the peace. I see that the UN is also mentioned in sentence 6 at the end of the paragraph.

Step 2  Look at the answer choices. Where would this new information best be added?

Choice A makes sense because the sentence about UN peacekeepers logically segues into sentence 6. Choices B and C do not work because putting the new sentence in either of those places would disrupt the flow of ideas in the paragraph. The new information could possibly go after sentence 2 because this sentence mentions the disputed towns, and it would make sense to mention that UN peacekeepers are currently guarding them. However, the new information would not make sense before sentence 3, so choice D cannot be correct. The correct answer is choice A.
PRACTICE IT: Revision

Read the following passage and answer the questions that follow.

The Origin of Ice Hockey

1 If you are a sports fan, you might know that James Naismith invented the game of basketball. You might also be aware that William G. Morgan invented volleyball. However, you certainly don't know who invented ice hockey, the sport many call the world's fastest winter game. Nobody does: it is one of the great tales in the history of sports.

2 The earliest origins of the game most likely date back to the prehistoric era. Ancient carvings show figures playing a game in which players move a ball toward a goal with sticks. This may have been the first hockey game. What is certain is that nearly every civilization since has had some form of the stick-and-ball game.

3 But when were these games moved onto the ice? The first recorded ice hockey match was played by Canadian soldiers stationed on Lake Ontario in the 1850s. Others, however, cite circumstantial evidence that seems to indicate that the game was played in Canada many years earlier. Writer Thomas Chandler Haliburton reported watching children in Windsor, Nova Scotia, play a game he called “hurley on ice” in about 1800. Because hurley is similar to field hockey, some historians conclude that the game the children played must have been a form of ice hockey, which they played on the plains in the summer and on frozen lakes in the winter.

4 Regardless of when the game began, everyone agrees that the first official rules of hockey were written in 1879. They were created at McGill University in Montreal. They governed matches between teams from various schools. According to these rules, hockey was a game to be played on ice with a ball and short, rounded sticks. Over the next few decades, the game changed. The ball was replaced with a flat puck. The rule changes sped up the game, helping to make hockey the rapid-paced, thrilling game enjoyed today by millions of fans.
1. Read the following sentence.

The sticks were lengthened, and their ends were flattened.

Where is the best place to add this sentence to the passage?
A. paragraph 3  
B. paragraph 4  
C. paragraph 2  
D. paragraph 1

2. Read the following sentences from the passage.

They were created at McGill University in Montreal. They governed matches between teams from various schools.

What is the best way to combine these sentences to improve sentence variety?
A. They were created at McGill University in Montreal to govern matches between teams from various schools.  
B. They were created at McGill University in Montreal, governing matches between teams from various schools.  
C. They were created at McGill University in Montreal between teams from various schools in order to govern matches.  
D. They were created at McGill University in Montreal between teams from various schools in governing matches.

3. What change could you make to paragraph 1 to enhance its intended meaning without changing it?
A. Change the word sports to the word hockey in sentence 1.  
B. Change the word however to the word but in sentence 3.  
C. Change the word tales to the word mysteries in sentence 4.  
D. Change the word aware to the word unaware in sentence 2.

4. Read the following sentences from the passage.

This may have been the first hockey game. What is certain is that nearly every civilization since has had some form of the stick-and-ball game.

What is the best way to combine these sentences?
A. This may have been the first hockey game, but what is certain is that nearly every civilization since has had some form of the stick-and-ball game.  
B. This may have been the first hockey game, and what is certain is that nearly every civilization since has had some form of the stick-and-ball game.  
C. This may have been the first hockey game, or what is certain is that nearly every civilization since has had some form of the stick-and-ball game.  
D. This may have been the first hockey game, so what is certain is that nearly every civilization since has had some form of the stick-and-ball game.
LEARN IT: Grammar and Diction

Using correct **grammar** and **diction** are crucial to successful writing. When you revise your work, you can improve it by fixing any errors in grammar or diction.

**Fixing Grammar Errors**

**Grammar** refers to the set of rules one must follow in order to speak and write correctly in any given language. The rules of English grammar are far too numerous to cover in a single lesson, but there are several common mistakes you should be aware of when revising a piece of writing.

### Subject-Verb Agreement

A singular subject requires a singular verb; similarly, a plural subject must be paired with a plural verb. Be especially careful with sentences that contain multiple subjects and verbs.

| Incorrect: This Saturday, I **are** going to the company picnic. |
| Correct: This Saturday, I **am** going to the company picnic. |

| Incorrect: When we **go** to the mountains, my brothers love to go downhill skiing; I **prefers** to snowboard. |
| Correct: When we **go** to the mountains, my brothers love to go downhill skiing; I **prefer** to snowboard. |

### Verb Tense

All verbs in a sentence should be in the tense that is consistent with the logic of that sentence. When you look at a sentence, make sure that all verbs consistently reflect when the action being described takes place: the past, the present, the future, or a combination of the three. Be especially aware of agreement in long sentences, as well as in sentences with internal tense shifts.

| Incorrect: When I went to the baseball game last Thursday, I **catch** the ball for the winning home run. |
| Correct: When I went to the baseball game last Thursday, I **caught** the ball for the winning home run. |

| Incorrect: He went **about** 80 mph when the police officer pulled him over for speeding. |
| Correct: He had been **going** about 80 mph when the police officer pulled him over for speeding. |
**Pronoun Agreement**

Pronouns are used to improve the flow of a sentence by replacing redundant nouns. When revising, make sure that every pronoun matches the form of the noun it replaces in both gender and number. This is true of possessive pronouns as well as regular pronouns.

Incorrect: *Every member of the girls’ lacrosse team needs to remember to clean up their own equipment.*
Correct: *Every member of the girls’ lacrosse team needs to remember to clean up her own equipment.*

<table>
<thead>
<tr>
<th>Incorrect:</th>
<th>Correct:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>I went to the mall with Jane, Louise, and Ally; us all had a great time shopping.</em></td>
<td><em>I went to the mall with Jane, Louise, and Ally; we all had a great time shopping.</em></td>
</tr>
<tr>
<td>Incorrect: <em>Laurie is much faster than me; she always wins at track meets.</em></td>
<td>Correct: <em>Laurie is much faster than I; she always wins at track meets.</em></td>
</tr>
</tbody>
</table>

(Hint: If you have trouble remembering which pronoun case is correct in comparison sentences, try inserting the omitted verb: *Laurie is much faster than I [am]; she always wins at track meets.*)

**Pronoun Case**

Pronouns can have different forms depending on how they function in a sentence. The pronoun should be in its nominative form if it is the subject of the sentence, and it should be in the objective form if it is the object. Be especially careful in sentences that are making comparisons, as they often contain two sets of subjects and verbs. If the second subject is a pronoun, be sure it is in the nominative form, even if the verb is omitted.
EXAMPLE

1 Read the following sentences.

Last fall, Allan’s older brother went to study abroad in England. Allan misses his brother, but they exchanged e-mails all the time, and they is looking forward to his brother’s visit home next weekend.

What is the best way to rewrite the underlined words in the sentence?

A  but they exchange e-mails all the time, and he is looking forward
B  but he exchanged e-mails all the time, and they are looking forward
C  but they exchange e-mails all the time, and he was looking forward
D  but they exchanged e-mails all the time, and they are looking forward

Step 1 Read the sentence to yourself. Does anything sound funny to you? Review some of the common grammar errors. Think about which verb tense is appropriate and whether the nouns and pronouns agree.

Looking at the sentence, I see two major problems with the underlined words. First of all, the tense of the second sentence jumps around. Most of it is in present tense, but the phrase exchanged e-mails all the time is in the past tense. I also notice that the phrase they is looking forward to his brother’s visit seems funny. The verb is doesn’t agree with the pronoun they, and they doesn’t seem like the right pronoun anyway since the pronoun his is used later in the sentence. It isn’t clear whether it is just Allan who is looking forward to the visit or if his brother is looking forward to it as well. Since the rest of the passage is from Allan’s point of view, it makes more sense to say that Allan is the one who is looking forward to the visit.
Step 2 Read the answer choices to yourself. Look at them closely. Which choice makes the most sense, considering what you know about the rest of the sentence? If you're still not sure, read the whole sentence to yourself with each answer choice in place of the underlined words.

Choice A sounds correct because exchanged has been changed to exchange, putting the entire sentence in present tense. The pronoun they has also been changed to he in the second part of the sentence, clearly showing that Allan is the one looking forward to his brother's visit. Choices B and D do not correct the tense problem. Choice B also changes the pronoun they to he in the phrase he exchanged e-mails, which doesn't make sense since a person is not likely to exchange e-mails with himself. Choice C corrects the tense of the word exchanged but unnecessarily changes the tense of the phrase he was looking forward. Choice A is the correct answer.
Using Correct Diction

**Diction** refers to an author’s word choice. Good authors strive to use clear, precise, and appropriate words in their writing. Some common diction problems are listed in the chart below.

| **Lack of Clarity** | Unclear: *After I got a D on my test, my parents got a phone call from the teacher, who told them to get someone to help me.*
|                    | Clear: *After I received a D on my test, the teacher called my parents and told them to find a tutor to help me.*
| **Redundancy**     | Redundant: *Rebecca said she would teach me how to use the new software program we just got, but I told her I didn’t want no help.*
|                    | Not redundant: *Rebecca said she would teach me how to use the new software program, but I told her I didn’t want any help.*
| **Inappropriate Tone** | Inappropriate: *Jamie asked his friend if she would do him a solid and buy an extra pack of blank CDs when she went to the office supply store.*
|                    | Appropriate: *Jamie asked his friend for a favor and requested that she buy an extra pack of blank CDs when she went to the office supply store.*

This occurs when the word choice isn’t clear or specific enough—the words don’t help the reader understand exactly what is happening in the sentence.

Redundancy is the unnecessary repetition of words or ideas. Repetition can be helpful if it emphasizes key points or is used for effect. However, too much repetition causes the writing to become dull and monotonous. Also, watch out for double negatives in your writing. They are not only redundant, but they cancel each other out, effectively saying the opposite of what is intended.

Generally, the diction should match the tone of the piece. For example, a formal report or paper shouldn’t use slang, but slang might be entirely appropriate in a personal letter to a friend.
EXAMPLE

Read this sentence.

Mya looked at her calendar and realized that she had two things to do on the same day, a dentist's appointment and coffee with her friend Dan.

Which of the following revisions would make the underlined part of the sentence more precise?

A realized that she had two things for the same day
B saw that she had two things to do on the same day
C realized that she had two conflicting appointments
D Leave as is.

Step 1 Read the question carefully and make sure you understand what you are being asked to correct. Which words in the underlined phrase are vague or inappropriate, given the context of the whole sentence?

The question asks me to make the underlined phrase more precise and appropriate. That means the phrase isn’t clear enough and probably uses words that are too vague. I notice the word things, which looks very ambiguous and could mean just about anything. Also, the phrase to do on the same day seems unnecessarily long and wordy. It could probably be replaced by a word that is shorter and more precise.

Step 2 Read each answer choice. Which words have been changed from the original sentence? Which choice makes the sentence clearer and more precise?

Choice A changes the words to do on to the word for, while choice B changes the word realized to the word saw. Neither change makes the underlined words any clearer. Both choices also leave the overly ambiguous word things in place. Choice D also cannot be correct, because the phrase things to do on the same day is vague and wordy. It must be changed to make the sentence more precise. Choice C changes the word things to appointments and turns the phrase to do on the same day into the adjective conflicting. Choice C is the best answer.
The following is a rough draft of a student’s fictional narrative. It may contain errors.

(1) It had truly been one of the most bizarre days that Rita could remember. (2) She and Angela were sitting in algebra class and worked on problem sets when the fire alarm went off. (3) There hadn’t been a drill in a while, so nobody was really all that surprised. (4) They just filed into the hallway with students from all the other classes on the floor, moving quickly along the corridor. (5) The teachers, Rita thought, liked to believe that the swiftness with which the students vacated the building was a result of their own efficiency, but really, everyone just wanted to move into the sunshine as soon as possible. (6) It was way too hot to get stuck inside, and everybody thought it would be cool to get out for a while.

(7) The oddness started to happen about two minutes into the drill. (8) The first thing Rita noticed was that the teachers looked a little confused. (9) As she passed down the hall, she heard Mr. Cobb whispering to Mrs. Adams, “Wasn’t the drill supposed to be this afternoon? I thought the memo they sent around said it would be at 3:00.” (10) Rita just managed to catch sight of Mrs. Adams’s slight shrug before the flow of traffic whisked her further down the hall.

(11) It was hard to say exactly what happened next. (12) There was a small whoosh, a lot of sudden squealing from several students, and the next thing Rita knew, there was a mini-rainstorm going on in the hallway. (13) Rita threw her arms over her head as the water streamed down, and the next thing she knew, she and her soaking classmates had abandoned all pretext of order and were fleeing for the exits, the teachers close on their heels.

(14) Everyone emerged into the sunlight sopping wet and freezing. (15) There were sniffles from some ends of the crowd and giggles from others. (16) No one was sure how they were supposed to think or feel. (17) Bit by bit, though, as people went out from the shadow of the building into the sunlight, the giggles started to become more numerous. (18) The sun was warm, the breeze was gentle, and it was nice to take a break from classes. (19) Some students sat down on the ground and chatted with friends or simply closed their eyes and turned their faces to the sun. (20) Rita herself plopped down on the grass to bask in the warmth. (21) Angela sat down beside her. (22) “Funny, isn’t it?” she asked.

(23) “Hmm?” Rita said, her eyes closed.

(24) “It’s just . . . you’d think people would be a bit more upset. But it looks more like a day at the pool out here than a botched fire drill. Kind of bizarre, don’t you think?”

1. How should the underlined words in sentence 2 be revised?
   A. sat in algebra class and worked on problem sets
   B. were sitting in algebra class and working on problem sets
   C. are sitting in algebra class and working on problem sets
   D. sat in algebra class and were working on problem sets

2. Which of the following sentences is least consistent with the tone of the rest of the passage?
   A. Rita just managed to catch sight of Mrs. Adams’s slight shrug before the flow of traffic whisked her further down the hall.
   B. Everyone emerged into the sunlight sopping wet and freezing.
   C. It was way too hot to get stuck inside, and everybody thought it would be cool to get out for a while.
   D. The oddness started to happen about two minutes into the drill.

3. Which is the correct way to rewrite sentence 16?
   A. No one was sure how he or she was supposed to think or feel.
   B. No one was sure how they were supposed to feel or think.
   C. No one was sure what they were supposed to be feeling or thinking about.
   D. No one was sure how they were supposed to be thinking or feeling.

4. Which of the following is the most precise way to rewrite the underlined phrase in sentence 17?
   A. people went out from the shadow
   B. people left from the shadow
   C. the crowd moved from the shadow
   D. the crowd went out from under the shadow
LEARN IT: Sentence and Paragraph Structure

The revision process gives writers a chance to adjust poorly structured sentences and paragraphs. If they are not structured properly, sentences and paragraphs can confuse readers and lead to unintended interpretations of the text.

Modifiers

Modifiers are words or phrases that describe or give additional information about another part of a sentence. In addition to simple adjectives and adverbs, some common types of phrases that are used as modifiers are shown below.

<table>
<thead>
<tr>
<th>Adjective Phrase:</th>
<th>When we counted the rings, we learned the tree in my neighbor’s backyard was over 115 years old.</th>
</tr>
</thead>
<tbody>
<tr>
<td>An adjective phrase is a group of words that modifies a noun or pronoun. Prepositions can be used to form an adjective phrase.</td>
<td>The phrase in my neighbor’s backyard modifies tree. It gives us more information about where the tree is located. Since tree is a noun, this is an adjective phrase.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adverb Phrase:</th>
<th>Joe laughed at himself when he found his lost baseball glove.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A phrase that modifies a verb is an adverb phrase. Prepositions can be used to form an adverb phrase.</td>
<td>The phrase at himself modifies Joe's laugh. It gives us more information about how Joe laughed. Since laughed is a verb, this is an adverb phrase.</td>
</tr>
</tbody>
</table>

It should always be clear to readers what the modifier is describing. Be especially careful of misplaced modifiers, which can be very confusing to readers if they are placed too far away from the word or phrase they are describing. In some cases, misplaced modifiers can even change the meaning of the sentence, so be sure to watch out for them when revising your work.
EXAMPLE

1 Read the following sentence.

After a long hike, the campers ate lunch made by their counselors who each wore a backpack of supplies.

What is the best way to rewrite this sentence?

A The campers, who each wore a backpack of supplies, ate lunch made by their counselors after a long hike.

B After a long hike, the campers, who each wore a backpack of supplies, ate lunch made by their counselors.

C The campers ate lunch made by their counselors, who each wore a backpack of supplies, after a long hike.

D The campers, after a long hike, ate lunch made by their counselors, who each wore a backpack of supplies.

Step 1 Read the sentence carefully. What is it saying? What subjects are being modified? Are any verbs being modified?

The sentence is about campers who are eating lunch after a long hike. The sentence also states that the campers’ lunch was made by the counselors. There are two subjects being modified, lunch and the campers. The verb being modified is ate.

Step 2 Locate the modifying phrases. Which words or phrases do they modify?

There are three modifying phrases in this sentence. Made by their counselors describes lunch, while who each wore a backpack describes the campers. The phrase after a long hike modifies the verb ate.

Step 3 Look at the answer choices. Which sentence places the modifying phrases closest to the words they modify without interrupting the flow of ideas?

Choice A doesn’t make sense because it sounds like the counselors made the lunch after the hike. Choice B correctly places the modifiers next to the words they describe without interrupting the flow of ideas in the sentence. Choices C and D misplace the modifying phrase who each wore a backpack of supplies by making it seem as though the counselors, not the campers, were wearing the backpacks. Choice B is the best answer.
Parallelism

A series of words or phrases is **parallel** when each word or phrase in the series has the same grammatical structure. Maintaining parallelism often becomes more challenging when verbs are turned into gerunds or infinitives, as shown below.

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy writing poems but I don’t read novels.</td>
<td>I enjoy writing poems but not reading novels.</td>
</tr>
<tr>
<td>Susan likes to chop vegetables and making salads.</td>
<td>Susan likes to chop vegetables and make salads.</td>
</tr>
</tbody>
</table>

Parallelism doesn’t just apply to verbs. Prepositional phrases and even entire clauses must be parallel when they are in a series.

<table>
<thead>
<tr>
<th>Incorrect</th>
<th>Correct</th>
</tr>
</thead>
<tbody>
<tr>
<td>We do not have school through June and July and during the first two weeks of August.</td>
<td>We do not have school through June, July, and the first two weeks of August.</td>
</tr>
<tr>
<td>Our teacher suggested that we read the books on the recommended list and to practice writing over our vacation.</td>
<td>Our teacher suggested that we read the books on the recommended list and practice writing over our vacation.</td>
</tr>
</tbody>
</table>

**EXAMPLE**

2. **Read this sentence.**

   Before we could start the game, we had to get out the board, reading the rules, shuffled the cards, and to pick teams.

   **What is the best way to revise this sentence for parallel structure?**
   
   A. Before we could start the game, we got out the board, reading the rules, shuffling the cards, and picking teams.
   
   B. Before we could start the game, we had to get out the board, read the rules, shuffled the cards, and picked the teams.
   
   C. Before we started the game, we had to get out the board, reading the rules, shuffled the cards, and picked teams.
   
   D. Before we could start the game, we had to get out the board, read the rules, shuffle the cards, and pick teams.
Step 1 Look at the original sentence. Where do you see an example of a list or series of words or phrases that needs to be parallel?

There is a list of things that need to be done before starting the game. Each item in the list currently has a different verb form: one is a gerund ending in -ing, one is in the simple past tense, and two are infinitives beginning with the word to.

Step 2 Read each answer choice. Which answer choice best corrects the problems involving parallel structure?

Choice A changes some choices to end in -ing, but not all. In choice B, the first two phrases are parallel and the last two are parallel, but they are not all the same. Choice C makes the last two phrases match, but the entire series is still not parallel. Choice D puts all the phrases into the same form, making the series clear and easy to read. Choice D is the best answer.


Paragraph Structure

A paragraph should consist of both a topic sentence and sentences containing details that support that topic. The topic sentence should be easy for readers to identify. In most cases, the topic sentence is the first or second sentence in the paragraph; occasionally, it can appear at the end, as a summation of the details in the paragraph.

EXAMPLE

Read this paragraph.

(1) Candidates for mayor met at the town hall yesterday for an open forum on important issues in the upcoming election. (2) The entire city council was present, and there was a good showing of voters as well. (3) Everyone was anxious to hear the differing opinions of the candidates. (4) This was the first public meeting in which the candidates have all been present. (5) Voters suggested the gathering because of confusion about the issues. (6) Four years ago, a similar forum was held. (7) Afterward, a record number of voters came out on Election Day to express their opinions.

Which would be the best way to revise the order of sentences in this paragraph?

A  move sentence 5 after sentence 7
B  move sentence 4 before sentence 1
C  move sentence 5 after sentence 1
D  move sentence 6 before sentence 2

Step 1  Read the paragraph. What is it about? What do the supporting details tell you? Is there any detail that seems out of place?

The paragraph is about a forum held at the town hall by the candidates who are running for mayor. The details describe why the meeting was held and what benefits it will provide for voters. I notice that sentence 5 seems a little out of place because it mentions that voters suggested the forum because of confusion surrounding the election’s issues. However, this sentence directly follows a sentence stating that it is the first time the candidates have all appeared together. The transition from one idea to the other does not make sense.

Step 2  Test each of the answer choices by shuffling the sentences as indicated. Which revision creates a smoother flow of ideas in the paragraph?

Choice A cannot be correct because sentence 5 does not make sense at the end of the paragraph, which describes the election held four years ago. Choice B also does not make sense because sentence 4 does not contain sufficient context to make sense as the first sentence of the paragraph. Choice C makes sense because sentence 5 supports sentence 1 better than it supports sentence 4. Choice D does not make sense because sentences 6 and 7 both describe the election held four years ago and should remain together. Choice C is the best answer.
The following is a rough draft of a student essay and may contain errors.

**Julia's Wedding Cake**

(1) I don't really have much experience with cooking, catering, or food preparation of any kind. (2) That's why I was so surprised last summer when my grandmother gave me permission to stay at her house and help with her wedding cake business. (3) My grandmother has been constructing wedding cakes for a living since she was 24 years old, but she helped her own grandmother for years before that. (4) I wanted to work with Grandmother so I could help when it was time to make Julia's cake. (5) She made her first cake on her own for her sister's wedding. (6) It was a three-layer cake with white frosting and bluebirds drawn on in icing. (7) My own sister was getting married in the fall.

(8) My first day on the job did not go as expected, and I figured that Grandmother would probably throw me out of her house. (9) I was sure that if I couldn't even handle the secretarial tasks that she had given me as simple as they were I would never set foot near a stove. (10) At first, I only took orders from customers, while Grandmother slaved away in the kitchen with the flour and sugar and eggs. (11) I did not know to write down *lavender* instead of *purple* for the cake color or *chocolate-coffee* instead of *mocha* for the flavor. (12) I had to call countless people back when Grandmother looked over the orders and didn't know what to make. (13) Just as soon as I got used to taking orders, Grandmother decided it was time I joined her in the kitchen.

(14) Fortunately, nothing went amiss on my first day in the kitchen. (15) I was terrified that I would burn the house down, but Grandmother told me not to fret. (16) Still, I was nervous, and I kept thinking about all the things that could go wrong. (17) I was certain I would knock over a bowl of cake batter or leaving some essential ingredient out of the mix.

(18) “How many eggs?” I kept asking that first day, not wanting to get anything wrong.

(19) “You don't have to count, Dawn,” my grandmother would say. (20) “I set out twenty there in the carton so you wouldn't have to worry about getting it.”

(21) I knew that; she'd already told me. (22) But still, I couldn't help worrying. (23) I kept cracking the eggs and to slowly stir them into the sugar and butter that Grandmother measuring in the bowl. (24) We used different-sized pans to get the right shapes for all the different layers. (25) The first one we made together was small, with three round layers of chocolate cake and butter cream icing.
(26) By the time Julia's wedding rolled around, I had greatly improved my skill at cake making. (27) I knew what went into most of the different cake flavors and could do many different things with decorating. (28) “You should put more flowers on top,” I told Grandmother as she worked on the top two layers of Julia's cake.

(29) She smiled. “You start making them, and I'll add them,” she told me.

(30) Julia came in to look at the cake later that afternoon. (31) I was glad she did not hate it, as it was mostly my design. (32) I wanted it to be special for my sister. (33) “It's perfect!” she told us. (34) She came over to me and gave me a hug. (35) “I'm so glad it was made with all this love.”
1. Which would be the best way to revise the order of sentences in paragraph 1?
   
   A. move sentence 4 after sentence 7
   B. move sentence 3 after sentence 5
   C. move sentence 7 before sentence 5
   D. Leave as is.

2. What is the best way to rewrite sentence 9?
   
   A. I was sure that if I couldn’t even handle the secretarial tasks that she had given me, I would never set foot near a stove, as simple as they were.
   B. I was sure I would never set foot near a stove, as simple as they were, if I couldn’t even handle the secretarial tasks that she had given me.
   C. If I couldn’t even handle the secretarial tasks that she had given me, as simple as they were, I was sure I would never set foot near a stove.
   D. As simple as they were, I was sure I would never set foot near a stove if I couldn’t even handle the secretarial tasks that she had given me.

3. What is the best way to rewrite sentence 17?
   
   A. I was certain I would knocked over a bowl of cake batter or left some essential ingredient out of the mix.
   B. I was certain I would knock over a bowl of cake batter or leave some essential ingredient out of the mix.
   C. I was certain I would knocking over a bowl of cake batter or leaving some essential ingredient out of the mix.
   D. I was certain I would knock over a bowl or left some essential ingredient out of the mix.

4. Which is the best way to rewrite sentence 23?
   
   A. I kept to crack the eggs and to stir them slowly into the sugar and butter that Grandmother to measure in the bowl.
   B. I kept cracking the eggs and slowly stirring them into the sugar and butter that Grandmother measuring in the bowl.
   C. I kept cracked the eggs and slowly stirred them into the sugar and butter that Grandmother had measured in the bowl.
   D. I kept cracking the eggs and slowly stirring them into the sugar and butter that Grandmother had measured in the bowl.
LEARN IT: Spelling, Punctuation, and Capitalization

A finished piece of writing should have no spelling, punctuation, or capitalization errors. When revising a piece of writing, keep an eye out for common errors in these areas.

**Spelling**

In many cases, *misspelling* in writing is caused by carelessness. The best way to make sure you aren’t misspelling any words is to read through the piece carefully and look for any words that don’t look correct. In other cases, misspellings can be the result of words that are used in the wrong context. Words that look or sound alike, also known as *homonyms*, frequently cause this kind of difficulty. Here are some common words that look or sound alike.

<table>
<thead>
<tr>
<th><strong>all ready and already</strong></th>
<th>All ready is an adjective phrase that means “everything is ready”; already is an adverb that means “by or before the present time.”</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>all together and altogether</strong></td>
<td>All together is an adverb phrase that means “the sum total of everything or everyone”; altogether is an adverb that means “wholly or entirely.”</td>
</tr>
<tr>
<td><strong>then and than</strong></td>
<td>Then refers to a specific time, either in the past or the future; it is also used to indicate the next step in a process. Than is used to make a comparison between two or more things.</td>
</tr>
<tr>
<td><strong>anyone and any one</strong></td>
<td>Anyone is a pronoun that refers to an unspecified person; any one is a phrase that refers to a single person in a larger group.</td>
</tr>
<tr>
<td><strong>everyday and every day</strong></td>
<td>Everyday is an adjective that means “ordinary, commonplace”; every day is an adverb phrase that is placed after the word or phrase it describes.</td>
</tr>
</tbody>
</table>
EXAMPLE

1 Read these sentences.

For our school trip, our teachers got us altogether on a bus and than drove us to the state capitle building. Anyone who hadn't been there before got a behind-the-scenes tour. We couldn't believe how fast the day flew by—it seemed as soon as we got there it was all ready time to go.

Which version of this paragraph does not contain any spelling errors?

A  For our school trip, our teachers got us all together on a bus and then drove us to the state capitol building. Anyone who hadn't been there before got a behind-the-scenes tour. We couldn't believe how fast the day flew by—it seemed as soon as we got there it was already time to go.

B  For our school trip, our teachers got us altogether on a bus and than drove us to the state capital building. Any one who hadn't been there before got a behind-the-scenes tour. We couldn't believe how fast the day flew by—it seemed as soon as we got there it was already time to go.

C  For our school trip, our teachers got us all together on a bus and then drove us to the state capitle building. Any one who hadn't been there before got a behind-the-scenes tour. We couldn't believe how fast the day flew by—it seemed as soon as we got there it was all ready time to go.

D  For our school trip, our teachers got us altogether on a bus and than drove us to the state capitol building. Anyone who hadn't been there before got a behind-the-scenes tour. We couldn't believe how fast the day flew by—it seemed as soon as we got there it was all ready time to go.

Step 1  Read the sentences carefully. Do any words stand out because they’re difficult, sound like other words, or look strange?

I see possibly confusing words like altogether, than, anyone, and all ready. Capitle also looks strange.

Step 2  Read each answer choice. Which answer choice correctly spells all of the problematic words you identified?

Choice B doesn’t fix altogether, than, or capitle, and it changes anyone. Choice C fixes the mistakes with altogether and than but does not change capitle to capitol. Choice D doesn’t fix altogether, than, or all ready. Choice A fixes all the problematic words and spells all words correctly. Choice A is the correct answer.
Punctuation

When proofreading, it’s important to watch for proper **punctuation**. For example, you must make sure that there is punctuation at the end of phrases, clauses, and sentences; that contractions have apostrophes in the right place; and that lists have a comma between each item. Here are some other punctuation errors to look for.

| **Punctuation in Quotation Marks** | **Incorrect:** “We did not eat dinner yet”, said Molly, “but we will fix something when we get home”.  
Correct: “We did not eat dinner yet,” said Molly, “but we will fix something when we get home.”  
Incorrect: Joshua told us that frogs “begin their lives as tadpoles;” however, he didn’t say they live in water.  
Correct: Joshua told us that frogs “begin their lives as tadpoles”; however, he didn’t say they live in water. |
|---|---|
| **Apostrophes to Show Possession** | Incorrect: The gardeners’ shovel was missing.  
Correct: The gardener’s shovel was missing.  
Incorrect: Ms. Jones’ outing was cut short.  
Correct: Ms. Jones’s outing was cut short. |
| **Apostrophes: Its vs. It’s** | Incorrect: Didn’t you realize its almost time for school?  
Correct: Didn’t you realize it’s almost time for school? |
| **Commas: Appositive Phrases** | Incorrect: Holly grinning from ear to ear cheered on the team.  
Correct: Holly, grinning from ear to ear, cheered on the team. |
## Commas: Restrictive Phrases

Some appositives add information that is essential to understanding exactly who or what is being described. Such appositives are **restrictive** and should not be set off by commas.

**Incorrect:** William Shakespeare’s play, Romeo and Juliet, is being produced at my school.

The commas before and after the appositive imply that Shakespeare only wrote one play, *Romeo and Juliet*. In reality he wrote more than thirty. *Romeo and Juliet* is a restrictive phrase—it specifies exactly which of Shakespeare’s many plays is being produced—and should not be set off by commas.

**Correct:** William Shakespeare’s play *Romeo and Juliet* is being produced at my school.

## Commas: Nonrestrictive Phrases

Appositives that do not add essential information are **nonrestrictive**. They may add interesting details to a sentence, but they can be removed and the meaning will still be clear. Commas should be placed at the beginning and end of a nonrestrictive phrase.

**Incorrect:** My only brother Rami is coming to my recital.

Since the speaker has only one brother, the name *Rami* is not necessary information—we do not need to know the name in order to understand the sentence. Therefore, *Rami* is nonrestrictive and should be set off by commas.

**Correct:** My only brother, Rami, is coming to my recital.
EXAMPLE

2 Read the following sentence.

My teacher said "You have talent you don’t know about yet" so I decided to enter the science fair even though it’s my worst subject.

Which version of this sentence does not contain any punctuation errors?

A My teacher said “You have talent you don’t know about yet” so I decided to enter the science fair even though its my worst subject.

B My teacher, said “You have talent you don’t know about yet” so, I decided to enter the science fair; even though it’s my worst subject.

C My teacher said “You have talent you don’t know about yet”, so I decided to enter the science fair, even though its my worst subject.

D My teacher said, “You have talent you don’t know about yet,” so I decided to enter the science fair, even though it’s my worst subject.

Step 1 Read the sentence. What do you think you should look out for?

The sentence is long and has several parts. It has multiple clauses, including a quotation, which means I should be on the lookout for commas and other punctuation marks. I also see the word its, which is often punctuated incorrectly.

Step 2 Review the answer choices. Which one solves all the punctuation errors?

Choice A leaves out the comma after said, after yet, and after fair. It does not punctuate it’s correctly. Choice B punctuates it’s correctly but does not place the commas immediately before and after the quotation. Choice C includes the comma after fair but is missing the comma after said; it also does not punctuate it’s correctly. Answer choice D includes all necessary commas in the correct places and punctuates it’s correctly. Choice D is the correct answer.
### Capitalization

Capitalization may seem simple, but you can miss capitalization errors if you’re not paying attention. Sentences always begin with a capital letter, and proper nouns and names are always capitalized. Here are some other rules to keep in mind about capitalization.

| Family Relations | Correct: *I did not know my grandmother well because she lived far away.*  
Capitalize family relations such as *grandfather* and *grandmother* when they are used as part of a proper name. Do not capitalize when they are not used as part of a name.  
Correct: *I did not know Grandmother Katy well because she lived far away.* |
| Places | Correct: *Of all the planets in the solar system, only Earth contains life.*  
Correct: *Amphibians are creatures that can live both on the earth and in the water.*  
Capitalized words that refer to specific places. Do not capitalize the same words when they are used as common nouns. |
| Titles | Correct: *I met General Wesley Clark.*  
Correct: *I was promoted to the rank of general.*  
Capitalize titles when they are used as part of a proper name. Do not capitalize titles when they are not used as part of a name. |
EXAMPLE

Read this sentence.

“Yes, grandpa Joe always lived South of us, but his brother moved to North Dakota and became a well-known Doctor,” my Mom told me.

Which version of this sentence does not contain any capitalization errors?

A  “Yes, Grandpa Joe always lived south of us, but his brother moved to north dakota and became a well-known doctor,” my mom told me.

B  “Yes, Grandpa Joe always lived south of us, but his brother moved to North Dakota and became a well-known doctor,” my mom told me.

C  “Yes, grandpa Joe always lived South of us, but his brother moved to north dakota and became a well-known Doctor,” my mom told me.

D  “Yes, grandpa Joe always lived South of us, but his brother moved to North Dakota and became a well-known doctor,” my Mom told me.

Step 1  Read the sentence carefully. What kinds of capitalization issues do you notice in this sentence?

This sentence contains family relations, place names, and titles. I need to check all of those. Grandpa should be capitalized because it refers to a specific relative, but Mom shouldn’t be capitalized because it is not being used as part of a person’s name. South shouldn’t be capitalized because it doesn’t refer to a specific place, but North should be since it names a state. Doctor is incorrectly capitalized since it is not part of a proper name.

Step 2  Read each answer choice. Which answer choice fixes all the capitalization errors you think need to be fixed?

Choice A makes all necessary changes but changes North and Dakota when they do not need to be fixed. Choice C does not fix the problem with grandpa, South, or Doctor, and it introduces a problem by changing North. Choice D fixes the problem with Doctor but not with South, grandpa, or Mom. Choice B fixes every problem. Choice B is the correct answer.
PRACTICE IT: Spelling, Punctuation, and Capitalization

Several spelling, punctuation, and capitalization errors have been inserted into the following excerpt from Jane Austen’s novel *Pride and Prejudice*. Read the excerpt and then answer the questions about those errors.

1. (1) When Jane and Elizabeth were alone, the former, who had been cautious in her praise of Mr. Bingley before, expressed to her Sister just how very much she admired him.

2. (2) “He is just what a young man ought to be,” said she, “sensible, good-humoured, lively; and I never saw such happy manners!—so much ease, with such perfect good breeding!”

3. (3) “He is also handsome”, replied Elizabeth “which a young man ought likewise to be if he possibly can. (4) His character is thereby complete.”

4. (5) “I was very much flattered by his asking me to dance a second time. (6) I did not expect such a compliment.”

5. (7) “Did not you? I did for you. (8) But that is one great difference between us. (9) Compliments always take you by surprise, and me never. (10) What could be more natural than his asking you again? (11) He could not help seeing that you were about five times as pretty as every other woman in the room. (12) No thanks to his gallantry for that. (13) Well, he certainly is very agreeable, and I give you leave to like him. (14) You have liked many a stupider person.”

6. (15) “Dear Lizzy!”

7. (16) “Oh! you are a great deal too apt, you know, to like people in general. (17) You never see a fault in anybody. (18) All the world are good and agreeable in your eyes. (19) I never heard you speak ill of a human being in your life.”

8. (20) “I would not wish to be hasty in censuring anyone; but I always speak what I think.”

9. (21) “I know you do; and it is that which makes the wonder. (22) With your good sense, to be so honestly blind to the follies and nonsense of others! (23) Affectation of candour is common enough—one meets with it everywhere. (24) But to be candid without ostentation or design—to take the good of every body’s character and make it still better, and say nothing of the bad—belongs to you alone. (25) And so you like this man’s sisters, too, do you? (26) Their manners are not equal to his.”
“Certainly not—at first. But they are very pleasing women when you converse with them. Miss Bingley is to live with her brother, and keep his house; and I am much mistaken if we shall not find a very charming neighbour in her.”

Elizabeth listened in silence, but was not convinced; their behaviour at the assembly had not been calculated to please in general; and with more quickness of observation and less pliancy of temper than her sister, and with a judgement too unassailed by any attention to herself, she was very little disposed to approve them.

They were in fact very fine lady’s; not deficient in good humour when they were pleased, nor in the power of making themselves agreeable when they chose it, but proud and conceited. They were rather handsome, had been educated in one of the first private seminaries in town, had a fortune of twenty thousand pounds, were in the habit of spending more than they ought, and of associating with people of rank, and were therefore in every respect entitled to think well of themselves, and meanly of others.
1. Which version of sentence 1 does not contain any capitalization errors?
   A. When Jane and Elizabeth were alone, the former, who had been cautious in her praise of Mr. Bingley before, expressed to her sister just how very much she admired him.
   B. When Jane and Elizabeth were alone, the former, who had been cautious in her praise of Mr. Bingley before, expressed to her sister just how very much she admired him.
   C. When Jane and Elizabeth were alone, the former, who had been cautious in her praise of Mr. Bingley before, expressed to her sister just how very much she admired him.
   D. When Jane and Elizabeth were alone, the former, who had been cautious in her praise of Mr. Bingley before, expressed to her sister just how very much she admired him.

2. Which underlined word from paragraph 9 is spelled incorrectly?
   A. affectation
   B. enough
   C. everybody’s
   D. manners

3. Which version of sentence 3 does not contain any punctuation errors?
   A. “He is also handsome,” replied Elizabeth, “which a young man ought likewise to be, if he possibly can.”
   B. “He is also handsome,” replied Elizabeth, “which a young man ought likewise to be if he possibly can.”
   C. “He is also handsome,” replied Elizabeth, “which a young man ought likewise to be if he possibly can.”
   D. “He is also handsome,” replied Elizabeth “which a young man ought likewise to be, if he possibly can.”

4. Which underlined word from paragraph 11 is spelled incorrectly?
   A. calculated
   B. lady’s
   C. pleased
   D. themselves