# TABLE OF CONTENTS

## Unit 1 Assessments
- Reading/Literature .................................................. 2
- Vocabulary .......................................................... 15
- Spelling ............................................................. 17
- Writing Strategies/Conventions .............................. 19

## Unit 2 Assessments
- Reading/Literature .................................................. 26
- Vocabulary .......................................................... 42
- Spelling ............................................................. 45
- Writing Strategies/Conventions .............................. 47

## Unit 3/Semester Assessments
- Reading/Literature .................................................. 54
- Vocabulary .......................................................... 66
- Spelling ............................................................. 69
- Writing Strategies/Conventions .............................. 71
- Writing Applications ............................................. 77

## Unit 4 Assessments
- Reading/Literature .................................................. 80
- Vocabulary .......................................................... 91
- Spelling ............................................................. 93
- Writing Strategies/Conventions .............................. 95

## Unit 5 Assessments
- Reading/Literature .................................................. 102
- Vocabulary .......................................................... 115
- Spelling ............................................................. 117
- Writing Strategies/Conventions .............................. 119

## Unit 6/Semester Assessments
- Reading/Literature .................................................. 126
- Vocabulary .......................................................... 139
- Spelling ............................................................. 141
- Writing Strategies/Conventions .............................. 143
- Writing Applications ............................................. 149

## Reteach Lessons .................................................. 152
The following questions are not about a passage. Read and answer each question.

1 Read this sentence.
Noel could not afford to go to college, but a benevolent woman whom Noel did not know paid for his tuition fees and gave him a monthly allowance.

In this sentence, the word *benevolent* has the same meaning as
A generous.
B rich.
C intelligent.
D talented.

2 Read these sentences.
Even as a child, Ruel was fascinated with small animals. When he was ten years old, Ruel will take care of three rabbits, 15 guinea pigs, and 27 different breeds of mice.

What is the correct way to write the underlined part of the second sentence to maintain consistency of verb tense?
A took care
B will be taking care
C is taking care
D takes care

3 Read these sentences.
The American sailors were overwhelmed by the destruction around them. In mere moments, Pearl Harbor was transformed into a desolate battlefield. Everything burned. Even the Sea seemed to be on fire.

Which underlined word from the sentences should *not* be capitalized?
A American
B Everything
C Sea
D Pearl

4 Read these sentences.
Allie is feeling homesick. This is why she cries all the time.

What is the *best* way to combine these sentences without changing the meaning?
A Allie is feeling homesick, so she cries all the time.
B Allie is feeling homesick; then she cries all the time.
C Because she is crying all the time, Allie feels homesick.
D Allie is feeling homesick, but she cries all the time.
5. Read this sentence from a student essay.

Its necessary for the school to impose rules that will keep the students safe.

How should the underlined word be written?
A. Its’
B. Its
C. It’s
D. It’s

6. Read the passage.

Ivana looked at her watch and drummed her fingers irritably on the oak table beside her. From the backstage area, she scanned the crowd that was filling up the auditorium. She couldn’t believe that Sarita was late today. It was Ivana’s first piano recital. Sarita had told her that she would not miss it for the world. “This is important to me. Where is she?” Ivana thought. She ruffled through her sheet music nervously, dropping a sheet on the dusty floor. She picked it up and took a deep breath. She peeked through the thick red curtains again. Ivana carefully searched the crowd; the people who sat in the auditorium’s seats all looked intimidating. Then her dark blue eyes rested on a familiar face with twinkling brown eyes. Sarita! Ivana knew that her best friend would not let her down.

What causes Ivana to keep looking through the curtains into the audience?
A. Ivana is hoping to calm her nerves before her piano recital.
B. Ivana is looking to get encouragement from her piano teacher.
C. Ivana is picking up a piece of sheet music she has dropped.
D. Ivana is trying to locate her best friend Sarita.
The following is a rough draft of a student’s report, which may contain errors.

The Floor of the Sea

Because seventy percent of Earth’s surface is under water, seafloor exploration tells geologists a great deal about the way our planet works. In the 1800s, most geologists assumed that the seafloor was a lifeless expanse of mud, sediment, and the remains of organisms. They thought that, with the exception of volcanic islands, the sea bottom has no major geographical features, such as peaks or valleys.

In the mid-nineteenth century, ships that were depth-sounding the ocean floor for a transatlantic telegraph cable made some interesting discoveries. To geologists’ surprise, the ocean floor was found to be made up of long mountain ranges and deep valleys and troughs. Especially interesting was a steady increase in elevation of the seafloor in an area of the Atlantic known as Telegraph Plateau, previously thought to be very deep. Another surprise was the existence in the Atlantic of basalt, a volcanic rock thought only to exist in the Pacific Ocean. The presence of basalt in the Atlantic was a clue that volcanic activity occurs at the bottom of the sea. This and other discoveries, many of them accidental, were signals to geologists that their knowledge of the seafloor was limited.

Other late nineteenth-century seafloor studies reinforced the changing perceptions about the bottom of the sea. In addition to wide variations in elevation and depth, research vessels found rich stores of minerals, such as iron, copper, zinc, silver, and gold. Other ships pulled up exotic, bottom-dwelling creatures, many of which had never before been categorized.

In the late twentieth century, underwater sleds equipped with cameras and sonar (sound-wave technology) gave researchers an even clearer window into the world several miles below the ocean surface. It was a world of strange fish, eyeless crabs, and other creatures living in complete darkness among a variety of mineral and volcanic rock formations. Upon seeing this other world, geologists knew they had traveled a long way from early misconceptions about the seafloor and realized how much more he or she had to learn.
7 Read these sentences from paragraph 1.

In the 1800s, most geologists assumed that the seafloor was a lifeless expanse of mud, sediment, and the remains of organisms. They thought that, with the exception of volcanic islands, the sea bottom has no major geographical features, such as peaks or valleys.

What is the correct way to write the underlined word in the second sentence to maintain consistency of verb tense?

A is having
B had
C will have
D Leave as is.

8 Which statement best indicates the reason geologists in the 1800s believed the seafloor to be flat?

A They studied the seafloor carefully and found it to be flat.
B They simply assumed that the seafloor was flat.
C They found strange creatures living on the seafloor.
D They used improper equipment when they studied the seafloor.
9. Which summary of paragraph 4 is the most accurate?

A. Because of underwater sleds, scientists realized that there were many undiscovered volcanic minerals hidden in the depths of the oceans.

B. Because of new underwater cameras, scientists saw many unknown creatures hidden in the depths of the oceans.

C. Because of new technologies, scientists in the late twentieth century learned more about the seafloor than anyone knew before.

D. Because of new underwater cameras, scientists in the late twentieth century used sound-wave technology to study the seafloor.

10. Read this sentence from paragraph 4.

Upon seeing this other world, geologists knew they had traveled a long way from early misconceptions about the seafloor and realized how much more he or she had to learn.

How should this sentence be rewritten to reflect the use of correct grammar?

A. Upon seeing this other world, geologists knew they had traveled a long way from early misconceptions about the seafloor and realized how much more I had to learn.

B. Upon seeing this other world, geologists knew they had traveled a long way from early misconceptions about the seafloor and realized how much more they had to learn.

C. Upon seeing this other world, geologists knew he or she had traveled a long way from early misconceptions about the seafloor and realized how much more he or she had to learn.

D. Upon seeing this other world, the geologist knew they had traveled a long way from early misconceptions about the seafloor and realized how much more he or she had to learn.
The passage tries to do all of these except

A inform the reader about what scientists have learned about the seafloor.
B describe the geographical features of the seafloor.
C list the various minerals found on the seafloor.
D criticize early scientists for knowing little about the seafloor.
Ozymandias

By Percy Bysshe Shelley

I met a traveler from an antique land
Who said: Two vast and trunkless legs of stone
Stand in the desert . . . Near them, on the sand,
Half sunk, a shattered visage lies, whose frown
And wrinkled lip, and sneer of cold command.
Tell that its sculptor well those passions read
Which yet survive, stamped on these lifeless things,
The hand that mocked them, and the heart that fed.

And on the pedestal these words appear:
“My name is Ozymandias, king of kings:
Look on my works, ye Mighty, and despair!”

Nothing beside remains. Round the decay
Of that colossal wreck, boundless and bare
The lone and level sands stretch far away.
12. Read these lines from “Ozymandias.”

Nothing beside remains. Round
the decay/Of that colossal wreck,
boundless and bare/The lone and
level sands stretch far away.

The author uses alliteration to
A create a desolate mood.
B imitate the sound of the
desert.
C illustrate the might of
Ozymandias.
D compare the statue to the
desert.

13. Based on the poem, what
conclusion can be drawn
concerning the time period in
which Ozymandias lived?
A The sand went on for miles, and
the desert was empty.
B Ozymandias’s kingdom would
crumble soon after his death.
C Kings built monuments to
show their power.
D Ozymandias didn’t have as
much power over his people
as he believed.

14. What is the overall theme of the
poem?
A An important king named
Ozymandias once ruled the
land.
B Even mighty rulers can be
forgotten with time.
C Ozymandias was an unjust
ruler.
D Large monuments do not
always indicate good leaders.

15. Which literary device in
stanzas 2 and 3 does Shelley
use to express the poem’s
theme?
A personification
B metaphor
C irony
D onomatopoeia

16. The last stanza in
“Ozymandias” has which
rhyming pattern?
A abb
B bba
C aab
D aba
Wheelchair Rugby

You might have heard of rugby, a football-like sport that is popular throughout the world. In this game, two teams play against each other trying to score points by crossing a line on a field. Legend has it that the game was invented at Rugby School in England during the mid-nineteenth century.

Rugby is a popular sport, but have you ever heard of quad rugby? Quad rugby is a sport played by people in wheelchairs. The quad part of the name refers to quadriplegic, which means the inability to use the arms and legs to some degree. Players of quad rugby are given a rating based on the extent they can use their arms and legs. These ratings allow teams to be evenly matched. The sport has encouraged men and women with disability to compete internationally.

The rugby part of the sport’s name refers to the rules of the game. Quad rugby is played in much the same way as regular rugby. The two opposing teams try to score points by bringing the ball over their individual end lines. Unlike rugby, quad rugby is not played on a field, but on a modified basketball court. Also, the quad rugby team is much smaller. There are only four players from each team on the court at a time.

Three Canadians invented quad rugby in 1977. They introduced quad rugby to the United States in 1979, and the first team was established in 1981. The game used to be called murderball because of its rough nature. When it was brought to the United States, the name was changed to quad rugby. Today there are more than forty-five national quad rugby teams in the United States and over twenty international teams. People all over the world play quad rugby, and spectators all over the world watch this amazing and thrilling sport.
17 The purpose of comparing quad rugby to regular rugby is
A to illustrate how regular rugby evolved from quad rugby.
B to show how each sport is played differently.
C to teach the rules of quad rugby to new players.
D to show how quad rugby evolved from regular rugby.

18 Read this sentence from the passage.

People all over the world play quad rugby, and spectators all over the world watch this amazing and thrilling sport.

In this sentence, the word spectator has the same meaning as
A player.
B participant.
C viewer.
D referee.

19 Which summary of paragraph 3 is the most accurate?
A Though it is played in a basketball court and has only four players per team at a time, quad rugby is played just like regular rugby.
B Quad rugby is played in a basketball court and has only four players per team at a time.
C Quad rugby teams are much smaller than regular rugby teams.
D Quad rugby is played just like regular rugby.

20 Quad rugby could best be described as
A a game adapted from rugby.
B an American invention.
C a traditional English pastime.
D a game similar to rugby and baseball.
Mr. Kravich’s Apartment

Mr. Kravich lived in a small, cramped apartment with two rooms, three windows, and a view of a parking lot. Mornings were hardest. He hated that blank space before the day got started, when he lay in bed and wondered what he would do that day. Silence seemed to enfold him. It took all his effort to get up.

The walls were thin. Winter air seeped in from the white sky. He dressed in front of the electric heater. His arthritic fingers were twisted, making dressing painful. He fumbled with the buttons of his shirt; he caught a button, lost it, and caught it again.

Breakfast was always the same: a slice of toast, a pat of butter, and a thin smear of jam. He steeped his tea and sipped it slowly, allowing it to go cold in his hand. The white kitchen clock above the oven announced the time with bold black hands.

Minnie’s photograph hung in the living room, along with pictures of his two dogs and his two children. His dogs were dead. Minnie was dead.

The children now lived far away. Sometimes days would go by without the phone’s ringing. Sometimes months would go by when he spoke to no one. Silence absorbed him, swallowing his words.

The days went by, one just like the other.

The clock ticked mercilessly, measuring time.

And one day Ms. Dobson came with her piano.

The first time he heard her playing, he was sitting at the kitchen table, waiting for the teakettle to boil. The window was open, and her window must have been open too. He could hear the piano as clearly as if he were inside her room. At first the notes were soft—gentle and familiar, like the sweep of raindrops pattering on a rooftop. Then they came faster. Swooping, swarming, streaming—the notes filled the room with their whirling, restless beauty. He sat motionless, hoping the music would never stop.
21 In paragraph 1 of the passage, why does it take all of Mr. Kravich’s effort to get up in the morning?
   A He feels too tired to go to work.
   B He doesn’t know what to do for the day.
   C He’s always up late at night.
   D He likes to sleep through the morning.

22 The cold and cramped apartment mirrors the
   A loneliness and boredom that Mr. Kravich feels.
   B changes that Mr. Kravich undergoes in the story.
   C death of Mr. Kravich’s wife and dogs.
   D repetitiveness of Mr. Kravich’s daily routine.

23 The overall theme of this passage is that
   A life is lonely and boring.
   B hope may come when least expected.
   C death cannot be avoided.
   D Mr. Kravich doesn’t want the music to stop.

24 Which excerpt most implies that Mr. Kravich lives by himself?
   A Mr. Kravich lived in a small, cramped apartment . . .
   B His dogs were dead. Minnie was dead.
   C Sometimes months would go by when he spoke to no one.
   D The days went by, one just like the other.
25 Read this excerpt from Kate Chopin’s short novel *The Awakening*.

The very first chords which Mademoiselle Reisz struck upon the piano sent a keen tremor down Mrs. Pontellier’s spinal column. It was not the first time she had heard an artist at the piano. Perhaps it was the first time she was ready, perhaps the first time her being was tempered to take an impress of the abiding truth.

Which *best* states the similarities between Mr. Kravich’s and Mrs. Pontellier’s reactions to the piano music?

A Both realize that they are advancing in years.
B Both become aware that the music has changed their lives.
C Both want to play the piano expertly.
D Both enjoy listening to the music.
On a separate sheet of paper, write the numbers 1–6. Next to each number, write the letter of the correct answer for that question.

1 Read this sentence.

It's hard to share a room with my brother because I'm fastidious, but he's a slob.

What does the word fastidious mean?
A mature
B messy
C neat
D shrewd

2 Read this sentence.

On our travels, we stayed at a variety of abodes, including one-room cabins, attic apartments, and even mansions.

What does the word abodes mean?
A homes
B hotels
C airports
D campsites

3 Which of the following pairs of words are synonyms?
A vague, large
B regretful, guilty
C various, numerous
D generous, unselfish

4 Read this sentence.

Raul was apprehensive about the try-outs, and I was equally worried, myself.

What does the word apprehensive mean?
A eager
B uneasy
C confident
D terrified

5 Read this sentence.

The photographer captured images of people who had become emaciated, or extremely thin, during the war.

What would be most likely to cause a person to become emaciated?
A terror
B an injury
C starvation
D property destruction

6 Which of the following pairs of words are synonyms?
A broad, particular
B sorrowful, mysterious
C generous, independent
D unusual, extraordinary
On your paper, write the numbers 7–20. Next to each number, write the letter of the word or phrase that is closest in meaning to the underlined word.

### Selection Vocabulary

<table>
<thead>
<tr>
<th>Number</th>
<th>Underlined Word</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>those who are <strong>liable</strong> to attend</td>
<td>A likely, C encouraged, B forbidden, D invited</td>
</tr>
<tr>
<td>8</td>
<td><strong>authentic</strong> local cooking</td>
<td>A good, C plentiful, B actual, D expensive</td>
</tr>
<tr>
<td>9</td>
<td>due to his <strong>intellect</strong></td>
<td>A determination, C strength, B persuasiveness, D intelligence</td>
</tr>
<tr>
<td>10</td>
<td>to <strong>embrace</strong> a relative</td>
<td>A hug, C welcome, B invite, D resemble</td>
</tr>
<tr>
<td>11</td>
<td>the cowboy’s <strong>sidekicks</strong></td>
<td>A spurs, C supplies, B buddies, D regrets</td>
</tr>
<tr>
<td>12</td>
<td>a <strong>stately</strong> gesture</td>
<td>A rude, C noticeable, B formal, D romantic</td>
</tr>
<tr>
<td>13</td>
<td>to <strong>retrieve</strong> a ball</td>
<td>A kick, C go get, B throw, D pump up</td>
</tr>
</tbody>
</table>

### Academic Vocabulary

<table>
<thead>
<tr>
<th>Number</th>
<th>Underlined Word</th>
<th>Meanings</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>to affect one’s <strong>reputation</strong></td>
<td>A health, C confidence, B outlook, D respectability</td>
</tr>
<tr>
<td>15</td>
<td>walking <strong>sheepishly</strong></td>
<td>A in a group, C with no goal, B very slowly, D with shame</td>
</tr>
<tr>
<td>16</td>
<td>that <strong>inconvenient</strong> location</td>
<td>A nearby, C troublesome, B unfamiliar, D dangerous</td>
</tr>
<tr>
<td>17</td>
<td>to <strong>reside</strong> together</td>
<td>A dwell, C work, B travel, D struggle</td>
</tr>
<tr>
<td>18</td>
<td>to consider her <strong>perspective</strong></td>
<td>A skills, C argument, B viewpoint, D background</td>
</tr>
<tr>
<td>19</td>
<td>an unexpected <strong>transformation</strong></td>
<td>A long trip, C appearance, B big change, D development</td>
</tr>
<tr>
<td>20</td>
<td>such <strong>energetic</strong> people</td>
<td>A active, C unfriendly, B nervous, D clever</td>
</tr>
</tbody>
</table>
On a separate sheet of paper, write the numbers 1–10. Next to each number, write the letter of the correct answer for that question.

1 Read this sentence.
Diego not only past the test in his math course, he led the class in right answers.

Which underlined word is spelled incorrectly?
A past C led
B course D right

2 Read this sentence.
The coach’s advice is to breath deeply through the nose before taking your free throw.

Which underlined word is spelled incorrectly?
A advice C through
B breath D your

3 Read this sentence.
There’s a piece of dessert right there on the table, but who’s it?

Which underlined word is spelled incorrectly?
A piece C there
B dessert D who’s

4 Read this sentence.
The dog got loose, and its the fourth time in not quite a month.

Which underlined word is spelled incorrectly?
A loose C fourth
B its D quite

5 Read this sentence.
Our principal won’t except any excuses for wearing clothes that are too baggy to school.

Which underlined word is spelled incorrectly?
A principal C clothes
B except D too

6 Read this sentence.
Dad chose a site for planting flowers but wonders weather they’re all hardy enough to survive the heat.

Which underlined word is spelled incorrectly?
A site C they’re
B weather D hardy
7. Read this sentence.

Lucy, who was thirsty from exercising, was truly disappointed that the refrigerator had no cold water in it.

Which underlined word is spelled incorrectly?

A. exercising  C. disappointed
B. truly        D. refrigerator

8. Read this sentence.

I will probably develop a sudden urge to be in the same room with my parents if there’s lightning at nighttime.

Which underlined word is spelled incorrectly?

A. probably    C. lightning
B. develope    D. nighttime

9. Read this sentence.

In February, I accidentally broke the taillight on my dad’s car, and it cost forty dollars to get it fixed.

Which underlined word is spelled incorrectly?

A. February     C. taillight
B. accidentally  D. forty

10. Read this sentence.

This year, there will be a difference in my school work because I am finally going to get all the grammar right and not mispell a single word.

Which underlined word is spelled incorrectly?

A. difference   C. grammar
B. finally      D. mispell
The following is a rough draft of Jamal’s report, which may contain errors.

A Wall of Water

(1) A huge flood nearly destroyed a town in southwestern Pennsylvania 120 years ago. (2) But this disaster wasn’t due just to the weather. (3) Human greed and carelessness played a part.

(4) Starting on May 30, 1889, it rained hard for two solid days in Johnstown, a mill town located in a Valley of the Allegheny Mountains. (5) On May 31, vast amounts of water rushed through the valley. (6) A 36-foot-high wall of water rolled over Johnstown at 40 miles an hour. (7) It destroyed everything in its path. (8) More than 2,200 people were killed and thousands more were injured. (9) The cleanup took five years, and bodies were still being found years after the flood.

(10) How did this unfortunate event happen? (11) Of course the rain was a factor. (12) But more important were the fact that the dam of a manmade lake in the hills 14 miles above the town gave way. (13) The entire lake, over 20 million tons of water, rushed through the breach. (14) The water couldn’t spread out because it was guided through a narrow mountain pass.

(15) The dam was part of a private resort that was run by some of the richest most powerful men in the United States. (16) During the ten years they owned the club, they did little maintenance work on the South Fork Dam. (17) At 72 feet high and 900-plus feet across it was one of the largest dams in the world. (18) However, the resort owners weakened the dam by cutting its height so there was room for two carriages to pass each other driving across its top. (19) They failed to strengthen the dam’s center, as their own engineer had recommended. (20) They ignored the fears of the townsfolk, who were mostly immigrant millworkers who earned less than $10 a week doing hard, dangerous work.

(21) All of the club members survived the flood. (22) About one-fifth of the residents of Johnstown perished. (23) Many more died in later weeks. (24) They had typhoid. (25) Typhoid spreads due to crowded conditions and lack of sanitation.
1. Which sentence could best be added at the beginning of the report to attract the reader’s attention?
   A. No one expected it.
   B. You wouldn’t think water could cause big problems.
   C. Have you ever been caught in a flood?
   D. We hear a lot about extreme weather events these days, but they’ve been happening forever.

2. Which underlined word from sentence 4 should not be capitalized?
   A. Johnstown
   B. Valley
   C. Allegheny
   D. Mountains

3. What is the best way to combine sentences 6 and 7 without changing their meaning?
   A. A 36-foot-high wall of water rolled over Johnstown at 40 miles an hour, destroying everything in its path.
   B. A 36-foot-high wall of water destroyed everything in its path by rolling over Johnstown at 40 miles an hour.
   C. A wall of water rolled over Johnstown at 40 miles an hour, destroying everything in its path; it was 36 feet high.
   D. A 36-foot-high wall of water rolled over Johnstown at 40 miles an hour; it destroyed everything in its path.

4. Read this sentence from the report.
   (10) How did this unfortunate event happen?
   How should Jamal change the underlined words to make the sentence the most dramatic?
   A. accident
   B. tragedy
   C. mistake
   D. occurrence

5. How should sentence 12 be rewritten to reflect correct subject-verb agreement?
   A. But more important was the fact that the dam of a manmade lake in the hills 14 miles above the town gave way.
   B. But more important were the fact that the dam of a manmade lake in the hills 14 miles above the town gave way.
   C. But more important are the fact that the dam of a manmade lake in the hills 14 miles above the town gave way.
   D. Leave as is.

6. What is the correct way to punctuate the underlined phrase in sentence 15?
   A. richest, most powerful, men
   B. richest, most powerful men
   C. richest, most powerful men
   D. Leave as is.
7. Read this sentence from the report.

(18) However, they weakened the dam by cutting its height so there was room for two carriages to pass each other driving across its top.

In this sentence, the word However, does not correctly link ideas. Which of these should be used instead?

A. Yet  
B. Since  
C. In fact  
D. Or

8. Read these sentences from the report.

(23) Many more died in later weeks.  
(24) They had typhoid.  
(25) Typhoid spreads due to crowded conditions and lack of sanitation.

Which is the best way to rewrite the sentences?

A. Many more died in later weeks. They had typhoid, which spreads due to crowded conditions and lack of sanitation.
B. Many more died in later weeks of typhoid, an illness that swept through the area due to crowded conditions and lack of sanitation.
C. Many more died in later weeks. They had typhoid, and it spread due to crowded conditions and lack of sanitation.
D. Many more died in later weeks of typhoid, which spreads due to crowded conditions and lack of sanitation.

9. Which statement best represents the controlling idea of the report?

A. Rich, powerful men ignored poor immigrants’ fears that the dam wouldn't hold and refused to improve its structure.  
B. Nothing can stop a flood if it rains hard enough and long enough.  
C. When people live in crowded conditions, the risk of disease increases.  
D. The actions of rich, powerful men contributed even more than extreme weather to the deaths of over 2,000 people in the Johnstown Flood.

10. How is the organization of Jamal’s report best described?

A. cause and effect  
B. main idea and supporting details  
C. order of importance  
D. comparison/contrast
The following is a rough draft of Leslie’s report, which may contain errors.

Rehab for Raptors

(1) Raptors are birds of prey, meat-eating birds that hunt for their food. (2) They include eagles, falcons, hawks, kestrels, owls, and vultures. (3) All raptors have three main characteristics, all of which help them hunt efficiently: excellent eyesight, strong feet with sharp talons, and their beaks are hooked and sharp. (4) They can descend hundreds of feet through the air and snatch a tiny rabbit.

(5) All too often, raptors are injured by humans. (6) They are hit by cars or they fly into buildings or fences. (7) They are shot. (8) They are kept illegally as pets by people who don’t know what to feed them or how to care for them. (9) One barn owl, for example, was raised on hamburgers and whatever else his owners were eating. (10) He ended up with a severe calcium deficiency. (11) The bones of his spine and wings were deformed and he was never able to fly. (12) It’s a terrible fate for an animal that’s supposed to soar high to be completely earthbound instead.

(13) When badly injured or sick raptors are found, there are wildlife rehabilitation centers all over the United States that nurse them back to health. (14) For example, the College of Veterinary Medicine at the University of Missouri-Columbia runs the Raptor Rehabilitation Project. (15) Raptor Rehabilitation of Kentucky, Inc. heals birds when possible. (16) When they are too badly injured to survive in the wild, the facility keeps them and uses them to help educate the public about raptors. (17) The Alaska Raptor Center in Sitka has a huge viewing center. (18) Visitors can learn about raptors and their environment and can admire their amazing flight skills without the birds ever realizing that their being watched.

(19) The goal of all raptor rehab centers is to heal the birds and then release them. (20) The caregivers must not let the raptors become too used to humans. (21) If they lose their fear of our species, they’re less likely to survive back in the wild. (22) They must also be well enough to fly and to catch their own live prey before they can be released. (23) Raptors mate for life and are very attached to their nest sites; their caregivers release them as close as possible to where they were found.
11 In which of the following sentences is Leslie’s personal style most apparent?
   A  Raptors are birds of prey, meat-eating birds that hunt for their food.
   B  It’s a terrible fate for an animal that’s supposed to soar at great speeds to be completely earthbound instead.
   C  When they are too badly injured to survive in the wild, the facility keeps the raptors and uses them to help educate the public about raptors.
   D  The caregivers must not let the raptors become too used to humans.

12 How should the underlined part of sentence 3 be rewritten to create a parallel structure?
   A  excellent eyesight, strong feet with sharp talons, and hooked, sharp beaks
   B  excellent eyesight, strong, sharp-taloned feet, and their hooked beaks are sharp
   C  their eyesight is excellent, strong feet with sharp talons, and their beaks are hooked and sharp
   D  excellent eyesight, strong feet with sharp talons, and their beaks are hooked and sharp

13 What is the most precise replacement for the underlined word in sentence 4?
   A  fly down
   B  dive
   C  go low
   D  lose altitude

14 Read this sentence.
   (6) They are hit by cars or they fly into buildings or fences.

   Where should a comma be added to the sentence above?
   A  after hit
   B  after fly
   C  after buildings
   D  after cars

15 What is the best way to combine sentences 10 and 11 without changing their meaning?
   A  He ended up with a severe calcium deficiency; the bones of his spine and wings were deformed and he was never able to fly.
   B  He ended up with a severe calcium deficiency because the bones of his spine and wings were deformed and he was never able to fly.
   C  He ended up with such a severe calcium deficiency that the bones of his spine and wings were deformed and he was never able to fly.
   D  He ended up with a severe calcium deficiency and deformed bones in his spine and wings, so he was never able to fly.
How could the phrase “with an enclosed rainforest” best be placed in sentence 17 to describe the viewing center?

A. With an enclosed rainforest, the Alaska Raptor Center in Sitka has a huge viewing center.
B. The Alaska Raptor Center, with an enclosed rainforest in Sitka, has a huge viewing center.
C. The Alaska Raptor Center in Sitka, with an enclosed rainforest, has a huge viewing center.
D. The Alaska Raptor Center in Sitka has a huge viewing center with an enclosed rainforest.

How should the underlined word in sentence 18 be written?

A. there
B. they’re
C. they’re
D. Leave as is.

How should the underlined part of sentence 23 be rewritten to show more clearly the relationship between the two clauses?

A. nest sites, but their caregivers
B. nest sites, if their caregivers
C. nest sites, and caregivers
D. nest sites, so their caregivers

Which sentence could best be added at the end of the report for a stronger conclusion?

A. Saving raptors is the least we can do since their ailments are often our fault.
B. Raptors that aren’t ready to catch their own food on the run won’t live long when released into the wild.
C. I was watching a turkey vulture fly just yesterday. Its wingspan was enormous.
D. Saving raptors is good for the birds, the environment, and the humans involved.

Which sentence would be the best thesis statement for the report?

A. There are a lot of things that can go wrong for a raptor; life is dangerous for both predators and prey.
B. We can and should care for injured birds until they’re well enough to survive in the wild.
C. You should never feed hamburger to birds of prey.
D. Several species of raptors are endangered, whether by loss of habitat, shooting or trapping by humans, or pesticides and other poisons in the environment.
Unit 2 Assessments
Reading/Literature
Vocabulary
Spelling
Writing Strategies/Conventions
The host gave the guests flashlights so that they could walk the maze when it got dark at night. He even gave the guests flare guns for sending signals when they reached the center of the maze.

How could the underlined part of the second sentence be rewritten to parallel the structure of the first sentence?

A so that they could send a signal
B because signals will have to be sent
C for a signal should have been sent
D so that they will be sending signals

The strange man wore a black coat and dark sunglasses his face was very pale, as if it hadn’t been touched by the sun for years.

How should the sentence be rewritten to reflect the correct use of punctuation?

A The strange man wore a black coat and dark sunglasses, his face was very pale, as if it hadn’t been touched by the sun for years.
B The strange man wore a black coat and dark sunglasses; his face was very pale, as if it hadn’t been touched by the sun for years.
C The strange man wore a black coat and dark sunglasses; his face was very pale; as if it hadn’t been touched by the sun for years.
D Leave as is.
3 Read these sentences.

Erika knew that Denise had sabotaged her project. But what Denise didn’t know was that Erika had an ace up her sleeve. Erika was sure she was going to win the science fair.

What does the underlined phrase mean?
A something that can give you an advantage
B a secret agreement
C an intention to sabotage something
D something that will prove that someone is guilty

4 Read this sentence.

Roger hopes she gets accepted to a prestigious flight school when she graduates from high school.

How should the sentence be rewritten to reflect the correct use of grammar?
A Roger hopes he gets accepted to a prestigious flight school when he graduates from high school.
B Roger hopes gets accepted to a prestigious flight school when he graduates from high school.
C Roger hopes he gets accepted to a prestigious flight school when she graduates from high school.
D Roger hopes he got accepted to a prestigious flight school when he graduates from high school.

5 Read the following sentence.

For her mother who was baking cookies Monique went to the grocery store to buy eggs and milk.

What is the best way to write this sentence?
A To buy eggs and milk, Monique went to the grocery store for her mother, who was baking cookies.
B Monique, who was baking cookies, went to the grocery store to buy eggs and milk for her mother.
C Monique went to the grocery store to buy eggs and milk for her mother, who was baking cookies.
D Leave as is.
**Turbo-Duster 38A-X Vacuum Cleaner**

1. Getting rid of household dirt and grime is a lot easier with the Turbo-Duster 38A-X! The Turbo Duster is able to deep-clean multiple surfaces in your home. It has three different base settings, including:
   - Thick Carpet
   - Thin Carpet
   - Hardwood Floors

2. Just turn the dial to the desired setting, and the Turbo-Duster will automatically adjust its speed and suction to meet your personal home flooring needs.

3. Other features of the Turbo-Duster 38A-X include its lightweight plastic frame, which makes it easy to maneuver around your home, a 30-foot cord, a changeable filter, and an extendable hose with four different attachments.

4. The Turbo-Duster 38A-X is as simple to clean and maintain as it is to use. If you ever run into trouble, a detailed troubleshooting manual and small tool kit are included with your machine for a quick fix. We also maintain a 24-hour service line at 555-6446. Friendly and helpful customer service representatives are standing by.

5. The Turbo-Duster 38A-X is on sale for only $39.99, and it comes with a 3-year full warranty. Order one today!
6. When reaching into tight corners or narrow ledges, the most useful feature of the Turbo-Duster 38A-X would be the
   A. 30-foot extension cord.
   B. hose and attachments.
   C. changeable filter.
   D. small tool kit.

7. Under what circumstances would the tool kit and troubleshooting guide be most helpful?
   A. if the Turbo-Duster 38A-X gets stopped up
   B. if the Turbo-Duster 38A-X requires serious maintenance
   C. if the Turbo-Duster 38A-X vacuums up a favorite earring
   D. if the Turbo-Duster 38A-X needs to be disassembled

8. Consider the main selling points for the Turbo-Duster 38A-X listed in paragraph 3. Which of these statements, if true, would most contradict the selling points?
   A. The average room in the average house is less than 30 feet wide.
   B. Compared to other vacuums, the Turbo-Duster 38A-X is made from heavy plastic.
   C. Vacuum filters tend to get dirty quickly and need to be replaced frequently.
   D. The Turbo-Duster 38A-X also comes with three free vacuum bags.
Spring Cleaning

We were all sitting around the breakfast table when my mother said, “Today is spring cleaning day.” All four of us kids froze like flies in a spider web. My father just continued to butter his toast. “I’ve made a list for each of you,” my mother said, handing us each a piece of paper. “It shouldn’t take more than a few hours to finish your tasks.”

Emil was the first one to complain. “I don’t see why I have to clean the windows and put in the screens,” he whined. “After all, I don’t care if they’re clean, and who cares about bugs anyway?”

Marta, my youngest sister, was next to complain. “Why do I have to pick up sticks in the front yard?” she asked. “I don’t even play there.”

My mother continued eating her breakfast, not saying a word.

“You know,” said Julian, “waxing furniture is really hard work. Couldn’t I just dust it?” He smiled hopefully.

Finally, my mother turned to me and said, “Well, what’s wrong with your job, David?”

I looked at my list, and replied, “Well, I don’t really use the deck furniture, so I don’t see why I have to clean it.”

“You were out there all last summer, trying to get a tan,” Emil said. “Don’t you plan on using it this summer too?”

I glared at him. He was supposed to be on my side.

No one said anything. Finally my father cleared his throat, breaking the silence.

“Well, my job is to clean the garage. I don’t ever use five bicycles at once,” he began to say as he scanned his list. “In fact, if I really think about it, I don’t use most of the things in the garage at all. I honestly can’t remember the last time I threw a football, dribbled a basketball, or kicked a soccer ball. But,” then he looked at all of us, “I guess I’m going to clean the garage anyway. I think that will take less time than if I went around and looked for things that only I use.”

He took a last bite of his toast. Then he headed out to the garage to begin cleaning.

We looked at each other with disappointment. Foiled again—complaining never works. Then we all left the table to begin our work. We knew that the sooner we got over it with, the better.
At noon, we gathered again in the kitchen for lunch. I was filthy from cleaning the summer furniture and tired from my day’s work. I leaned back in my chair and looked at the members of my family. My mother was smiling and looking around at all of us. I looked at Emil, whose hands were red from scrubbing the windows. Julian complained that his arms were tired. Marta’s clothes were covered with dirt from the sticks she had cleared off the front lawn. My father’s shirt was streaked with oil and grime from the garage.

“What a fun morning,” my father said as he winked at all of us.

“It sure was,” said Mom. “We all got a lot done—together.”

I guess she was right. We did get a lot done—together.

9 Read this sentence from paragraph 1.

All four of us kids froze like flies in a spider web.

The author uses a simile to show how the kids
A are frightened by insects.
B felt trapped by their mother’s announcement.
C suddenly got very cold.
D were angry with their mother.

10 Which excerpt best captures the theme of the passage?
A Emil was the first one to complain.
B “Well, I don’t really use the deck furniture, so I don’t see why I have to clean it.”
C We looked at each other with disappointment.
D I guess she was right. We did get a lot done—together.
11 According to the passage, why does Marta complain about picking up sticks in the front yard?

A  She doesn’t play in the front yard.
B  She would rather dust the furniture.
C  She was supposed to go over to a friend’s house instead.
D  She doesn’t want to get dirt on her clothes.

12 What evidence in the passage suggests that the story takes place in the suburbs?

A  The family is eating breakfast at the beginning.
B  The narrator plans on getting a tan in the summer.
C  The garage contains a football and a basketball.
D  The family lives in a house with a front lawn, a deck, and a garage.

13 What is the main purpose of “Spring Cleaning”?

A  to persuade the reader to clean his or her house.
B  to tell a story about a family cleaning its house.
C  to explain the best way to clean a house.
D  to describe what a clean house looks and smells like.

14 In paragraph 15, the father says, “What a fun morning” and winks because he

A  had a lot of fun cleaning the garage.
B  wants to teach his children a lesson about having a good attitude.
C  hopes to convince the children to help him with his work.
D  believes it’s more important to fake enthusiasm than to complain.
15 Which excerpt is most opposed to the complaints of the narrator and his three siblings?

A  “It shouldn’t take more than a few hours to finish your tasks.”

B  “After all, I don’t care if they’re clean, and who cares about bugs anyway?”

C  I was filthy from cleaning the summer furniture and tired from my day’s work.

D  I leaned back in my chair and looked at the members of my family.
The Big Apple Band Fund
A Summons to All Musicians

Our annual trip to New York City to participate in the Saint Patrick’s Day Parade is just around the corner!

Our mission is to raise $3,000 for travel, food, and hotel expenses.

**Items for Sale**

**Mama Scarano’s Pizza Kits**
(contain 3 crust and 3 sauce-and-cheese packets each) $1.95 per kit

**Bombshell Brownies**
(12 pc/box) $6.95 per box

**Fabulous Fudge**
(16 pc/box) $7.25 per box

Note: All items are delivered frozen. They may be kept in the freezer for up to three months. Baking time for pizza is approximately 12 to 15 minutes. These items are so delicious, they will sell themselves.

Money should be collected when the order is taken. Customers should make checks payable to The Big Apple Band Fund. Order forms are included in each packet. Please provide totals for items sold and include the totals on the tally form that is provided. All orders are due by **Tuesday, January 5**.

No orders will be accepted after that date. No exceptions will be made.

Inform your customers that items will arrive on February 25.

Additional information and color brochures for each product are included in the sales packet. Contact Barbara Samms, our parent coordinator, at 987-654-3210 for more details.
Do you want to come with us to New York and watch the Saint Patrick’s Day Parade? Do you want to win a prize to go with your trip? Become one of the sellers for the Big Apple Band Fund!

Contact Barbara Samms, our parent coordinator, at 987-654-3210 to become one of our volunteer sellers!

You Have to Sell to Win!

Sell 1–3 items: **WIN** one entry in the $300 cash raffle.

Sell 4–8 items: **WIN** one entry in the raffle and a Big Apple Band baseball cap.

Sell 9–12 items: **WIN** two entries in the raffle, a Big Apple Band baseball cap, and a gym bag.

Sell more than 12 items: **WIN** five entries in the raffle, a Big Apple Band baseball cap, a gym bag, and a portable CD player.

Money should be collected when the order is taken. Customers should make checks payable to The Big Apple Band Fund. Order forms are included in each packet. Please provide totals for items sold and include the totals on the tally form that is provided. All orders are due by **Tuesday, January 5. No orders will be accepted after that date.** No exceptions will be made.

See you in New York!
**Where is the best place to add the following sentence in Document A?**

If every band member sells items from the list below, we can easily meet this goal.

A. before the first sentence  
B. after the sentence, *Our mission is to raise $3,000 for travel, food, and hotel expenses.*  
C. Between these sentences: *All orders are due by Tuesday, January 5. No orders will be accepted after that date.*  
D. after the last sentence

**Why does Document A mention specific information about the items for sale?**

A. to help buyers picture the items for sale  
B. to give students the information they will need to sell the items  
C. to emphasize what prizes the students will win for selling items  
D. to tell the students how much fun they will have in New York
18 Read these sentences from Document B.

Money should be collected when the order is taken. Customers should make checks payable to The Big Apple Band Fund.

What is the best way to combine these sentences without changing the meaning?

A Money should be collected when the order is taken; customers should make checks payable to The Big Apple Band Fund.

B Money should be collected when the order is taken because customers should make checks payable to The Big Apple Band Fund.

C Money should be collected when the order is taken for customers should make checks payable to The Big Apple Band Fund.

D Money should be collected when the order is taken that customers should make checks payable to The Big Apple Band Fund.
The following is a rough draft of a student’s essay. It contains errors.

Diamonds: A Valuable Transformation

The beautiful sparkling jewels known as diamonds do not begin as jewels at all. Diamonds actually develop from carbon. Carbon is found naturally in the earth and crystallizes through the combination of tremendous heat and extreme pressure. A diamond is the result of this crystallization.

When a diamond is extracted from the earth, it must be cleaned, polished, refined, and cut. Diamonds were originally split along the natural cleavage planes, or flat surfaces, of the stones. Today, however, few diamond cutters cleave diamonds along their natural planes. Saws are used to create flat surfaces, or facets, on the diamond. The more facets on a diamond, the more surfaces there are to reflect light. More reflected light results in a more brilliant stone.

When designing a piece of diamond jewelry, the jeweler sets the stone to show off its beauty and to accentuate its ability to reflect light. To approximate the value of a diamond, its weight (in carats), clarity, and color are all determined. How the diamond has been cut also affects its value. These characteristics are known as the four Cs: carat, clarity, color, and cut. Only after all of these qualities have been assessed can the true value of a diamond be determined.
19 Read these sentences from the passage.

Diamonds actually develop from carbon. Carbon is found naturally in the earth.

What is the best way to combine these sentences without changing their meaning?

A Diamonds actually develop from carbon, so carbon is found naturally in the earth.
B Diamonds actually develop from carbon before carbon is found naturally in the earth.
C Diamonds actually develop from carbon that is found naturally in the earth.
D Diamonds actually develop from carbon whom is found naturally in the earth.

20 What is the best description of the author’s main argument?

A Diamonds are naturally beautiful jewels.
B Diamonds gain their value from the carbon they are made from.
C Diamonds used to be cleaved naturally but now are cut with tools.
D Diamonds undergo many processes before they become brilliant jewels.

21 Which is the best summary of paragraph 3 of the passage?

A The weight of a diamond is measured in carats.
B A diamond undergoes several processes before it becomes a worthy stone.
C The true value of a diamond is determined by carats, clarity, color, and cut.
D The jeweler can make a diamond more valuable.

22 Read the sentence from paragraph 3.

These characteristics are known as the four Cs: carat, clarity, color, and cut.

The author most likely uses alliteration in order to

A give his or her writing a more poetic, pleasing sound.
B compare important characteristics of diamonds to a letter of the alphabet.
C help the reader remember the four characteristics that affect a diamond’s value.
D list several important facts that will help the reader better understand diamonds.
How to Create Your Own Character in the Zanger X Online Role-Playing Game

Online role-playing has never been more exciting than Zanger X, the new game from Veritas! You can go on missions, solve puzzles, and battle the forces of evil to save the kingdom! Play alone or join forces with all your friends for group quests. Just follow a few easy steps to create your character, and you will be off on your first adventure!

To create a Zanger X character:

1. Download the Zanger X game from the Zanger X Web site by clicking on the Download icon on the upper corner of the homepage. Downloading is free.

2. First, choose your character type. There are five character types: a magic user, a healer, a warrior, an archer, and a rider. Each character has its own strengths and weaknesses. Click on the one you want. If you want to learn more about each character’s abilities, click on the Character Profile link.

3. After choosing your character type, pick a name for that character. Fill in the indicated items in the Profile Chart for your character.

4. After saving the information about your character, click on the Character Skills Set tab. Each startup character has a default 150 skill points. Type in the desired number of skill points on each Skill Bracket. There are three main attributes: Speed, Strength, and Magic. The more skill points in each bracket, the more efficient the character is in that skill. If you want the Skill Points to be allocated equally for your character, click on the Auto Allocate tab. Click on the Skill Guide link to find out more about your character’s Skill Set.

5. Register your character by clicking on the Registration tab. Type in player information in the indicated boxes. An e-mail will be sent to you to confirm your registration.

6. Log on to play Zanger X. Help us battle the Galvarocks and save Princess Xandra!

For more information about Zanger X or other online games by Veritas Online, e-mail us at CustomerHelp@veritas.com.
23. An e-mail will be sent to the player to
A  show the skill points allocation.
B  confirm the player’s registration.
C  inform the player about character Skill Updates.
D  invite the player to download the game.

24. The purpose of the Skill Guide is to help the player
A  find out more information about his or her character’s Skill Set.
B  allocate Skill Points for his or her character.
C  automatically preset skill points for his or her character.
D  fill in the items on his or her character’s Profile Chart.

25. Read the following sentence from the passage.

Online role-playing has never been more exciting than Zanger X, the new game from Veritas!

Which of the following could be added to best support this claim?
A  The game is simple to download and is even easier to play.
B  Gamers Anonymous called it “the best online adventure game out today.”
C  This game is sure to become one of the hottest new trends in online play.
D  Your mission is to save the princess from the clutches of the evil Galvarocks.
On a separate sheet of paper, write the numbers 1–6. Next to each number, write the letter of the correct answer for that question.

1. Read this sentence.

Hector Ortiz, a scientist famous for his work in **pathology**, was interviewed on the radio this morning.

The word *pathology* contains a Greek root that tells you that Hector Ortiz probably studies
A. plant life.
B. medicine.
C. rocks and minerals.
D. space exploration.

2. Which of the following words contains a Greek prefix that means “together”?
A. exchange
B. admission
C. symphony
D. automatic

3. Read this sentence.

Anita did a really **conscientious** job, being quite careful and exact about every detail.

What does the word *conscientious* mean?
A. fast
B. poor
C. average
D. thorough

4. Read this sentence.

Jiao was glad to find several pleasant **hospices** during her travels.

The word *hospice* contains a Latin root that tells you that Jiao found
A. beaches.
B. scenic views.
C. means of transportation.
D. places that provide lodging.

5. Which of the following pairs of words are antonyms?
A. large, huge
B. threw, through
C. begin, conclude
D. accidental, unfortunate

6. Read this sentence.

Lauren could never have guessed that she could go from sorrowful to **euphoric** in such a short time.

What does the word *euphoric* mean?
A. joyful
B. fearful
C. confused
D. miserable
On your paper, write the numbers 7–20. Next to each number, write the letter of the word or phrase that is closest in meaning to the underlined word.

**Selection Vocabulary**

7. **problems of illiteracy**
   - A. crime
   - B. widespread hunger
   - C. unemployment
   - D. inability to read

8. **such intolerant remarks**
   - A. foolish
   - B. soft-spoken
   - C. narrow-minded
   - D. misunderstood

9. **the rival plans**
   - A. inventive
   - B. opposing
   - C. impractical
   - D. interesting

10. **talking amiably**
    - A. loudly
    - B. angrily
    - C. pleasantly
    - D. excitedly

11. **to see a horde**
    - A. mob
    - B. team
    - C. display
    - D. small group

12. **their endangerment**
    - A. risk
    - B. errors
    - C. poverty
    - D. viciousness

13. **asking persistently**
    - A. sadly
    - B. quietly
    - C. selfishly
    - D. continually

14. **a sinister person**
    - A. strange
    - B. wicked
    - C. phony
    - D. ridiculous

15. **playing competently**
    - A. noisily
    - B. recklessly
    - C. skillfully
    - D. cooperatively

16. **if they vexed you**
    - A. scolded
    - B. tricked
    - C. irritated
    - D. shocked
Academic Vocabulary

17. which implied a problem
   A. caused
   B. solved
   C. criticized
   D. suggested

18. of a psychological nature
   A. mental
   B. physical
   C. mysterious
   D. temporary

19. to be unrestrained
   A. limited
   B. ordinary
   C. uncontrolled
   D. inexpensive

20. implications of an action
   A. denials
   B. examples
   C. descriptions
   D. consequences
On a separate sheet of paper, write the numbers 1–10. Next to each number, write the letter of the correct answer for that question.

1. Read this sentence.
   The conquering army limited everyone’s rights and controled everything that occurred.

   Which underlined word is spelled incorrectly?
   A conquering  C controled
   B limited       D occurred

2. Read this sentence.
   As she exitted my bedroom, Mom expressed her preference for neatness and told me to straighten up my cluttered mess.

   Which underlined word is spelled incorrectly?
   A exitted       C preference
   B expressed     D cluttered

3. Read this sentence.
   When submitting checks you want deposited in your account, make sure you haven’t omitted any, because mistakes are regrettable.

   Which underlined word is spelled incorrectly?
   A submitting   C omitted
   B deposited     D regrettable

4. Read this sentence.
   “There’s a difference between quarrelling and rebelling,” said Dad, as he told me that I was forbidden to go out that night due to my behavior.

   Which underlined word is spelled incorrectly?
   A difference   C rebelling
   B quarrelling  D forbidden

5. Read this sentence.
   I was referred to a counselor who said that enrolling in summer school would help towards fulfilling the school’s requirements.

   Which underlined word is spelled incorrectly?
   A referred     C enrolling
   B counselor    D fulfilling
6. Read this sentence.
At the conclusion of his examination, my dad's physician advised him to get more exercise by leaving his car at home and becoming a pedestrian.

Which underlined word is spelled incorrectly?
A  conclusion  C  physician
B  examination  D  pedestrian

7. Read this sentence.
I have the impression that musicians will play for the celebration, but maybe I'm envisioning it as fancier than it will be.

Which underlined word is spelled incorrectly?
A  impression  C  celebration
B  musicians  D  envisioning

8. Read this sentence.
Rocco says that he believes he never received a receipt from the cashier.

Which underlined word is spelled incorrectly?
A  believes  C  receipt
B  received  D  cashier

9. Read this sentence.
“To put it briefly,” said the doctor to his patient, “Nothing will relieve your symptoms except better hygiene.”

Which underlined word is spelled incorrectly?
A  briefly  C  relieve
B  patient  D  hygiene

10. Read this sentence.
There were eight horses in the field, and one of them neighed as our sleigh went by.

Which underlined word is spelled incorrectly?
A  eight  C  neighed
B  field  D  sleigh
Dear Kyra,

(1) I just got back from our family vacation. (2) Remember I told you we were going to a national park in Michigan? (3) Well, it's a place I'll bet you never heard of. (4) It's a remote Island in Lake Superior called Isle Royale.

(5) We drove to Houghton which is in Michigan's Upper Peninsula. (6) Then we took a six-hour boat trip across the lake. (7) The boat docked at Rock Harbor. (8) As soon as we left the boat, we headed west on the trail to Three Mile, which is three full miles from Rock Harbor. (9) That had sounded like an easy trek when we planned the trip. (10) You know how much my brother and I walk. (11) It turns out, however, that hiking the rocky, up-and-down trails of Isle Royale is a lot harder than walking the sidewalks of Chicago.

(12) When we arrived at Three Mile, we were all exhausted, starving, and felt cold. (13) Mom got out the cookstove and heated soup right away. (14) We all helped set up the tent, and crawled into our sleeping bags early. (15) I just had time to notice billions of stars before I fell asleep.

(16) Our goal was Lake Ritchie, five miles away. (17) While on the trail, we were stunned to come across a moose. (18) It was almost as big as a car! (19) The ranger on the boat had informed us that moose isn’t hostile, but they have very bad eyesight. (20) She told us to leave the trail if we saw a moose. (21) Otherwise, it could stumble into us and crush us. (22) This particular moose, though, quietly chewed leaves as we passed around it. (23) What a relief!

(24) It took us all day, but we finally reached Lake Ritchie. (25) I was so hot that I wanted to jump into the water. (26) I didn’t. (27) I remembered that some lakes have leeches. (28) I just splashed some water on myself instead.

(29) I have more to tell you, but I have to go now. (30) I’ll call you this weekend.

Love,

Rachel
1 The best way for Rachel to improve this letter would be to
A focus on the boat ride.
B tell it from her brother’s point of view.
C provide more details about her family.
D include a map of the island.

2 Read these sentences from the letter.
(2) Remember I told you we were going to a national park in Michigan? (3) Well, it’s a place I’ll bet you never heard of. (4) It’s a remote Island in Lake Superior called Isle Royale.

Which underlined word from the sentences should not be capitalized?
A Michigan
B Island
C Lake
D Superior

3 Read this sentence from the letter.
(5) We drove to Houghton which is in Michigan’s Upper Peninsula.

Where should a comma be added in the sentence above?
A after drove
B after Houghton
C after is
D after Michigan’s

4 The best way to provide a better transition between paragraphs 2 and 3 would be to add which of these words?
A Later,
B The next morning,
C Eventually,
D However,

5 How should the underlined part of sentence 12 be rewritten to create a parallel structure?
A tired, hungry, and felt cold
B exhausted, we were starving, and we felt cold
C exhausted, starving, and cold
D exhausted, starved, and felt cold

6 Read this sentence from the letter.
(14) We all helped set up the tent, and crawled into our sleeping bags early.

How should the sentence be rewritten to reflect the use of correct grammar?
A Add a comma after helped.
B Remove the comma after tent.
C Change We to Us.
D Change crawled to crawl.
7 Read this sentence from the letter.

(17) While on the trail, we were stunned to come across a moose.

What is the best word to replace the underlined word and still convey the same meaning?
A excited  
B surprised  
C confused  
D shocked

8 How should sentence 19 be rewritten to reflect the use of correct grammar?

(19) The ranger on the boat had informed us that moose aren’t hostile, but they have very bad eyesight.

A The ranger on the boat had informed us that moose aren’t hostile, but they have very bad eyesight.
B The ranger on the boat had informed us that moose weren’t hostile, but they have very bad eyesight.
C The ranger on the boat had informed us that moose ain’t hostile, but they have very bad eyesight.
D The ranger on the boat had informed us that moose wasn’t hostile, but they have very bad eyesight.

9 Given the content of paragraph 4, what is the most precise way to rewrite sentence 20?

A She ordered us to leave the trail if we saw a moose.
B She warned us to leave the trail if we saw a moose.
C She challenged us to leave the trail if we saw a moose.
D She begged us to leave the trail if we saw a moose.

10 Read these sentences from the letter.

(25) I was so hot that I wanted to jump into the water. (26) I didn’t. (27) I remembered that some lakes have leeches.

What is the best way to combine these sentences without changing their meaning?

A I was so hot that I started to jump into the water, but I didn’t and I remembered that some lakes have leeches.
B I was so hot that I started to jump into the water, and I didn’t, and I remembered that some lakes have leeches.
C I was so hot that I wanted to jump into the water, but I didn’t because I remembered that some lakes have leeches.
D I was so hot that I wanted to jump into the water, but I remembered that some lakes have leeches and I didn’t.
The following is a rough draft of a student’s report, which may contain errors.

The Invention of Impressionist Art

(1) For hundreds of years, the goal of most artists was to paint moments from history. (2) The more their paintings looked like exact photographic reproductions, the more talented the artists were thought to be. (3) In the 1860s the most admired painter in France was named Ernest Meissonier. (4) He had made a career of painting large pictures in incredible detail. (5) For example, to paint one of Napoleon’s battles, Meissonier hired a tailor to copy Napoleon’s riding coat. (6) Then he put on the coat and climbed on a wooden horse that was exactly the size of Napoleon’s real horse. (7) Using a mirror, he spent weeks drawing details like how the coat draped over the horse. (8) He even built a racetrack so he could watch horses race, their movement could be studied, and he could paint them realistically.

(9) Meissonier and other successful artists exhibited their work each year at the Paris Salon. (10) In 1863, a group of young artists tried to enter their paintings, modern scenes of the world around them. (11) They used quick brush strokes to capture a feeling rather than laboring over every line. (12) They were all rejected by the Salon jury.

(14) The emperor of France offered the rejected painters a chance to exhibit their work. (15) The exhibition turned out all right. (16) Hundreds of thousands of visitors admired the art. (17) The battle lines were drawn: finishers versus those artists who dashed off quick sketches. (18) A supporter of the sketchers said “whatever the sight, whatever the object, the artist must submit to the first impression.”

(19) In 1873, the writer of the exhibit catalog found the titles of Claude Monet’s paintings boring. (20) For yet another seascape called Le Havre (after the town where it was painted), he demanded a more interesting name. (21) Monet changed it to Impression. (22) The exhibit was reviewed by a critic from the old school. (23) He labeled Monet and all the artists who painted like him the Impressionists. (24) He meant it as an insult, and they liked the label. (25) They’ve been called that ever since.

(26) Who won the art war? (27) Hardly anyone today have heard of Meissonier, yet paintings by Impressionists like Monet, Manet, and Cezanne sell for millions of dollars. (28) Posters of their work decorate dorm rooms all over the world.
11 Read this sentence from the report.

(3) In the 1860s the most admired painter in France was named Ernest Meissonier.

What is the correct way to write the underlined words?
A In the 1860s the most, admired painter in France
B In the 1860s, the most admired painter in France
C In the 1860s, the most admired, painter in France
D In the 1860s the most admired painter, in France

12 How should the underlined part of sentence 8 be rewritten to create a parallel structure?
A study their movement, and
B study their movement, and he could
C their movement could be studied by him, and he could
D studied their movement, and

13 How should the underlined word in sentence 10 be rewritten?
A they are
B there
C their
D Leave as is.

14 How should the student change the underlined words in sentence 15 to make the sentence the most dramatic?
A was successful
B turned out very well
C received many compliments
D was a huge success

15 What is the best way to revise sentence 17?
A The battle lines were drawn; finishers versus those artists who dashed off quick sketches.
B The battle lines were drawn. Finishers versus those artists who dashed off quick sketches.
C The battle lines were drawn: finishers versus sketchers.
D The battle lines were drawn: finishers versus sketching artists.

16 How should sentence 18 be written to reflect the correct use of punctuation and capitalization?
A A supporter of the sketchers said “Whatever the sight, whatever the object, the artist must submit to the first impression.”
B A supporter of the sketchers said, “whatever the sight, whatever the object, the Artist must submit to the first impression.”
C A supporter of the sketchers said, “Whatever the sight, whatever the object, the Artist must submit to the first impression.”
D A supporter of the sketchers said, “Whatever the sight, whatever the object, the artist must submit to the first impression.”
17 Read this sentence from the report.

(24) He meant it as an insult, and they liked the label.

In this sentence, and does not correctly link ideas. Which of these should be used instead?
A but  
B so  
C yet  
D therefore

18 How should sentence 27 be rewritten to reflect the use of correct grammar?
A Hardly anyone today has heard of Meissonier, yet paintings by Impressionists like Monet, Manet, and Cezanne sell for millions of dollars.
B Few people today has heard of Meissonier, yet paintings by Impressionists like Monet, Manet, and Cezanne sell for millions of dollars.
C Almost no one today have heard of Meissonier, yet paintings by Impressionists like Monet, Manet, and Cezanne sell for millions of dollars.
D Not anyone today have heard of Meissonier, yet paintings by Impressionists like Monet, Manet, and Cezanne sell for millions of dollars.

19 Which sentence would be the best thesis statement for the report?
A Realistic paintings fell out of favor once photography was invented.
B First impressions are usually more accurate than later ones.
C New styles of art can be difficult to appreciate, but given time, they often outshine older styles.
D Paintings of the sea are more interesting than scenes from Napoleon’s battles.

20 Which of these would make the best concluding sentence to the report?
A I don’t like Impressionist painting very much personally.
B Today the sketchers are far more popular than the finishers.
C Today paintings of flowers are far more popular than paintings of horses.
D Abstract Expressionist paintings are very popular today too.
Unit 3/Semester Assessments
Reading/Literature Vocabulary
Spelling Writing Strategies/Conventions
Writing Applications
The following items are not based on a passage. Read and answer each question.

1. How could the following sentence best be rewritten?

   I like to ski, to surf, and sailing.
   
   A. I like to ski, to surf, and to sail.
   B. I like to ski, surfing, and sailing.
   C. I like to ski, to surf, and to be sailing.
   D. Leave as is.

2. Read this sentence.

   The palace guards were looking for her, or she feared for her life.

   In this sentence, the word or does NOT correctly link ideas. Which of these should be used instead?
   
   A. but
   B. still
   C. so
   D. after

3. Read this sentence.

   You can count on my best friend Grace—she is a rock to hold on to in times of trouble.

   The author uses a metaphor to illustrate that Grace is a
   
   A. steady person.
   B. hard person.
   C. troubled person.
   D. friendly person.

4. Read this sentence.

   My Aunt Helen painted a picture of her husband and daughter, having taken art lessons.

   What is the correct way to write this sentence?
   
   A. My Aunt Helen painted a picture, having taken art lessons, of her husband and daughter.
   B. Having taken art lessons, my Aunt Helen painted a picture of her husband and daughter.
   C. My Aunt Helen painted a picture of her husband, having taken art lessons, and daughter.
   D. Leave as is.
5  Read this sentence.
After Lashawn began to study harder, she noticed that her grades went up.
What is the most accurate replacement for the underlined words in this sentence?
A  hardened  
B  decreased  
C  grew  
D  improved

6  Read this sentence.
Marks aunt lives in Washington, and his Sister lives in Atlanta.
How should this sentence be written to reflect the correct use of punctuation and capitalization?
A  Mark’s aunt lives in Washington, and his Sister lives in Atlanta.
B  Marks aunt lives in Washington, and his sister lives in Atlanta.
C  Mark’s Aunt lives in Washington, and his sister lives in Atlanta.
D  Mark’s aunt lives in Washington, and his sister lives in Atlanta.
The following is a rough draft of the directions that Marcy wrote to teach her little brother how to build a kite. It contains errors.

How to Build a Kite

Materials

- tape
- plastic wrap
- thread
- roll of string (at least 100 feet)
- straws

Instructions

1. Cut away one-third of one straw. You will be using the larger piece of straw for the kite, so you can toss the smaller piece.

2. To make the frame for your kite, tape the larger piece of straw to another full-length straw. The cut piece of straw should be placed about one-third of the way from the top of the full-length straw. The straws should be perpendicular to each other.

3. Moving from point to point along the outside of the kite frame, tape pieces of thread so that the frame is outlined with thread.

4. Place a piece of plastic wrap on a flat surface and put the frame on top of it. Cut around the frame so that the plastic wrap is slightly larger than the frame.

5. Tape the plastic to the thread on the kite frame.

6. Now it is time to make the tail. Attach a piece of paper that is long (at least twice the length of the kite frame) and wide (at least three inches) to the bottom of your kite.

7. Make a tiny opening in the plastic wrap at the point where the two straws meet. Put the loose end of the roll of string through the hole and attached it firmly to the kite frame.

8. Now it is time to fly your kite! You may want to do some research on the Internet to locate nearby parks with lots of clear space for kite flying. You can even use a search engine to find local people who enjoy flying kites, too. Maybe you’ll start a kite-flying club!
7 The purpose of the perpendicular straws is to
A make the kite fly.
B form the kite’s frame.
C serve as the tail.
D add color to the kite.

8 Read this sentence from step 1 of the instructions.

You will be using the larger piece of straw for the kite, so you can toss the smaller piece.

What is the most accurate replacement for the underlined word in this sentence?
A throw
B discard
C use
D deposit

9 Read these sentences from step 7 of the instructions.

Make a tiny opening in the plastic wrap at the point where the two straws meet. Put the loose end of the roll of string through the hole and attached it firmly to the kite frame.

What is the correct way to write the underlined part of the second sentence to maintain consistency of verb tense?
A attaches
B attaching
C attach
D Leave as is.
Read the following two selections. Think about how they are alike and how they are different.

*From Birds of Passage*

*By Henry Wadsworth Longfellow*

1. Black shadows fall
2. From the lindens tall,
3. That lift aloft their massive wall
4. Against the southern sky …
5. And above, in the light
6. Of the star-lit night,
7. Swift birds of passage wing their flight
8. Through the dewy atmosphere …
9. I hear the cry
10. Of their voices high
11. Falling dreamily through the sky,
12. But their forms I cannot see.
13. O, say not so!
14. Those sounds that flow
15. In murmurs of delight and woe
16. Come not from wings of birds.
17. They are the throngs
18. Of the poet’s songs,
19. Murmurs of pleasures, and pains, and wrongs,
20. The sound of winged words.
21. This is the cry
22. Of souls, that high
23. On toiling, beating pinions, fly,
24. Seeking a warmer clime,
25. From their distant flight
26. Through realms of light
27. It falls into our world of night,
28. With the murmuring sound of rhyme.
A Bird came down the Walk—

By Emily Dickinson

1. A Bird came down the Walk—
2. He did not know I saw—
3. He bit an Angleworm in halves
4. And ate the fellow, raw,

5. And then he drank a Dew
6. From a convenient Grass—
7. And then hopped sidewise to the Wall
8. To let a beetle pass—

9. He glanced with rapid eyes
10. That hurried all around—
11. They looked like frightened Beads, I thought—
12. He stirred his Velvet Head

13. Like one in danger, Cautious,
14. I offered him a Crumb,
15. And he unrolled his feathers
16. And rowed him softer home—

17. Than Oars divide the Ocean,
18. Too silver for a seam—
19. Or Butterflies, off Banks of Noon,
20. Leap, splashless, as they swim.
The final four stanzas in “Birds of Passage” have which rhyming pattern?

A) aaab cccd eef gghh
B) aaab aaab cccd cccd
C) aaab ccce ddde fffe
D) aaab ccce aaad cccd

The structure of “Birds of Passage” is similar to that of “A Bird came down the Walk—” in that both poems

A) alternate lines that rhyme with lines that do not.
B) alternate between long and short lines.
C) contain four lines in each stanza.
D) focus on a single idea in each stanza.

In “A Bird came down the Walk—,” what causes the bird to hop to the wall?

A) a dewy blade of grass
B) a passing beetle
C) an angleworm
D) a crumb offered by the speaker

Read lines 17–20 from “Birds of Passage.”

They are the throngs
Of the poet’s songs,
Murmurs of pleasures, and
Pains, and wrongs,
The sound of winged words.

These lines suggest that the poet believes poetry

A) comes from singing birds.
B) expresses both good and bad feelings.
C) is less important than nature.
D) causes more pain than pleasure.
14 How does the speaker in “Birds of Passage” resemble the speaker in “A Bird came down the Walk—”? 
A They both find their imaginations excited by their experiences with birds.
B They both make specific observations about the appearance of birds.
C They both make specific observations about the sound of birds.
D They both are lovers of the natural world.

15 Read the following stanza from “A Bird came down the Walk—.”

He glanced with rapid eyes
That hurried all around—
They looked like frightened
Beads, I thought
He stirred his Velvet Head

In this stanza, which line contains an example of a simile?
A He glanced with rapid eyes.
B That hurried all around—
C They looked like frightened Beads, I thought—
D He stirred his Velvet Head

16 In “Birds of Passage,” the two settings that are contrasted are
A the north and the south.
B nighttime and daytime.
C a dark earth and a bright sky.
D the cries of the birds and the songs of poets.

17 In lines 15–20 of “A Bird came down the Walk—,” the speaker is referring to
A the awe she feels when watching birds in flight.
B the hunger with which the bird eats the crumb.
C a nearby birdbath in which the bird lands.
D the gentleness with which the bird flies away.
The following is an advertisement for an online gaming Web site.

Sign Up for Game World!

There is only one place where all the games are the best, and all the best games are found.

If you love games, and if you love a good deal, you’ve found the right Web site. Today and today only, we’re offering a special bonus: Sign up to play one game, and we’ll let you choose another one, absolutely free. This offer will be gone tomorrow, so act now!

Your friends and neighbors are already playing these games. Included in our special offer are our most popular games, such as *Hydropolis*, *Polaris Search*, *Armed Hydra*, *Urban Yeller*, *Rolling Crusher*, and *A Year Asleep*. Pick whichever one you want. For each game you purchase for only $19.99, we’ll add a strategy guide absolutely free!

Want more free stuff? Just complete this survey and we’ll add a month of free online games. That’s right, a whole month of free online games!

- What is your age? _______________________________
- Are you male or female? __________________________
- How many other people reside with you in your home? ________________
- How many hours a day do you spend playing computer games? ________________
- Do you play on a computer or a TV set? ________________
- Do you have your own computer? ________________
- How old is your computer? __________________________
- Would you like to receive e-mails telling you about new games? ________________
18 Which summary of paragraph 2 is the most accurate?
A Today only, people who sign up for one game will get another game for free.
B Today only, you will get a free game.
C If you love games, and if you love a good deal, you’ve found the right Web site.
D We offer the best, most popular games.

19 The purpose of including a survey after paragraph 4 is to encourage the customer to
A pay right away.
B test his or her knowledge of the product.
C provide information that can be used to market games to him or her.
D comment on the product.

20 Customers will receive a free strategy guide when they
A sign up for the Web site.
B purchase a game for $19.99.
C complete the survey.
D tell their friends and neighbors about the Web site.

21 Which of these sentences could best be added to paragraph 1 to support that paragraph’s claim?
A Game World was started by two brothers who design online games for a living.
B Go to www.amazinggameworld.com to learn how to get a full year’s worth of games for free!
C Here at Game World, we promise that we love games as much as you do.
D As Online Gamer Magazine writes, “We guarantee that you will always find what you are looking for at Game World.”

22 Read this sentence from the survey.
For each game you purchase for only $19.99, we’ll add a strategy guide absolutely free!

In this sentence, the verb **purchase** has the same meaning as
A sign up.
B buy.
C get free.
D see.
June 3, 2007

Meredith Cooper  
Scholarship Committee Chair  
St. Theresa’s College

Dear Ms. Cooper:

It is my sincere pleasure to recommend Lois Perkins for the Student Journalist Scholarship at your institution. Lois has distinguished herself as an exemplary student at Burrows High and has shown her drive to succeed in all her endeavors.

Lois currently has the highest grade point average at our school. However, I also realize that you are interested in more than just grades. According to the information Lois gave me, you are looking for “students who demonstrate a desire to take on leadership roles in activities outside of the classroom.” Lois is a leader of several different organizations at our school. She has been the Editor-in-Chief of The Beacon, our school newspaper, for the past three years; the president of the Burrows Book Club; and the secretary of the Science Enthusiasts’ Club.

Lois also held the position of Vice-Chairperson in the Student Government during her senior year. She spearheaded many outreach projects in the community. Consider the following statistics, which are posted on our school’s Web site. Two years ago, there were 126 elementary school-aged children in the town of Burrows. Only 59% of these children were earning As and Bs in their reading and mathematics classes. Lois decided to begin a peer tutoring program. Over the past two years she has signed up 35 of her classmates to volunteer several hours each week as peer tutors. They help struggling children improve their reading and math skills; as a result, this year 96% of elementary school students are earning As and Bs in their reading and math classes.

I believe that Lois will be a deserving recipient of your scholarship and a wonderful addition to your student body.

Sincerely,

Linda Chang  
School Principal  
Burrows High School
23 Which of these would make the best concluding sentence to Ms. Chang’s letter?

A  She truly is one of the most amazing young women I have ever met.
B  Although she doesn’t need the scholarship, I am sure she would appreciate getting it.
C  I am sure you realize that this scholarship will be a great help to her family.
D  I guarantee that she will be your best student.

24 Ms. Chang’s letter tries to do all of these except

A  inquire into the number of students attending St. Theresa’s.
B  recommend Lois for a scholarship.
C  help Lois get accepted at St. Theresa’s College.
D  list Lois’s many accomplishments at Burrows High School.

25 Read this sentence from the letter.

Two years ago, there were 126 elementary school-aged children in the town of Burrows.

How should the underlined word in the sentence be written?

A  their
B  they’re
C  thair
D  Leave as is.
On a separate sheet of paper, write the numbers 1–6. Next to each number, write the letter of the correct answer for that question.

1 Read this sentence.
George Washington was honest; he had courage. In other words, he had **character**.

In which sentence does the word **character** have the same meaning as in the sentence above?

A  Felicia will play a **character** named Miss Josie Fandango.
B  Each **character** in Cherokee writing represents a syllable.
C  We hope to find a person of great **character** to run the company.
D  That man who shops in his swimsuit is a **character**.

2 Read this sentence.
The marching band will never have uniforms unless we can **raise** the needed funds.

Which word can **best** replace the word **raise** without changing the meaning of the sentence?

A  lift
B  grow
C  build
D  collect

3 Which of the following words contains a Latin prefix part that means “between”?

A  interrupt  C  antiseptic
B  debatable  D  circumference

4 Read this sentence.
Do you have a bag, basket, box, or any other kind of **receptacle** I could use for the loose items I need to take with me?

What does the word **receptacle** mean?

A  list
B  assistant
C  container
D  illustration

5 Read this sentence.
We'll meet at the park, but we can't have an actual practice until a field is **free**.

In this sentence, the word **free** means

A  available.
B  independent.
C  clear of obstacles.
D  not subject to rules.

6 Read this sentence.
“That ink stain,” sighed Mom, “is **indelible**; it will never come out of the tablecloth.”

What does the word **indelible** mean?

A  ugly
B  permanent
C  noticeable
D  accidental
On your paper, write the numbers 7–20. Next to each number, write the letter of the word or phrase that is closest in meaning to the underlined word.

**Selection Vocabulary**

<table>
<thead>
<tr>
<th>Number</th>
<th>Term</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>a tedious journey</td>
<td>A costly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B tiresome</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C necessary</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D satisfactory</td>
</tr>
<tr>
<td>8</td>
<td>rash behavior</td>
<td>A proud</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B humorous</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C reckless</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D courageous</td>
</tr>
<tr>
<td>9</td>
<td>unforeseen repairs</td>
<td>A expensive</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B complicated</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C unpredicted</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D unnecessary</td>
</tr>
<tr>
<td>10</td>
<td>a resolute person</td>
<td>A fearful</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B wicked</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D determined</td>
</tr>
<tr>
<td>11</td>
<td>mutely watching</td>
<td>A shyly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B wordlessly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C confidently</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D contentedly</td>
</tr>
<tr>
<td>12</td>
<td>the outskirts of town</td>
<td>A edges</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B busy spots</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C rundown parts</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D center</td>
</tr>
<tr>
<td>13</td>
<td>deftly throwing the ball</td>
<td>A silently</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B rapidly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C expertly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D clumsily</td>
</tr>
<tr>
<td>14</td>
<td>wishing for immortality</td>
<td>A safety</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B wealth</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C good health</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D endless life</td>
</tr>
<tr>
<td>15</td>
<td>a brief tremor</td>
<td>A meeting</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B quake</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C thought</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D smile</td>
</tr>
<tr>
<td>16</td>
<td>a sudden impulse</td>
<td>A fear</td>
</tr>
<tr>
<td></td>
<td></td>
<td>B worry</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C urge</td>
</tr>
<tr>
<td></td>
<td></td>
<td>D pain</td>
</tr>
</tbody>
</table>
Academic Vocabulary

17 which exceeded the limit
   A stayed within
   B arrived at
   C focused on
   D went beyond

18 a reasonable assumption
   A guess
   B desire
   C concern
   D reaction

19 to speak convincingly
   A politely
   B amusingly
   C persuasively
   D at great length

20 when rules are violated
   A broken
   B resented
   C established
   D understood
On a separate sheet of paper, write the numbers 1–10. Next to each number, write the letter of the correct answer for that question.

1. Read this sentence.
   Sam was enjoying the merriment of his friends but felt some uneasyness about how noisily they were goofing around.
   Which underlined word is spelled incorrectly?
   A) enjoying  
   B) merriment  
   C) uneasyness  
   D) noisily

2. Read this sentence.
   It would be utter craziness to try journeying to the mountains when we've had such plentiful snow, and there's so much icyness on the roads.
   Which underlined word is spelled incorrectly?
   A) craziness  
   B) journeying  
   C) plentiful  
   D) icyness

3. Read this sentence.
   Are you referring to that unforgettable day I left all our team’s equipment in the visiting team’s locker room?
   Which underlined word is spelled incorrectly?
   A) referring  
   B) unforgettable  
   C) equipment  
   D) visiting

4. Read this sentence.
   Linda, who was furious about the messiness that ruined the loveliness of the beach, made sure she carried her own trash away.
   Which underlined word is spelled incorrectly?
   A) furious  
   B) messiness  
   C) loveliness  
   D) carried

5. Read this sentence.
   “I'd be satisfied with almost any kind of employment,” said my penniless companion.
   Which underlined word is spelled incorrectly?
   A) satisfied  
   B) employment  
   C) penniless  
   D) companion
6 Read this sentence.

“My campaign for class president is unstoppable,” murmured Richie, “and I’m fully expecting to win.”

Which underlined word is spelled incorrectly?
A unstoppable C fully
B murmured D expecting

7 Read this sentence.

Jill staggered along, burdened with grocery bags, but she preferred not having to pay to have them delivered.

Which underlined word is spelled incorrectly?
A staggered C preferred
B burdened D delivered

8 Read this sentence.

“Has it occurred to you that your bossiness is destroying the friendliness people used to feel for you?” Carla asked me.

Which underlined word is spelled incorrectly?
A occurred C destroying
B bossiness D friendliness

9 Read this sentence.

Mom objected to the way I had carpeted my room with dirty clothes and shuddered as she made a reference to the location of the washing machine.

Which underlined word is spelled incorrectly?
A objected C shuddered
B carpeted D reference

10 Read this sentence.

“I expect high achievements and have no patience for any type of deceit or mischief,” said our new boss.

Which underlined word is spelled incorrectly?
A achievements C deceit
B patience D mischief
Greetings:

(1) I’m writing to remind you how important good dental hygiene is to your oral health and, in fact, your overall health. (2) It’s easy to do. (3) Just brush your teeth at least twice a day, floss once, and use mouthwash to kill germs and fight plaque. (4) Come in to get your teeth cleaned every six months.

(5) Take care of your teeth, and they’ll take care of you. (6) Good oral hygiene protects you from loss of teeth and gum disease. (7) It also protects you against heart disease and diabetes.

(8) Oral hygiene has been a high priority since before recorded history. (9) Ten thousand years ago, people chewed sticks, and roots to clean their teeth. (10) They also used bird feathers, animal bones, and porcupine twigs as primitive toothpicks. (11) Some put baking soda, chalk, or soot on a rag and rubbed it against your teeth.

(12) An Egyptian who lived 4,600 years ago is considered the first dentist. (13) The ancient Greeks treated decayed teeth and gum disease; they also used wires to stabilize loose teeth and fractured jaws. (14) The first true toothbrush, which was made of pig hair attached to a bamboo stick, was invented in China in 1498 A.D. (15) The first mass-produced toothbrush was invented in England in 1780. (16) In addition to being a silversmith, Revolutionary War hero Paul Revere was a dentist. (17) Animal bristles were replaced by nylon in 1938, but Americans don’t start brushing their teeth every day until the habit was enforced on soldiers during World War II. (18) The electric toothbrush was first marketed in the 1960s.

(19) Look how far we’ve come. (20) Instead of messy, unpleasant-tasting remedies, today’s dental care is no muss, no fuss. (21) In fact, a survey by the Massachusetts Institute of Technology asked people which of five inventions they could not live without: cars, computers, the use of cell phones, microwave ovens, and toothbrushes. (22) More people chose the toothbrush than any other invention. (23) So take advantage of this great thing every day. (24) And call our office soon for a checkup: (724) 555-9867.

Cordially,
Amitra Patel, D.D.S.
1. The best way to improve this letter would be to
   A. describe what happened to someone who failed to brush.
   B. talk more about dentistry in ancient Egypt.
   C. add photos of diseased teeth.
   D. include testimonials from satisfied customers.

2. Which sentence could best be added at the end of the first paragraph to aid in reader identification?
   A. It doesn’t hurt very much, especially if you’ve been flossing regularly.
   B. I recommend that you purchase dental insurance in case we find a cavity.
   C. You know how great it feels to have gleaming, polished teeth.
   D. We’re conveniently located just off freeway Exit 9, only ten minutes from downtown.

3. What is the best way to combine sentences 6 and 7 without changing their meaning?
   A. Good oral hygiene protects you from loss of teeth and gum disease; it also protects you against heart disease and diabetes.
   B. Good oral hygiene protects you from loss of teeth and gum disease, not to mention heart disease and diabetes.
   C. Good oral hygiene protects you from loss of teeth, gum disease, heart disease, and diabetes.
   D. You are protected from loss of teeth and gum disease, not to mention heart disease and diabetes, by good oral hygiene.

4. Which of these sentences could best be added at the end of paragraph 2?
   A. According to the American Dental Association, good oral hygiene can actually help you live longer.
   B. My cousin Stanley says that he feels much better since he started brushing and flossing regularly.
   C. According to a historian, we are much better off than our ancestors when it comes to dental care.
   D. Your friends will agree that good oral hygiene makes you more pleasant to be around.

5. How should sentence 9 be written to reflect the correct use of punctuation?
   A. remove the comma after ago
   B. add a comma after chewed
   C. remove the comma after sticks
   D. add a comma after roots
6. How should sentence 11 be changed to maintain a consistent point of view?
   A. Divide it into two simple sentences, each with a simple subject.
   B. Rewrite it in the third person to match the rest of the paragraph.
   C. Change the indefinite pronoun Some to the personal pronoun You.
   D. Add in parentheses an explanation of what soot is.

7. How could “Hesy-Re” best be placed in sentence 12 to name the first dentist?
   A. An Egyptian, Hesy-Re who lived 4,600 years ago, is considered the first dentist.
   B. Hesy-Re, an Egyptian who lived 4,600 years ago, is considered the first dentist.
   C. An Egyptian who lived 4,600 years ago is considered Hesy-Re, the first dentist.
   D. An Egyptian who lived 4,600 years ago is considered the first dentist, Hesy-Re.

8. What is the correct way to write the underlined words in sentence 17 to maintain consistency of verb tense?
   A. didn’t start
   B. aren’t starting
   C. haven’t started
   D. won’t start

9. How could the underlined words in sentence 21 best be rewritten?
   A. driving cars, computers, the use of cell phones, microwave ovens, and toothbrushes.
   B. cars, computers, the use of cell phones, microwave ovens, and the use of toothbrushes.
   C. the use of cars, computers, cell phones, microwave ovens, and toothbrushes.
   D. cars, computers, cell phones, microwave ovens, and toothbrushes.

10. Read this sentence from the letter.
    (23) So take advantage of this great thing every day.

    What is the most accurate replacement for the underlined word?
    A. tool
    B. stuff
    C. invention
    D. product
Making Memories

(1) Where do your memories come from? (2) Where do they go?

(3) Powerful new imaging machines let scientists pinpoint which brain regions become active when people perform certain tasks. (4) One type of brain scan, called a PET scan, shows blood flow. (5) When test subjects are asked to remember something, a brain structure called the hippocampus receives the most blood. (6) If someone's hippocampus is injured, they can't form new memories, but he can still access old ones.

(7) Nerve cells in the brain are called neurons. (8) They have branches called axons and dendrites. (9) Axons send information away from the cell body, and dendrites bring information to the cell body. (10) Information flows from one neuron to another across a synapse which is a small gap between neurons.

(11) Over the first few years of a person's life, the brain grows rapidly. (12) As each neuron develops, it sends out many axons; dendrites are sent out too. (13) The adult brain contains about 100 billion neurons and a million billion synapses. (14) Because it weighs only three or four pounds, the human brain is the most complex structure in the universe.

(15) Newly learned information is saved as a short-term memory. (16) Short-term memories are stored in the cerebral cortex. (17) That's the wrinkly outer rim of gray matter that covers the brain.

(18) After a few weeks, some information is moved into long-term memory, which is in the synapses of the hippocampus. (19) Remembering the birthday party when you turned seven activates a unique pattern of synapses. (20) Remembering what your mother said about your most recent report card activates a different pattern. (21) The hippocampus holds long-term memories for several weeks. (22) After processing them, back to the cortex it sends them. (23) They may stay in the cortex for the rest of your life as long as you think about them sometimes.

(24) Did you know that your brain has more neurons than there are stars in the Milky Way? (25) It's amazing to think that everything you remember and everything you know fits inside your brain. (26) It's even more amazing that we can watch the brain at work and see where those memories are stored.
11 In which of the following sentences is the student’s personal style most apparent?
A One type of brain scan, called a PET scan, shows blood flow.
B Because it weighs only three or four pounds, the human brain is the most complex structure in the universe.
C As each neuron develops, it sends out many axons; dendrites are sent out too.
D Did you know that your brain has more neurons than there are stars in the Milky Way?

12 How should sentence 6 be rewritten to reflect the use of correct grammar?
A If someone’s hippocampus is injured, he or she can’t form new memories, but the person can still access old ones.
B If someone’s hippocampus is injured, they can’t form new memories, but they can still access old ones.
C If someone’s hippocampus is injured, he can’t form new memories, but the person can still access old ones.
D As each neuron develops, it sends out many axons, dendrites are sent out too.

13 Read this sentence from the report.
(10) Information flows from one neuron to another across a synapse which is a small gap between

What is the correct way to write the underlined words?
A synapse, which is a small gap,
B synapse, which is a small gap
C synapse, which is, a small gap
D synapse which is a small gap,

14 How could sentence 12 best be rewritten?
A As each neuron develops, it sends out many axons, and dendrites are sent out too.
B As each neuron develops, it sends out many axons; dendrites too.
C As each neuron develops, it sends out many axons and dendrites.
D As each neuron develops, it sends out many axons, dendrites are sent out too.

15 Read this sentence from the report.
(14) Because it weighs only three or four pounds, the human brain is the most complex structure in the universe.

In this sentence, the word **Because** does **not** correctly link ideas. Which of these should be used instead?
A In fact,         C However,
B Although         D Since
Read this sentence from the report.

(22) After processing them, back to the cortex it sends them.

What is the best way to rewrite this sentence?

A After processing them, it sends them back to the cortex.
B After processing them, back it sends them to the cortex.
C After processing, back it sends them to the cortex.
D Back to the cortex it sends them after processing them.

How is the overall organization of the report best described?

A order of importance
B comparison/contrast
C step-by-step process
D main idea and supporting details

Which quotation would best support the thesis of the report?

A “I’d like to learn how to improve my memory and make studying easier and less time consuming,” says one student.
B “You can improve memory through any activity that increases the number of brain neurons,” says one researcher.
C “Memory research may shed some light on how to delay the beginning of some diseases,” says one doctor.
D “A PET scan is not an dangerous procedure. It won’t hurt you at all,” says a lab technician.

Which statement best represents the controlling idea of the report?

A The human brain is the most complex structure in the universe.
B Brain scans show that memories are formed in the hippocampus and stored in the cerebral cortex.
C Scientists have figured out how the human brain creates and stores memories.
D Everything you remember and everything you know fits inside your brain.

Where is the best place to look for more information on how the brain forms memories?

A the Neuroscience for Kids Web site
B an article called “Brain Chemistry and Mental Illness”
C an essay in which where the author remembers his childhood
D a Web site for people with brain injuries
Writing Application: Narrative Writing

Writing Task: By this point in your life, you have probably come to know several adults very well. These adults may be your parents, other family members, neighbors, or members of your religious community. Think about an adult you know well and who is important to you in some way.

Write the story of part of that person’s life, or retell a few key events in his or her life. As you tell your story, choose words and details that show your attitude toward the person or the significance of the events. Your audience is your teacher and classmates.

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 “Waters of Gold” in Unit 1 of your student text. As you read this folktale, think about the ways in which the rich old woman changes during the story. In the story, the rich old woman behaves differently each time she meets a person in need. Explain how she behaves during each of these meetings, and how and why her attitude and behavior toward others changes during the folktale. Use details from the folktale to support your answer. Write for your teacher, who has also read “Waters of Gold.”

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.
Unit 4 Assessments
Reading/Literature
Vocabulary
Spelling
Writing Strategies/
Conventions
The following questions are not based on a passage. Read and answer each item.

1 Read this sentence.

I surprised my mother on her birthday by cooking her dinner, cleaning the house, and walk the dog.

Which would be the best way to rewrite this sentence?

A I surprised my mother on her birthday by cook her dinner, clean the house, and walk the dog.

B I surprised my mother on her birthday by cooking her dinner, clean the house, and walk the dog.

C I surprised my mother on her birthday by cooking her dinner, cleaning the house, and walking the dog.

D Leave as is

2 Read this sentence.

Ready for her recital at Kardos Music Center, Maya had practiced for years.

Which is the correct way to write this sentence?

A Maya was ready at Kardos Music Center, for her recital after years of practice.

B Maya, after years of practice, she was ready for her recital at Kardos Music Center.

C Ready for her recital at Kardos Music Center, Maya was after years of practice.

D After years of practice, Maya was ready for her recital at Kardos Music Center.

3 Read this sentence.

Sylvio’s mountain-climbing grandmother was surprisingly vigorous for her age.

Which is the most accurate replacement for the underlined word in this sentence?

A dull

B delicate

C wild

D energetic
4 Read this sentence.

I am packing, Dad loaded the car, and Mom has made sure that we’re not forgetting anything.

What is the best way to rewrite this sentence?

A I am packing, Dad is loading the car, and Mom is making sure that we don’t forget anything.

B I will be packing, Dad loads the car, and Mom made sure that we don’t forget anything.

C I will pack, Dad loaded the car, and Mom has been making sure that we don’t forget anything.

D I packed, Dad will load the car, and Mom did make sure that we didn’t forget anything.

5 Read this sentence.

Darias father works at the local Hardware Store.

How should this sentence be written to reflect the correct use of punctuation and capitalization?

A Daria’s father works at the local hardware store.

B Daria’s father works, at the local hardware store.

C Darias father works. At the local hardware store.

D Daria’s father works at the Local Hardware Store.
The Ballad of the Empire Builder

The railroad men, they dreamed at night of forests tall and green
And mountains rising to the sky
And mighty plains spread far and wide
And steel rails running out of sight
To carry rolling silver trains away to lands unseen.

They worked and toiled and laid the track from the Midwest to the sea.
Hot beneath the watchful eye
Of blazing sun in massive sky
Across a land of awesome size,
They carved the path that still provides a ride for you and me.

Clickety-clackety rickety-rackety, it rides along the rails,
Tickety-tackety snickety-snackety, across the land it sails.

The Empire Builder is its name, and it was born in '29
To carry folks from lakes to plains
And on to mighty mountain lanes
Where bear and beaver seem to play,
Its constant goal along the way to reach the Puget Sound on time.

Chicago is its daily home for each start on the westward climb.
From there its fast momentum gains.
Through Illinois and Wisconsin’s grains,
Across Minnesota and North Dakota’s plains,
The shining train still echoes days when railroads all were in their primes.

Clickety-clackety rickety-rackety, it rides along the rails,
Tickety-tackety snickety-snackety, across the land it sails.

Montana’s line calls stops the most, twelve stations play host to the train,
But Idaho demands its time,
A midnight train that soon arrives,
And leaves again with crash and grind
Of brakes that scream about the time and send it on Washington way.

Clickety-clackety rickety-rackety; it rides along the rails,
Tickety-tackety snickety-snackety, across the land it sails.
6 Read these lines from the poem.

Clickety-clackety rickety-rackety, it rides along the rails,
Tickety-tackety snickety-snackety, across the land it sails.

The author uses onomatopoeia to illustrate that the train
A moves quietly on its tracks.
B makes a quick, rattling sound.
C is like a speeding bullet.
D is not well built.

7 Which excerpt reveals a reason the railroad men were willing to toil and lay the track?
A . . . they dreamed at night of forests tall and green . . .
B . . . they carved the path that still provides a ride . . .
C . . . still echoes days when railroads all were in their primes.
D . . . across the land it sails . . .

8 Read this line from “The Ballad of the Empire Builder.”

They carved the path that still provides a ride for you and me.

This line suggests that the speaker
A liked to watch the world from inside the train.
B lived long after the train tracks were laid.
C helped to lay down the train tracks.
D wished to carve a similar path for himself or herself.

9 The fifth stanza of “The Ballad of the Empire Builder” (lines 18–22) has which rhyming pattern?
A ababa
B abcab
C abbb
D aabba
10 The main theme of this poem deals with the
   A  power of technology.
   B  beauty of nature
   C  importance of a schedule.
   D  fame of a train.

11 Read these lines from “The Ballad of the Empire Builder.”

   The railroad men, they
dreamed at night of forests
tall and green
And mountains rising to the
sky
And mighty plains spread far
and wide
And steel rails running out of
sight
To carry rolling silver trains
away to lands unseen.

In these lines, the forests,
plains, and mountains are most
likely symbols of
   A  powerful mankind.
   B  boundless nature.
   C  busy agriculture.
   D  big trains.
The Vegan Pizza Shop

We realize that not everyone is a vegan, or even knows what a vegan is. A vegan is a vegetarian who does not eat any product that comes from an animal. For example, vegans do not eat eggs and dairy products.

At Vegan Pizza Shop, all of our food choices are 100% vegan-approved and all of our ingredients are certified organically grown. We’re especially proud of our Cheez. It is completely nondairy and is made from vegetable oil. It tastes as delicious as traditional cheese!

The following are some of our most popular items:

Extra-Cheez Pizza: Yes, we’ve finally done it! We’ve made vegan cheese that actually tastes like cheese without using any dairy products! This pizza is loaded with our delicious Cheez. Small: $7.95, Medium: $9.95, Large: $11.95.

SuperVeggie Pizza: If you’re nuts for vegetables, this pizza is for you. It features healthy chunks of tomatoes, mushrooms, olives, green peppers, red peppers, onions, and zucchini. Of course, it includes our spicy tomato sauce and plenty of Cheez. Small: $8.95, Medium: $10.95, Large: $12.95.

Cheezy BreadStix: Just want a quick vegan snack? Try our delicious pizza dough, cut into strips, and smothered in spices and our tasty Cheez. Small: $2.95, Large: $4.95.

Tofu Yum-yum: You’ve been good, so you deserve dessert! This tofu will make you forget about “real” ice cream. You can choose from chocolate, strawberry, or vanilla. Or splurge and add hot fudge or caramel topping. Yum! One scoop: $1.95, Two scoops: $3.50. Add $1.00 for each topping.

Come down and check us out! We’re on the corner of Fifth Avenue and Sumner Road, just across the street from Kerry’s Bowlorama. From the Interstate, take Exit 24 and turn left onto Sumner Road. Proceed seven blocks, and we’re on the right. There’s free parking in back. Say Cheez!
Document B

Welcome to Stoneyville Indoor Rock Climbing Gym

1. Please do not climb more than five feet off the ground without first securing yourself with a rope and finding a partner to spot you. You can hire one of our staff to spot you.

2. You must have your skills checked before you can “rope in” and before you can spot someone else. If you are a beginning climber, we have plenty of instructors who will be happy to work with you.

3. We have harnesses available for rent. You can only use your own harness if it has been checked and proved to be safe.

4. Only one person is allowed on a rope at a time.

5. REMEMBER: INDOOR CLIMBING IS A DANGEROUS SPORT.

12. Document A tries to do all of these except
   A. get you to come to the shop.
   B. explain what vegan means.
   C. give you directions to the shop.
   D. tell you about the history of pizza.

13. The purpose of including a list of rules in Document B is to
   A. teach people how to be safe in the gym.
   B. discuss the importance of spotting.
   C. advertise the availability of harnesses.
   D. remind you to have your skills checked.

14. Read the following sentence from Document B.

   REMEMBER: INDOOR CLIMBING IS A DANGEROUS SPORT.

   The bolded, capitalized letters in which the sentence is written are intended to
   A. scare people away from climbing.
   B. welcome people to the gym.
   C. draw attention to an important fact.
   D. emphasize what the gym has to offer.
15 The purpose of including the menu in Document A is to show the reader that
A The Vegan Pizza Shop has a huge menu.
B the recipes at the Vegan Pizza Shop are easy to make.
C everyone loves vegan food.
D The Vegan Pizza Shop sells delicious food.

16 Which of these sentences could best be added to the end of Document B?
A Buy your own harness; it will be safer to use.
B Have fun, but always use caution.
C Real rocks can be slippery.
D The gym is only for experienced climbers.

17 What information appears in Document A that does not appear in Document B?
A instructions on how to place an order
B a warning
C directions to the place of business
D a welcome or greeting

18 Both documents tell the reader
A the address of the business.
B the definition of a word.
C the importance of safety.
D the name of the business.

19 Consider the main claim the author makes about Cheez in paragraph 2 of Document A. Which of these statements best contradicts this claim?
A Over half the people who participated in a recent survey preferred traditional cheese to Cheez.
B The Vegan Pizza Shop made more money last year than any other pizza place in the neighborhood.
C The Vegan Pizza Shop has to charge more because Cheez costs more to make than traditional cheese.
D Before they started using vegetable oil, the chefs at the Vegan Pizza Shop used canola and peanut oil.
Beavers

1. When beavers dive into the water, there are folds of skin that close off their nostrils and their short, rounded ears. A beaver’s eyes are protected by a film-like covering that keeps water out. The beaver’s lips close behind its strong front teeth to block water from its mouth and lungs.

2. The beaver has other things that help it: an oil in its fur that lets it shed water; an inner coat of fur that keeps water from reaching its skin; large, webbed hind feet; and a large, paddle-like tail.

3. Beavers form colonies. These groups include a mix of older and younger beavers. They build dome-shaped lodges that are like little islands. Each lodge is made of branches plastered with mud. Up to eight beavers may live in it. These hardworking beaver families are mainly nocturnal. At night, they use their strong teeth to cut down trees that they use to build lodges.

4. The beavers also feed on the buds, leaves, and twigs of trees. Their favorites are willows and aspens. Beavers cut the trees into small lengths. Then they drag the smallest parts to their lodges. In the summer months, they eat the soft parts of trees and shrubs. But they store the woody parts in their lodges. When the water freezes, beavers cannot break through the ice to get fresh branches. So during the winter, they eat the woody parts that they stored in the summer.
20 Which of these would make the best concluding sentence to this passage?

A All in all, beavers make use of the natural resources in their environment.
B Beavers are amphibious rodents with short legs and massive teeth.
C In addition, beavers store fat in their tails.
D Beavers also exhibit many forms of communication.

21 Which sentence could best be added to the beginning of the passage to attract the attention of the reader?

A Beavers are interesting, hardworking creatures.
B How much do you know about beavers?
C Everything about beavers is perfectly suited to a life spent in the water.
D If you were to see a beaver, you’d probably recognize it right away.

22 Which summary of paragraph 4 is the most accurate?

A Beavers are fascinating creatures that spend much of their lives in the water; they cut down trees to build their island-like homes and eat the leftover wood throughout the year.
B Although beavers will eat the soft and woody parts of many different kinds of trees, their favorite trees to eat are willows and aspens.
C Beavers have developed a clever way of preparing for the winter: they store extra food during the summer months to eat when the water freezes over.
D The trees beavers cut down to make their lodges double as their food; they eat the soft parts in the summer and store the rest in their lodges to eat during the winter.
Dearest Elizabeth,

Remember the time when you said that you were sure I was going to make a good doctor? Remember when I first played with Dad’s stethoscope and listened to your heart beat? My dream of being a doctor has been a castle in the air that I have wanted for a long time.

You see, I am beginning to believe that I no longer want what I have always wanted. After studying in Istanbul this summer, I have found a new passion. I like meeting new people and learning about new cultures. I like trying different foods and learning about customs we never grew up with. I bought a camera and have used it a lot. I take pictures of everything now, from the time I get up in the morning until late at night before I go to sleep. This has excited me a lot.

Liz, I am thinking of becoming a photographer. Do you think I should abandon my old dream?

Your loving brother,

Patrick

23 The theme of this passage is the conflict between
A man and nature.
B good and evil.
C old goals and new goals.
D brother and sister.

24 What is the main cause of Patrick’s confusion?
A listening to his sister’s heart beat
B desiring to travel and take pictures
C writing a letter to his sister
D eating good food

25 Which sentence below contains a metaphor that expresses Patrick’s desire to become a doctor?
A My dream of being a doctor has been a castle in the air that I have wanted for a long time.
B Remember when I first played with Dad’s stethoscope and listened to your heart beat?
C Remember the time when you said that you were sure I was going to make a good doctor?
D I take pictures of everything now, from the time I get up in the morning until late at night before I go to sleep.
On a separate sheet of paper, write the numbers 1–6. Next to each number, write the letter of the correct answer for that question.

1. Read this sentence.
   If you’re flattering Ms. Webster in an effort to get on her good side, you’re wasting your time because that kind of thing cuts no ice with her.

   In this sentence, what is the meaning of the underlined phrase?
   A  is clumsy.
   B  gets her approval.
   C  gives her a chance to reply.
   D  has no effect or influence on her.

2. Read this sentence.
   I told Reynaldo he’d never make the team and, now that he has, I’ll have to eat my words.

   In this sentence, what is the meaning of the underlined phrase?
   A  express disbelief
   B  admit I was wrong
   C  pretend I don’t know him
   D  praise his accomplishment

3. Which of the following synonyms for falling best communicates the idea of something falling suddenly and forcefully?
   A  sinking
   B  dropping
   C  plunging
   D  slumping

4. Read this sentence.
   Cherise is such a great singer that people are always telling her she can forget about school because she’ll be a rock star in no time, but that girl really has her feet on the ground.

   In this sentence, what is the meaning of the underlined phrase?
   A  is sensible and practical
   B  has too little faith in herself
   C  knows who can be helpful to her
   D  pays no attention to what others say

5. Read this sentence.
   I thought next weekend’s costume party was last night, and I showed up at Darcy’s dressed like a clown. Boy, did I have egg on my face!

   In this sentence, what is the meaning of the underlined phrase?
   A  look foolish
   B  appear too angry to speak
   C  have no way to help myself
   D  have little chance of success

6. Which of the following pairs of words are antonyms?
   A  feeble, fearful
   B  cautious, reckless
   C  fragile, plentiful
   D  ashamed, scornful
On your paper, write the numbers 7–20. Next to each number, write the letter of the word or phrase that is closest in meaning to the underlined word.

**Selection Vocabulary**

7 to **bide** a while
   - A nap
   - B stay
   - C dream
   - D wander

8 to **endure** hard times
   - A hate
   - B describe
   - C understand
   - D survive

9 a real **scoundrel**
   - A scholar
   - B specialist
   - C bad person
   - D foolish person

10 an unusual **gait**
   - A entrance
   - B problem
   - C way of talking
   - D way of moving

11 to behave **nobly**
   - A legally
   - B childishly
   - C honorably
   - D intelligently

12 a **vile** taste
   - A sweet
   - B spicy
   - C familiar
   - D disgusting

13 to **abate** the noise
   - A notice
   - B decrease
   - C criticize
   - D repeat

**Academic Vocabulary**

14 to **perish** in the snow
   - A die
   - B search
   - C tunnel
   - D disappear

15 the **agony** they felt
   - A joy
   - B pain
   - C relief
   - D confusion

16 to **resolve** to change
   - A try
   - B fail
   - C decide
   - D object

17 to go **voluntarily**
   - A quickly
   - B willing
   - C repeatedly
   - D immediately

18 a distinctive **way of speaking**
   - A special
   - B normal
   - C pleasant
   - D secretive

19 a crucial **supply**
   - A small
   - B hidden
   - C useful
   - D necessary

20 their economical **way of life**
   - A odd
   - B thrifty
   - C showy
   - D luxurious
On a separate sheet of paper, write the numbers 1–10. Next to each number, write the letter of the correct answer for that question.

1. Read this sentence.
   The student council meets every Wednesday afternoon in the library except during the summer.

   Which underlined word is spelled incorrectly?
   A council  C library
   B Wednesday  D except

2. Read this sentence.
   “Try not to lose that magazine,” said Mom, “because it's not available at the newsstand yet and won't be until next week.”

   Which underlined word is spelled incorrectly?
   A loose  C newsstand
   B it's  D until

3. Read this sentence.
   There is hardly ever peace at our house because my brother has a fiery temper, and I'll admit that mine is similar.

   Which underlined word is spelled incorrectly?
   A There  C fiery
   B peace  D similar

4. Read this sentence.
   I was quite upset when I accidently hit our guest in the shoulder with a ball I threw.

   Which underlined word is spelled incorrectly?
   A quite  C guest
   B accidently  D threw

5. Read this sentence.
   An owl, with it's sharp vision, can hunt mice and other small prey at night even though their presence isn't noticeable to most animals.

   Which underlined word is spelled incorrectly?
   A it's  C their
   B prey  D presence
6. Read this sentence.
Rita admitted that she'd entered her sister's room but only because she'd forgotten her sweater, and she surely hadn't committed any crime.

Which underlined word is spelled incorrectly?
A admitted       C forgotten
B entered        D committed

7. Read this sentence.
The politicians all talked about transportation improvements and crime reduction, but none of them made a good impression on me.

Which underlined word is spelled incorrectly?
A politicians    C reduction
B transportation D impression

8. Read this sentence.
During Career Day, the librarian announced an exhibitian of books about various professions and occupations.

Which underlined word is spelled incorrectly?
A librarian      C professions
B exhibitian     D occupations

9. Read this sentence.
The lady bent over to retrieve the beige handkerchief her niece had given her.

Which underlined word is spelled incorrectly?
A retrieve       C handkerchief
B beige          D niece

10. Read this sentence.
What a relief it was to discover that the piercing shreik from upstairs was merely my sister's reaction to weighing herself.

Which underlined word is spelled incorrectly?
A relief         C shreik
B piercing       D weighing
Ella Baker, Civil Rights Hero

(1) Not many people today know who Ella Baker was, but they should. (2) She was a leader of the civil rights movement for fifty years. (3) She was active in the National Association for the Advancement Colored People (NAACP), the Southern Christian Leadership Conference (SCLC), and the Student Nonviolent Coordinating Committee (SNCC). (4) She worked closely with Martin Luther King, Jr., and Stokely Carmichael.

(5) Baker, who was born in 1903, acquired her interest in social justice early. (6) As a little girl, she heard stories of slave revolts. (7) Her grandmother had been whipped for refusing to marry a man the slave owner had chosen. (8) These stories led Baker to believe that everyone should have the right to make his or her own decisions. (9) She spent her long life helping fight for their rights people of all races and classes.

(10) Baker graduated from Shaw University as Valedictorian in 1927. (11) Then she moved to New York City, where the Harlem Renaissance was in full bloom. (12) She joined the Young Negroes’ Cooperative League, whose goal was to increase African-Americans’ economic power. (13) She soon became the group’s national director.

(14) In 1938, Baker began working for the NAACP. (15) She traveled throughout the country recruiting members, raising money, and being an organizer of local political campaigns. (16) She worked her way up to president of the New York branch. (17) She began to argue with male executives who saw themselves as leaders. (18) Baker saw them, and herself, as helpers. (19) She believed that all people, no matter how poor, were smart enough to determine their own fate. (20) She didn’t tell people what they wanted; she asked them what you wanted. (21) She came to feel that the NAACP leadership wasn’t listening to their needs. (22) In 1953, Baker quit as an officer of the NAACP. (23) She continued to work as a volunteer to desegregate schools.

(24) In 1957, she moved to Atlanta to help King create the SCLC. (25) She was its first executive director. (26) Again she was frustrated by the way male leaders dictated policy. (27) She said, “Strong people don’t need strong leaders,” and she had faith that the people were strong. (28) In 1960, she left SCLC to help found SNCC. (29) She encouraged the college kids to run the group themselves. (30) She saw herself as just an advisor. (31) She always supported young people and women in the civil rights struggle.
1. What sentence could best be added at the end of the first paragraph to attract reader attention?
   A. She also worked closely with W. E. B. DuBois.
   B. She was a talented and experienced organizer.
   C. Her story is the story of the social justice movement.
   D. Her story is very interesting, I think you’ll find.

2. Read this sentence from the report.
   (5) Baker, who was born in 1903, acquired her interest in social justice early.

   Given the content of paragraph 2, what is the most precise way to rewrite this sentence?
   A. Baker, who was born in 1903, acquired her concern for social justice early.
   B. Baker, who was born in 1903, acquired her fondness for social justice early.
   C. Baker, who was born in 1903, acquired her thing for social justice early.
   D. Baker, who was born in 1903, acquired her passion for social justice early.

3. What is the correct way to write sentence 9?
   A. She spent her long life helping people of all races and classes fight for their rights.
   B. Fighting for their rights, she spent her long life helping people of all races and classes.
   C. She helped fight for their rights, people of all races and classes, all her long life.
   D. She spent her long life helping people of all races and classes, fighting for their rights.

4. Which underlined word in sentences 10 and 11 should not be capitalized?
   A. Shaw
   B. University
   C. Valedictorian
   D. City

5. Read this sentence from the report.
   (15) She traveled throughout the country recruiting members, raising money, and being an organizer of local political campaigns.

   What is the best way to rewrite the underlined part of the sentence using parallel structure?
   A. acting as an organizer of
   B. organized
   C. organizing
   D. bringing organization to
6. How should sentence 20 be changed to maintain a consistent point of view?
   A. Break it into two sentences.
   B. Change the verbs to present tense.
   C. Change the pronoun you to they.
   D. Change people to they.

7. How is the organization of Malcolm’s report best described?
   A. comparison/contrast
   B. main idea and supporting details
   C. sequence of events
   D. step-by-step process

8. Read these sentences from the report.
   (21) In 1953, Baker quit as an officer of the NAACP. (22) She continued to work as a volunteer to desegregate schools.

Which sentence demonstrates the best way to combine these sentences?
   A. In 1953, Baker quit as an officer of the NAACP, so she continued to work as a volunteer to desegregate schools.
   B. In 1953, Baker quit as an officer of the NAACP, and she continued to work as a volunteer to desegregate schools.
   C. In 1953, Baker quit as an officer of the NAACP, until she continued to work as a volunteer to desegregate schools.
   D. In 1953, Baker quit as an officer of the NAACP, but she continued to work as a volunteer to desegregate schools.

9. Which of these would make the best concluding sentence to Malcolm’s report?
   A. She kept a close eye on them, though.
   B. She began looking for a strong leader after all.
   C. Ella Baker treated everyone she met with respect.
   D. Ella Baker died in Harlem on her eighty-third birthday.

10. Which quotation would best support the thesis of the report?
    A. A biographer says, “She was pivotal in the pursuit of American justice and humanity.”
    B. A colleague says, “She was such a nice lady. She would sit and visit with me for hours.”
    C. An adversary says, “She just wouldn’t quit. I guess you have to admire her determination.”
    D. Baker said, “The system under which we now exist has to be radically changed.”
The following is a rough draft of Ramona’s persuasive essay. It contains errors.

Green-Collar Jobs: The Time Is Now

(1) Most people now acknowledge that global climate change is a serious problem. (2) Most people also recognize that there aren’t enough good jobs in this country. (3) Some realize that the solutions to the two problems are connected. (4) They are calling for the creation of a green-collar job corps.

(5) This job corps would train inner-city youth to do work that helps both the economy and the environment. (6) They would build windmill farms, install solar panels, weatherize buildings, and create public transportation.

(7) The U.S. Congress passed the Green Jobs Act of 2007. (8) The act authorizes $125 million a year to train people for green-collar jobs. (9) Of that sum, 20 percent is targeted at people who need the most support to break out of poverty.

(10) The jobs are called green collar for two reasons. (11) Green is the color of practices that sustain the environment instead of damaging it. (12) And blue collar means manufacturing jobs which have declined in number. (13) White collar refers to desk jobs.

(14) Van Jones, executive director of the Ella Baker Center for Human Rights in San Francisco, is pushing for a billion-dollar commitment to green jobs. (15) He explains out that poor people are the ones most affected by environmental problems. (16) They are exposed to bad air, water they can’t trust, and food that isn’t good for them. (17) They are more likely to live near dumps and landfills than middle-class people. (18) They are also less able to escape the results of global warming, like rising sea levels.

(19) Jones also points out that green-collar jobs can’t be sent to India or China, as millions of blue- and white-collar jobs have been. (20) “If you install solar panels. For example, they have to catch the sun shining on the U.S.” he says.

(21) It’s time to support the environment. (22) Economic development doesn’t have to cause pollution and increase illnesses. (23) It can be good for people’s wallets and their health. (24) Urge your congressperson to increase funding for the Green Jobs Act.
11 How are sentences 3 and 4 best combined?

A Some realize that the solutions to the two problems are connected, so they are calling for the creation of a green-collar job corps.

B Some realize that the solutions to the two problems are connected, and they are calling for the creation of a green-collar job corps.

C Realizing that the solutions to the two problems are connected, some are calling for the creation of a green-collar job corps.

D Some are calling for the creation of a green-collar job corps because they realize that the solutions to the two problems are connected.

13 What is the best way to combine sentences 7 and 8 without changing their meaning?

A The U.S. Congress passed the Green Jobs Act of 2007; the act authorizes $125 million a year to train people for green-collar jobs.

B The Green Jobs Act, passed by the U.S. Congress in 2007, authorizes $125 million a year to train people for green-collar jobs.

C In 2007 the U.S. Congress passed the Green Jobs Act, an act that authorizes $125 million a year to train people for green-collar jobs.

D The U.S. Congress authorizes $125 million a year to train people for green-collar jobs by passing the Green Jobs Act of 2007.

12 Which sentence could best be added at the end of paragraph 2 to interest readers?

A Harnessing wind is a much cleaner way to generate energy than mining and burning coal.

B All of these steps would reduce both global warming and our country’s dependence on foreign oil.

C Doesn’t that sound like a good way to start addressing a problem that’s just getting worse?

D This is a really important issue that we can’t afford to ignore very much longer.

14 Which of these sentences could best be added at the end of paragraph 3?

A That includes people who are unemployed and/or are high-school dropouts.

B That includes people who have served time in jail and are now trying to rebuild their lives.

C That includes people who are poor and need extra support with job hunting.

D That includes people who are unemployed, high-school dropouts, and/or former felons.
15 Read this sentence from the essay.
(12) And blue collar means manufacturing jobs which have declined in number.

Where should a comma be added to sentence 12?
A after collar
B after means
C after jobs
D after declined

16 How should the underlined part of sentence 17 be rewritten to create a parallel structure?
A bad air, water that’s toxic, and bad food
B bad air, bad water, and bad food
C air, water, and food that are bad
D polluted air, water, and bad food

17 How should sentence 20 be rewritten to reflect the correct use of punctuation and capitalization?
A “If you install solar panels, for example, they have to catch the sun shining on the U.S.” he says.
B “If you install solar panels. For example, they have to catch the sun shining on the U.S.,” he says.
C “If you install solar panels, for example, they have to catch the sun shining on the U.S.” he says.
D “If you install solar panels; for example, they have to catch the sun shining on the U.S.” he says.

18 What is the most effective replacement for the underlined words in sentence 21?
A worry about the environment
B do something
C go green
D take steps to help the planet

19 Which quotation would best be added at the end of the essay?
A “We have to look very carefully at the budget before we fund these jobs,” says one senator.
B “Solar panels will be both fun and challenging to build,” says Van Jones.
C “I’d rather work with my hands than study,” says one applicant for a green job.
D “Green jobs are exactly what the world needs now,” says one climate scientist.

20 Which sentence would be the best thesis statement for the essay?
A A green-job corps would help the neediest workers and the environment.
B Green-collar jobs sustain the environment instead of damaging it.
C Global climate change is a serious problem that demands big solutions.
D Poor people are more affected by environmental problems than others.
Unit 5 Assessments
Reading/Literature
Vocabulary
Spelling
Writing Strategies/
Conventions
Read the following poems. Think about how they are alike and how they are different.

**Chicago Poet**

*By Carl Sandburg*

I saluted a nobody.
I saw him in a looking-glass.
He smiled—so did I.
He crumpled the skin on his forehead,
Frowning—so did I.
Everything I did he did.
I said “Hello, I know you.”
And I was a liar to say so.

Ah, this looking-glass man!

Liar, fool, dreamer, play-actor,
Soldier, dusty drinker of dust—
Ah! he will go with me
Down the dark stairway
When nobody else is looking,
When everybody else is gone.

He locks his elbow in mine,
I lose all—but not him.
I’m Nobody

By Emily Dickinson

I’m nobody! Who are you?
Are you nobody, too?
Then there’s a pair of us—don’t tell!
They’d banish us, you know.

5 How dreary to be somebody!
How public like a frog
To tell your name the livelong day
To an admiring bog!
1. In the second stanza of “I’m Nobody,” the speaker compares “somebodies” to frogs in order to show
   A. that frogs sing all day long.
   B. the pointlessness of being a somebody.
   C. How admirable it is to live in a bog.
   D. that the speaker wishes to be like the frog.

2. The second stanza of “I’m Nobody” has which rhyming pattern?
   A. abab
   B. abcb
   C. aabb
   D. aabc

3. In the final two lines of “Chicago Poet,” the “nobody” that the speaker is referring to is
   A. himself.
   B. his brother.
   C. a friend.
   D. another poet.

4. Read these lines from “I’m Nobody.”

   How dreary to be somebody!
   . . . . . . . . . . . . .
   To tell your name the livelong day

   These lines suggest that the speaker
   A. is famous.
   B. hates boasters.
   C. prefers to be a nobody.
   D. is thinking of the future.
5. Read these lines from “Chicago Poet.”

Down the dark stairway
When nobody else is looking,
When everybody else is gone.

In these lines, the mood evoked by the setting is
A. scary.
B. lonely.
C. suspenseful.
D. sad.

6. The structure of “Chicago Poet” is similar to that of “I’m Nobody” in that both poems
A. alternate the length of lines.
B. use the same number of syllables.
C. separate ideas into stanzas.
D. have rhyming lines.

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

7. Read this sentence.

Andre disliked rainy days because they were so dismal.

Which word can best be used to replace the word dismal without changing the meaning of the sentence?
A. quiet
B. gloomy
C. exciting
D. busy
8 Read this sentence.

My favorite month is October, because, I like the multicolored leaves.

What is the correct way to write the underlined words?
A favorite month is October. Because
B favorite Month is October, because
C favorite month is October because
D Leave as is.

9 Read this sentence.

Kira returned the faulty television to the appliance store.

In this sentence, the word faulty has almost the same meaning as
A broken.
B expensive.
C perfect.
D new.

10 Read this sentence.

The valiant firefighter dashes into the burning house and saved the child.

What is the correct way to write the underlined part of the sentence to maintain consistency of verb tense?
A had been dashing
B dashed
C was dashed
D Leave as is.

11 Read these lines from “When You Are Old” by William Butler Yeats.

How many loved your moments of glad grace,
And loved your beauty with love false or true;
But one man loved the pilgrim soul in you,
And loved the sorrows of your changing face.

These lines suggest that the speaker
A loved someone who did not deserve his love.
B loved a person who did not love him back.
C loved the same person throughout his life.
D loved someone for reasons other than beauty.
Read this sentence.

Jackson and I, all day in the rain, got wet and waited in line.

Which is the correct way to write this sentence?

A Jackson and I waited in line and we got wet all day in the rain.
B Jackson and I waited in line all day in the rain and got wet.
C All day in the rain, Jackson and I got wet and waited in line.
D Leave as is.

Which sentence shows the best placement of the phrase looking through the telescope?

A Looking through the telescope, Saturn, a planet with rings, was what Hiram saw.
B Saturn, a planet with rings, was what Hiram saw, looking through the telescope.
C Looking through the telescope, Hiram saw Saturn, a planet with rings.
D Hiram saw Saturn, looking through the telescope, a planet with rings.
Hip-Hop—Should It Stop?

1. Hip-hop is a genre, or type, of music. Another name for it is “rap” music. It began in the 1970s in New York City. It is a combination of spoken, or rapped, words and music. The lyrics are sometimes made up on the spot. They usually rhyme. Hip-hop artists often speak about their political, personal, and social beliefs.

2. Sometimes, hip-hop artists write all new music to go with their lyrics. Other times, hip-hop songs are crafted using existing songs. Hip-hop artists sometimes sample, or use parts of, older disco or funk songs to make new songs. The songs sampled in hip-hop music are often well known and well liked.

3. Hip-hop music can be controversial. Many people dislike and even protest against hip-hop music for its sometimes violent or hateful content. Other hip-hop artists strive to make music that is not negative or hateful. Their songs promote community, love, and self-esteem. However, to some people, the bad apples give the whole genre a bad name. As a result, hip-hop music is banned in many schools.

4. Should all hip-hop music be banned? What do you think?
14 Which summary of paragraph 3 is most accurate?
A Some hip-hop songs talk about love while others have violent content.
B Some hip-hop songs just sample already existing songs and lyrics.
C Hip-hop music promotes community and love.
D Hip-hop music is always completely original.

15 The purpose of the questions at the end of the passage is to indicate to the reader that banning all hip-hop music is
A a necessary action.
B a debatable issue.
C an interesting activity.
D an exciting project.

16 Read this sentence from paragraph 3 of the passage.

However, to some people, the bad apples give the whole genre a bad name.

The author uses a metaphor to explain that
A there are artists whose bad names make apples bad.
B bad artists have bad names.
C hip-hop artists eat bad apples.
D negative artists make other artists look bad.

17 Which sentence is the best summary of the passage?
A Hip-hop artists sample songs by other artists and incorporate different styles into their music.
B Hip-hop began as a combination of the disco and funk genres of music but quickly became a genre of its own.
C Hip-hop combines spoken lyrics with music and is controversial because of some hateful content.
D Many hip-hop artists create positive songs, but hip-hop music is still banned in many schools across the country.
The Potter Next Door

“And who are you?” Dub Steele asked the younger of his two visitors.

“No one,” Soon-Yi answered, with a quiver in her voice. She wondered why her mother had decided to introduce them to their new neighbor.

“Absurd!” Dub responded. “I can see you standing right there. You can’t be no one. You have to be someone!”

Soon-Yi had no idea what to make of the man with his clothing caked in clay. Even his eyebrows had flecks of clay in them. She shrugged.

“The question is, what is your name? Where do you come from?”

Soon-Yi caught the smallest glimpse of a twinkle in Dub’s eye. “That’s two questions,” she replied.

Soon-Yi had never seen a mouth so wide open. The laugh that burst out of it was impossible to ignore. Soon-Yi found herself smiling in return.

“Sharp answer, my dear!” Dub was old, maybe older than 70, Soon-Yi thought. But his arms were strong, no matter how gray his hair might be. Dub was a potter. In the weeks since Soon-Yi’s family had moved to the neighborhood, she had seen him in his shed at all hours of the day and night. “You’re new around here,” Dub declared.

“Yes. We just moved in next door,” her mother replied.

“Made any friends yet?” Dub asked. Soon-Yi shook her head. “Well, you have now!” Dub bellowed. “How would you like to throw some clay?”

Soon-Yi looked up at her mother, who smiled and nodded. “I’d love to!” Soon-Yi replied.

“Then go get some ratty clothes on. I’ll be here all day!”

Soon-Yi left with her first good, hopeful feeling since her family’s move.
18. Why does Dub invite Soon-Yi to throw some clay?
   A. He knows that her clothes will get messy.
   B. He is making a gesture of friendship.
   C. He needs extra help in his shop filling back orders.
   D. He enjoys making pottery.

19. The setting of “The Potter Next Door” is Soon-Yi’s new neighborhood. Why is this important to the story?
   A. It is the reason Soon-Yi is in need of a friend.
   B. Soon-Yi’s new neighborhood is filled with potters.
   C. Dub Steele is the only potter in the neighborhood.
   D. It is a very different place than her old neighborhood.

20. Read these sentences from paragraph 7 of the passage.

   Soon-Yi had never seen a mouth so wide open. The laugh that burst out of it was impossible to ignore.

   These sentences contain examples of
   A. dialect.
   B. symbolism.
   C. metaphors.
   D. hyperbole.
Read the rough draft of the announcement below. It contains errors.

**DO YOU WANT YOUR CHILDREN TO READ?**

**BOOKWORM** invites parents and children to an event filled with activities that are all about the fun in reading. Come on down to the county fairgrounds on Saturday, November 10, for a day the whole family will remember. In the event of rain, the event will be held in the library across the street from the fairgrounds.

10 A.M.—11:30 A.M. **READING SYMPOSIUM**

Parents can learn new and effective ways to encourage their children to read. Dr. Harold gray Literature professor at Winford university, will share with moms and dads how to include literature in children’s everyday life.

1:30 P.M.—3:30 P.M. **STORYTELLING**

Storytellers will surely liven up the afternoon with funny voices and animated expressions as she reads wonderful and fun-filled stories to kids. Children will enjoy the dynamic performances, and will definitely find reading books exciting.

4:30 P.M.—6:00 P.M. **MEET AND GREET**

Meet and greet well-loved characters Cinderella and Prince Charming, Goldilocks and the Three Bears, Pinocchio, and Snow White and the Seven Dwarfs. These storybook characters will also be giving away free books and surprises.

What are you waiting for? Sign up now at the Customer Service area and our staff will gladly assist you. See you there!
21 Read this sentence from the announcement.

Storytellers will surely liven up the afternoon with funny voices and animated expressions as she reads wonderful and fun-filled stories to kids.

How should the sentence be rewritten to reflect the use of correct grammar?

A Storytellers will surely liven up the afternoon with funny voices and animated expressions as he or she reads wonderful and fun-filled stories to kids.

B Storytellers will surely liven up the afternoon with funny voices and animated expressions as they read wonderful and fun-filled stories to kids.

C Storytellers will surely liven up the afternoon with funny voices and animated expressions as they read wonderful and fun-filled stories to kids.

D Leave as is.

22 Read this sentence.

Children will enjoy the dynamic performances, and will definitely find reading books exciting.

A dynamic performance is one that is

A funny.

B energetic.

C magical.

D helpful.

23 Read this sentence.

Dr. Harold Gray Literature professor at Winford university, will share with moms and dads how to include literature in children’s everyday life.

What is the correct way to write the underlined words?

A Dr. Harold Gray, Literature professor at Winford university,

B Dr. Harold Gray literature professor at Winford University,

C Dr. Harold Gray, literature professor at Winford University,

D Dr Harold Gray, literature professor at Winford University
What should families who wish to attend the event do if it rains on November 10?

A. Go to the library opposite the fairgrounds.
B. Go to the county fairgrounds.
C. Wait for the event to be rescheduled.
D. Contact someone from Customer Service.

The purpose of including the list of activities offered at the event in the announcement is to

A. point out the most important activity.
B. show that the activities are both fun and informative.
C. increase book sales and market share.
D. post a job opening for a storyteller.
On a separate sheet of paper, write the numbers 1–6. Next to each number, write the letter of the correct answer for that question.

1. Read this sentence.
   
   I need straight talk from you because I have to know if you really think I should try out for the play or if I’m just not good enough yet.

   Which meaning of straight, from the dictionary, is used in this sentence?
   
   A. not curved; unbending
   B. not changed or modified
   C. in the proper order or condition
   D. direct; without holding back

2. Read this sentence.
   
   As the youngest child, I found that my family tended to dismiss my ideas without even listening to them, which always upset me and seemed terribly unfair.

   Which meaning of dismiss, from the dictionary, is used in this sentence?
   
   A. to cause or permit to leave
   B. to end the employment of; fire
   C. to reject any serious consideration of
   D. to remove from court without further hearing

3. Which of the following pairs of words are synonyms?
   
   A. nerve, strength
   B. control, manage
   C. avoid, dislike
   D. boast, succeed

4. Read this sentence.
   
   Aunt Fiona would dart into a room, dash around, and be gone, like a little brown bird with a nest full of hungry chicks awaiting her return.

   This description suggests all of the following about Fiona except that she is
   
   A. busy.
   B. strong.
   C. small.
   D. quick.

5. Read this sentence.
   
   The cost of a new car was one consideration, but where we could find a place to park it was another that seemed just as important.

   Which meaning of consideration, from the dictionary, is used in this sentence?
   
   A. serious and careful thought
   B. kindly thoughtfulness for others
   C. a fee, payment, wage, or reward
   D. something kept in mind in making a decision

6. Which of the following synonyms for hit best communicates the idea of a sharp, cutting blow?
   
   A. lash
   B. bash
   C. swat
   D. batter
On your paper, write the numbers 7–20. Next to each number, write the letter of the word or phrase that is closest in meaning to the underlined word.

### Selection Vocabulary

<table>
<thead>
<tr>
<th>Number</th>
<th>Phrase</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>ignoring their taunts</td>
<td>A: insults, B: whispers, C: questions, D: appearance</td>
</tr>
<tr>
<td>8</td>
<td>to sustain a conversation</td>
<td>A: enjoy, B: control, C: keep up, D: cut short</td>
</tr>
<tr>
<td>9</td>
<td>inhumane behavior</td>
<td>A: cruel, B: selfish, C: dishonest, D: thoughtful</td>
</tr>
<tr>
<td>10</td>
<td>as the daylight ebbed</td>
<td>A: grew, B: faded, C: returned, D: entered</td>
</tr>
<tr>
<td>11</td>
<td>speaking solemnly</td>
<td>A: rapidly, B: foolishly, C: seriously, D: unhappily</td>
</tr>
<tr>
<td>12</td>
<td>prosperity for all</td>
<td>A: fairness, B: education, C: hardships, D: good times</td>
</tr>
<tr>
<td>13</td>
<td>the defendant’s petition</td>
<td>A: trial, B: request, C: response, D: background</td>
</tr>
</tbody>
</table>

### Academic Vocabulary

<table>
<thead>
<tr>
<th>Number</th>
<th>Phrase</th>
<th>Options</th>
</tr>
</thead>
<tbody>
<tr>
<td>14</td>
<td>a new technique</td>
<td>A: tool, B: meaning, C: procedure, D: machine</td>
</tr>
<tr>
<td>15</td>
<td>a time of turmoil</td>
<td>A: unrest, B: peace, C: disbelief, D: progress</td>
</tr>
<tr>
<td>16</td>
<td>barricades on the road</td>
<td>A: vehicles, B: barriers, C: dangers, D: travelers</td>
</tr>
<tr>
<td>17</td>
<td>to visualize a situation</td>
<td>A: create, B: picture, C: remember, D: describe</td>
</tr>
<tr>
<td>18</td>
<td>if it was prohibited</td>
<td>A: needed, B: helpful, C: forbidden, D: dangerous</td>
</tr>
<tr>
<td>19</td>
<td>this unexpected controversy</td>
<td>A: change, B: damage, C: conflict, D: realization</td>
</tr>
<tr>
<td>20</td>
<td>when they modified the plan</td>
<td>A: changed, B: developed, C: approved, D: publicized</td>
</tr>
</tbody>
</table>
On a separate sheet of paper, write the numbers 1–10. Next to each number, write the letter of the correct answer for that question.

1. Read this sentence.
   On old-time TV shows, stories about the Old West had many similarities and often involved nasty bullys and brave sheriffs.

   Which underlined word is spelled incorrectly?
   A stories  C bullys
   B similarities  D sheriffs

2. Read this sentence.
   Many public libraries have shelfs with copies of videos that can be checked out.

   Which underlined word is spelled incorrectly?
   A libraries  C copies
   B shelfs  D videos

3. Read this sentence.
   There are different varieties of shampoos, with some for ladies and some for men, as if husbands and wifes couldn’t use the same kind.

   Which underlined word is spelled incorrectly?
   A varieties  C ladies
   B shampoos  D wifes

4. Read this sentence.
   At the zoos I’ve been to, I’ve seen wolves, kangaroos, and even stingrays.

   Which underlined word is spelled incorrectly?
   A zoos  C kangaroos
   B wolves  D stingrays

5. Read this sentence.
   Looking at displays of pastries in the windowes of the bakeries we passed made me really hungry.

   Which underlined word is spelled incorrectly?
   A displays  C windowes
   B pastries  D bakeries
6 Read this sentence.
Both Anita and Tiffany wrote essays about the lives of serfs in past centuries.

Which underlined word is spelled incorrectly?
A essays C serfs
B lives D centuries

7 Read this sentence.
A few sniffes of the aromas coming from all the patios indicate that the activities in my neighborhood today include barbecuing.

Which underlined word is spelled incorrectly?
A sniffes C patios
B aromas D activities

8 Read this sentence.
The chefs sharpened their knives and started carving turkies and mashing potatoes.

Which underlined word is spelled incorrectly?
A chefs C turkies
B knives D potatoes

9 Read this sentence.
I've taken many photos of cowboys at rodeos roping calves.

Which underlined word is spelled incorrectly?
A photos C rodeos
B cowboys D calves

10 Read this sentence.
The elves in the story were heros who had to trick the spies of their enemies.

Which underlined word is spelled incorrectly?
A elves C spies
B heros D enemies
The following is a rough draft of Julio's report, which may contain errors.

Revealing the Secrets of the Caves

(1) There is a huge network of caverns, lakes, and streams underground throughout the Ozark Highlands of Arkansas, Missouri, and Oklahoma. (2) This network is known as a karst ecosystem. (3) Karst refers to both a type of limestone rock and an underground region consisting of such rock. (4) An ecosystem is a community of organisms and their environment functioning as a unit.

(5) The karst ecosystem of the Ozark Highlands are home to more than 100 rare species of animals and plants, many of which are found nowhere else. (6) Examples are the Foushee cavesnail and the Ozark cavefish. (7) These species have developed in isolation over millions of years. (8) Some have no eyes. (9) Others are transparent. (10) All have adapted to their unique surroundings. (11) To protect them conservationists have worked to keep the caves’ locations a secret. (12) We didn’t want people damaging these unique species.

(13) But now cave ecologists are realizing that it may be time to reveal the secret. (14) Sharing the locations of these underground caves may be the only way to save them. (15) The reasons are that spreading aboveground development has caused sinkholes or polluted underground waterways that the karst dwellers need to survive.

(16) The problem is especially bad in Benton and Washington counties in Arkansas. (17) So many new houses and businesses are being built that they’re spreading into fields and hills far beyond where humans have ever built before. (18) One city road crew digging in a busy intersection dug right through the earth to an eighty-foot-wide cave. (19) One family in Bentonville watched a sinkhole open in their yard. (20) The hole grew to be ten feet wide and twenty feet deep.

(21) Experts decided to reveal the secret of the caverns’ locations. (22) Once they did, the Nature Conservancy released maps of the sensitive underground places. (23) The maps are accessible online. (24) Potential homebuyers, builders, and local governments can use them to avoid damaging the karst habitat. (25) Some property owners whose land is above caverns have donated the land to conservation groups to help protect the various species that live in the karst.
1. The best way to improve this report would be to
   A. include quotes from people with sinkholes in their yards
   B. remove the definitions of karst and ecosystem
   C. add a concluding sentence about sharing the caverns’ locations
   D. add a detailed description of what the Ozark cavefish looks like

2. How should sentence 5 be rewritten to reflect the use of correct grammar?
   A. The karst ecosystem of the Ozark Highlands are home to more than 100 rare species of animals and plants, many of which are found nowhere else.
   B. The karst ecosystem of the Ozark Highlands is home to more than 100 rare species of animals and plants, many of which are found nowhere else.
   C. The karst ecosystem of the Ozark Highlands are home to more than 100 rare species of animals and plants, many of which is found nowhere else.
   D. The karst ecosystem of the Ozark Highlands is home to more than 100 rare species of animals and plants, many of which is found nowhere else.

3. Read this sentence from the report.
   (11) To protect them conservationists have worked to keep the caves’ locations a secret.

   Where should a comma be added to the sentence?
   A. after them
   B. after them and worked
   C. after worked
   D. after locations

4. How should sentence 12 be changed to maintain a consistent point of view?
   A. Change We to They.
   B. Change didn’t to won’t.
   C. Change these to them.
   D. Change species to specieses.

5. Read this sentence from the report.
   (12) We didn’t want people damaging these unique species.

   What is the most descriptive replacement for the underlined word in the sentence?
   A. human beings
   B. clumsy explorers
   C. dumb risk takers
   D. anyone at all
6. Read this sentence from the report.

(15) The reasons are that spreading aboveground development has caused sinkholes or polluted underground waterways that the karst dwellers need to survive.

In this sentence, the word or does not correctly link ideas. Which of these should be used instead?
A because it has
B ; however, it
C yet
D and

7. How should the underlined word in sentence 17 be written?
A there
B their
C we're
D Leave as is.

8. Read this sentence from the report.

(19) One family in bentonville watched a sinkhole open in their yard.

Which underlined word should be capitalized?
A family
B bentonville
C sinkhole
D yard

9. How are sentences 21-23 best combined?
A When experts decided to reveal the caverns' locations, the Nature Conservancy released maps of the sensitive underground places.
B Once experts decided to reveal the secret of the caverns' locations, maps of the sensitive underground places were posted by the Nature Conservancy.
C Experts decided to reveal the secret of the caverns' locations, so the Nature Conservancy released online maps of the sensitive underground places.
D Once experts decided to reveal the secret of the caverns' locations, the Nature Conservancy posted online maps of the sensitive underground places.

10. Which quotation would best support the report's thesis?
A “We're sharing the caverns' locations to protect them from aboveground development,” says one scientist.
B “Animals that spend their whole lives underground are very strange looking,” says one cave explorer.
C “Building houses and roads above the caverns can pollute underground water,” warns one conservationist.
D “Always take a buddy, and several flashlights and plenty of water, when you explore the caves,” advises a doctor.
The following is a rough draft of Lillian’s letter to the school board. It contains errors.

Dear Laurel Mountain School Board:

(1) I’m writing to urge you not to eliminate music classes in the schools. (2) I know some people believe that music classes are unimportant frills. (3) But there is much proof that they’re as important as reading, math, and science. (4) The National Association of Music Education has found that music class has numerous benefits to students.

(5) Study after study shows that music makes kids smarter. (6) One study showed that students’ IQs increased after they took music classes. (7) Another used brain scans to show that kids who played an instrument had more focused, efficient brain activity. (8) In one study, children had just one year of musical training. (9) They scored higher in tests of literacy, verbal memory, spatial processing, and math. (10) Students in school music programs score higher on standardized tests. (11) Instead, in 2006, students with a music background averaged 100 points higher on the SAT than those without it.

(12) Music also teaches skills that last a lifetime, said Rod Paige, former U.S. Secretary of Education. (13) He listed among these skills “critical analysis, the ability to deal with ambiguity and to solve problems, perseverance, and a drive for excellence.” (14) Music also inspires creativity and brings personal satisfaction.

(15) Music education has other benefits beyond improving students’ minds. (16) It has been linked to decreases in absenteeism and lower dropout rates in schools throughout the country. (17) Also, music education teaches kids to cooperate and helps them develop socially. (18) It helps to create a caring community. (19) Choral singers, for example are far more likely to be involved in charity work than the average person.

(20) Cutting music classes to save money would be short-sighted. (21) As the leaders of our school system, I urge you to find other ways to cut the budget. (22) You’re transfer of only five percent of the sports budget to the arts would keep all of the school district’s music classes going. (23) It’s the best investment you’ll ever make.

Thank you for considering this request.

Lillian Soo, Grade 8
11. Which statement best represents the controlling idea of the letter?
   A. Music education decreases absenteeism and dropout rates among secondary students.
   B. There are plenty of better ways to save money than cutting the music curriculum.
   C. Music classes are more important than sports in contributing to school spirit.
   D. Music education improves students’ learning of core subjects and their behavior.

12. Which of these sentences could best be added at the end of paragraph 1?
   A. The existence of so many benefits means that music is good for kids.
   B. Haven’t you noticed that music can improve your mood and make you feel better?
   C. These benefits contribute to success in school, in society, and in life.
   D. None of these should be added.

13. How are sentences 8 and 9 best combined?
   A. After just one year of musical training, children scored higher in tests of literacy, verbal memory, spatial processing, and math.
   B. In one study, children with just one year of musical training scored higher in tests of literacy, verbal memory, spatial processing, and math.
   C. In one study, children who had just one year of musical training scored higher in tests of literacy, verbal memory, spatial processing, and math.
   D. Children had just one year of musical training; then they scored higher in tests of literacy, verbal memory, spatial processing, and math.

14. Read this sentence from the letter.

   (11) Instead, in 2006, students with a music background averaged 100 points higher on the SAT than those without it.

   In this sentence, the word Instead does not correctly link ideas. Which of these should be used instead?
   A. For example
   B. Instead
   C. But
   D. Still
15 Which underlined word in sentence 12 should not be capitalized?
A Skills  
B Rod  
C Secretary  
D Education

16 Read this sentence from the letter.
(19) Choral singers, for example are far more likely to be involved in charity work than the average person.

Where should a comma be added in the sentence?
A after Choral  
B after example  
C after likely  
D after work

17 Which of these analogies could best replace sentence 20?
A Cutting music classes to save money would be like cutting off your kids’ hands so you don’t have to buy gloves.  
B Cutting music classes to save money would be like cutting off your nose to spite your face.  
C Cutting music classes to save money would be like driving thirty miles to save a penny on gas.  
D Cutting music classes to save money would be like cutting lunch periods to save time.

18 How should sentence 21 be rewritten to reflect the use of correct grammar?
A As the leaders of our school system, I know you can find other ways to cut the budget.  
B As our leaders, I urge you to find other ways to cut the budget.  
C I urge you, as the leaders of our school system, to find other ways to cut the budget.  
D I urge them, the leaders of our school system, to find other ways to cut the budget.

19 How should the underlined word in sentence 22 be written?
A Yours  
B Your  
C Youre  
D Leave as is.

20 How is the organization of Lillian’s letter best described?
A comparison/contrast  
B order from most to least important  
C main idea and supporting details  
D sequence of events
Unit 6/Semester Assessments
Reading/Literature
Vocabulary
Spelling
Writing Strategies/
Conventions
Writing Applications
The following items are not based on a passage. Read and answer each question.

1. Which of the following words is based on a Latin root that means “life”?
   A. aquatic
   B. celebrate
   C. vitality
   D. anthropology

2. Read this sentence.
   The cyclists wear helmets with lights so that they can see at night and making them more visible to other motorists.

   How could this sentence best be rewritten?
   A. The cyclists wear helmets with lights to see and will be visible to other motorists at night.
   B. The cyclists wear helmets with lights so they can see other motorists and make them visible at night.
   C. The cyclists wear helmets with lights to be able to see at night and appear more visible to other motorists.
   D. Leave as is.

3. Read this sentence.
   If you try hard enough my friend you will reach your goals this year.

   What is the correct way to write the underlined words?
   A. hard enough, my friend, you,
   B. hard enough, my friend, you
   C. , hard enough my friend you
   D. Leave as is.

4. Read these sentences.
   Shane found himself at the bottom of the reef; because the light coming from their boat helped him swim toward the surface.

   In this sentence, the word because does not correctly link the two ideas. Which of these should be used instead?
   A. therefore
   B. likewise
   C. however
   D. unfortunately
5 Read this sentence.

The little spider in the corner of the room fell down twice while trying to spin a web, but on its third try it finally succeeded in making the web.

What is the theme expressed by this sentence?
A Make sure to have an open mind.
B Good always wins out over evil.
C If you fail, keep trying until you succeed.
D The spider kept going until it made its web.

6 These lines are taken from the poem “Romance” by Edgar Allan Poe.

1 Romance, who loves to nod and sing,
2 with drowsy head and folded wing,
3 among the green leaves as they shake
4 far down within some shadowy lake

These lines use which rhyming pattern?
A aabb
B abba
C abab
D aaba

7 Read this sentence.

The polar bears roam plains the snow-capped of Antarctica.

What is the correct way to write this sentence?
A Antarctica snow-capped, the polar bears roam.
B The snow-capped plains of Antarctica roam the polar bears.
C The polar bears roam the snow-capped plains of Antarctica.
D Leave as is.

8 Read this sentence.

Angela was depressed because she did not receive the promotion, even though she knew that Stuart deserved it.

Which word can best be used to replace the word depressed without changing the meaning of the sentence?
A satisfied
B surprised
C confused
D saddened
The New Hunterdon Telephone

Amazing New Technology!

1 The New Hunterdon Telephone has the latest in state-of-the-art Speed Dial technology! Think of all those minutes you waste every day searching through your phone book or directory, looking for the one phone number you want, or taking so long to dial out a full number that you can’t even remember what it is before you’ve finished! No more with the Hunterdon. Save countless hours over the course of your life and buy one of our amazing phones right away!

Features

Speed Dial: Programming

Your new Hunterdon Telephone can hold up to nine numbers in its speed dial memory. To program a number into speed dial, first push and hold the Function key (located above the 1 key) until your telephone beeps three times. Next, press the number on your keypad that you would like to use as the code for that phone number (this is called the location). Your telephone will beep once to acknowledge that it has registered your request and that the number is acceptable.

Next, enter the telephone number you wish to store just as you would dial it regularly. For example, long distance calls should include the number 1 before the area code, whereas local calls do not require it. Once you have finished entering the number, press the Function key again. Your telephone will beep three times to register that it has saved this telephone number in this location.

Speed Dial: Using a number in speed dial

To use a telephone number stored in speed dial, press the Function key once, then the location of the stored number.

One-Touch Dialing: Programming

Your telephone can also store one number in its one-touch dialing memory. To program your one-touch dialing telephone number, push and hold the One-Touch key (located above the 3 key) until your telephone beeps three times. Next, enter the telephone number you wish to store (remember to enter it just as you would dial it regularly). Once you have finished, press the One-Touch key. Your telephone will beep three times to register that it has saved the number in this location. NOTE: If you already have a number stored in one-touch dialing, it will be instantly replaced whenever you program a new telephone number.
One-Touch Dialing: Using a number in one-touch dialing

6 To use a telephone number stored in one-touch dialing, press the One-Touch key once. This will automatically dial the number you stored.

9 To program a number into speed dial, a person must
A press the Function key once.
B press the One-Touch key once.
C push and hold the Function key.
D push and hold the One-Touch key.

10 Which sentences could best be added between paragraphs 1 and 2 to get the reader interested in reading on?
A The new Hunterdon Telephone contains several features. Here are directions on how to use it.
B The Hunterdon Telephone should be used correctly. Otherwise, the warranty will not be honored.
C The simplified instructions of the Hunterdon Telephone are enumerated below. It can only function if used properly.
D The Hunterdon Telephone is a great way to make telephoning easier. This is your guide on how to use all its exciting features.

11 How is the purpose of paragraph 1 different from the purpose of paragraph 2?
A Paragraph 1 is about the New Hunterdon Telephone.
B Paragraph 2 persuades readers to buy a new phone.
C Paragraph 1 is meant to get people interested in the Hunterdon Telephone.
D Paragraph 1 explains how to use the features of the Hunterdon Telephone.

12 How do you know that the number you programmed into speed dial has been saved correctly?
A The phone will hold the Function key.
B The phone will dial the number automatically.
C The phone will beep once to acknowledge your request.
D The phone will beep three times to register the saved number.
Jane Austen

1. Jane Austen, a well-known English author who wrote wittily about the society around her, produced six great novels. Readers applaud Austen’s keen representations of human weakness. They marvel at her piercing and humorous descriptions of everyday life and her elegant prose style.

2. Austen was born on December 16, 1775, in Steventon, a village in Hampshire, England. She was the seventh of eight children. Her parents were George and Cassandra Austen.

3. Austen received a better education than most women of her time. In 1783, she and her older sister lived and studied briefly with a woman named Mrs. Cawley. Mrs. Cawley was the sister of one of their uncles. The two Austen sisters first lived in Oxford and later in Southampton. However, when disease broke out in Southampton, the girls returned home to Hampshire.

4. At home, the girls learned to draw and to play the piano. Austen became an avid reader. She read the numerous books that filled her family’s home. When she was in her early twenties, Austen began writing her own novels. She did not publish them, however, until later in her life.

5. Austen’s first novel, published in 1811, was *Sense and Sensibility*. It follows the lives of Elinor and Marianne Dashwood, two sisters with very different personalities. *Sense and Sensibility* first appeared as an anonymous work, with the phrase “By a Lady” attached to it. At first only Austen’s immediate family knew that she had written the novel.

6. Austen’s second work, *Pride and Prejudice*, is her most famous. Published two years after *Sense and Sensibility*, the novel presents the feisty heroine, Elizabeth Bennett. At the novel’s outset, Elizabeth meets Fitzwilliam Darcy, but she remains blind to his positive qualities. His strong sense of pride repels her. They eventually marry, but only after she sheds her prejudice and he subdues his pride.

7. In *Mansfield Park* (1814) and *Emma* (1815), Austen wrote about young women’s search for love and a place in the excessively structured world of nineteenth-century Britain. *Northanger Abbey* (1818) is a satire of the popular, gloomy Gothic horror novels of the day. *Persuasion* (1817), Austen’s
last full work, is a story of regret and second chances. It follows the courtship of Anne Elliot and Frederick Wentworth, whose love flourishes despite separation and a disapproving family.

In early 1817, Austen began work on another novel, entitled Sanditon. She became ill, though, and had to give up writing in March of that year. In May, she moved to Winchester for medical treatment. She died there on July 18, 1817.
Document B

1. The Riverhouse Library invites you to come to the Jane Austen Fair this Sunday, December 16. This is also a celebration of her birthday.

2. Jane Austen is no longer the unknown “Lady” who penned *Sense and Sensibility*. She is now one of the most famous authors of English literature. Her work is as popular as ever. Translations of her novels appear in many countries. Literary scholars and students all over the world analyze her novels. Historians pore over her works to get a glimpse into the time in which Austen lived. Her novels have even been made into movies.

3. Schedule of Events

   12:30 pm  Opening Ceremonies with the award-winning novelist, Jordan Hancock.

   1:00 pm  A puppet show of the novel *Sense and Sensibility* performed by the Disini Theater Guild

   3:00 pm  Dramatic Readings from the novel *Pride and Prejudice* by the Riverhouse Library Junior Librarians

   4:00 pm  Costume Tea party: Guests are encouraged to come as their favorite Austen character. Prizes will be awarded to the guest with the most original costume.

   6:00 pm  Jane Austen Quiz Contest: Participants need to register before 12:30 pm.

   7:30 pm  Award Ceremony

   8:00 pm  Closing Remarks by Dr. Ramil Estevan, Jane Austen biographer and literary critic.

   8:30 pm  Fireworks display

4. Join us to celebrate the life and works of the immortal Jane Austen!
Consider the statements the author of Document B gives in support of the topic of paragraph 2. Which of the following statements, if true, would most contradict the author’s supporting points?

A. Sales of Jane Austen’s novels have gone down for the past three years.
B. Two movies based on Jane Austen’s novels are set to be released next year.
C. Over 90 percent of American high school students have heard of Jane Austen.
D. Jane Austen lived for 41 years and completed six novels.

Which information appears in Document B that does not appear in Document A?

A. Austen’s works are still very popular.
B. Austen is a well-known English novelist.
C. Austen is the author of the novel Sense and Sensibility.
D. Austen’s novels are translated into different languages.

Which of these sentences could best be added at the end of paragraph 8 of Document A?

A. Jane Austen was a very intelligent woman.
B. She was one of English literature’s most prized treasures.
C. She was the role model of other English literature novelists.
D. Jane Austen was creative with her characters and their descriptions.

Read this sentence from Document B.

Historians pore over her works to get a glimpse into the time in which Austen lived.

What is the most accurate replacement for the underlined phrase in this sentence?

A. list
B. opening
C. study
D. rewrite
The following is a rough draft of a student’s essay. It may contain errors.

The Body as Machine

Your body is like a machine, and, like any machine, it needs fuel. Some machines run on gasoline, but your body requires a different kind of fuel: food. Instead of filling up with gasoline, you fill up with sandwiches, salad, or a fresh juicy apple.

You can’t turn food directly into fuel, but your body has a power plant that takes food as its input and produces glucose as its output. The process through which food undergoes conversion into glucose is called digestion. Glucose travels in the blood stream and is used by the different parts of the body for fuel. Glucose is mixed with oxygen from the air in the lungs and converted to energy in a process called respiration.

When you chew your food, you are beginning the digestion process. The saliva in your mouth starts to break down the food as you enjoy its taste. Most of the digestion process, however, takes place in the stomach and small intestine. As food travels through the stomach and small intestine, it is gradually broken down by enzymes. Enzymes are chemicals that convert food into glucose. The small intestine is coiled inside the body, but it is actually more than twenty-two feet long.

As food passes through the small intestine, the glucose produced by the enzymes passes through the intestinal walls into the bloodstream through the process of osmosis. Once in the bloodstream, the glucose can be transferred easily to the muscles in the hands, brain, or any other part of the body in need of energy.

Sometimes your digestive system makes more glucose than your body requires to produce energy. The body doesn’t waste this extra glucose. Instead, it is sent to be processed by the body’s energy storehouse. Extra glucose is rerouted to the liver, where it is changed into a chemical called glycogen. Glycogen can be stored in the liver and in the muscles. When you need energy and there is not enough glucose available, glycogen can be changed back into glucose and used for fuel.

You’re body can also store fuel very efficiently as fat, which acts as the body’s energy safety net. When there is not enough glucose or glycogen to provide the necessary fuel, fat is converted to glucose. The additional energy stored in fat can allow a person to live for weeks without taking in any food.
17. The phrase fat . . . acts as the body’s energy safety net in paragraph 6 means that
   A. The safest source of fuel for the body is fat.
   B. Fat is a source of extra fuel used by the body.
   C. The energy we use is from the fat in our body.
   D. Fat is helpful in cushioning the body in case of a fall.

18. Given the structure and content of the passage, it can best be described as
   A. narrative.
   B. expository.
   C. persuasive.
   D. descriptive.

19. Which sentence would be the best thesis statement for the passage?
   A. The human body breaks down sandwiches like a machine.
   B. Like the human body, machines need fuel to function.
   C. The human body and machines have similar functions.
   D. Like a machine, the human body needs fuel to function.

20. Read the following sentence from the passage.
    You’re body can also store fuel very efficiently as fat, which acts as the body’s energy safety net.
    How should the underlined word be written?
    A. Your
    B. Youre
    C. You’r
    D. Leave as is.

21. Which summary of paragraph 5 is the most accurate?
   A. The body changes glucose to glycogen.
   B. The body transports the glucose to the liver.
   C. The body stores glucose when it isn’t needed.
   D. The body changes glycogen back to glucose.
“Well, I have a trade of my own [Holmes said]. I suppose I am the only one in the world. I’m a consulting detective, if you can understand what that is. Here in London we have lots of Government detectives and lots of private ones. When these fellows are at fault they come to me, and I manage to put them on the right scent. They lay all the evidence before me, and I am generally able, by the help of my knowledge of history of crime, to set them straight. There is a strong family resemblance about misdeeds, and if you have all the details of a thousand at your finger ends, it is odd if you can’t unravel the thousand and first. Lestradé is a well-known detective. He got himself into a fog recently over a forgery case, and that was what brought him here.”

“And these other people?”

“They are mostly sent on by private inquiry agencies. They are all people who are in trouble about something, and want a little enlightening. I listen to their story, they listen to my comments, and then I pocket my fee.”

“But do you mean to say,” I said, “that without leaving your room you can unravel some knot which other men can make nothing of, although they may have seen every detail for themselves?”

“Quite so. I have a kind of intuition that way. Now and again a case turns up which is a little more complex. Then I have to bustle about and see things with my own eyes. You see I have a lot of special knowledge which I apply to the problem, and which facilitates matters wonderfully. Those rules of deduction laid down in the article which arouse your scorn, are invaluable to me in practical work. Observation with me is second nature. You appeared to be surprised when I told you, on our first meeting, that you had come from Afghanistan.”

“You were told, no doubt.”

“Nothing of the sort. I knew you came from Afghanistan. From long habit the train of thoughts ran so swiftly through my mind, that I arrived at the conclusion without being conscious of intermediate steps. There were such steps, however. The train of reasoning ran, ‘Here is a gentleman of a medical type, but with the air of a military man. Clearly an army doctor, then. He has just come from the tropics, for his face is dark, and that is not the natural tint of his skin, for his wrists are fair. He has undergone hardship and sickness, as his haggard face says clearly. His left arm has been injured. He holds it in a stiff and unnatural manner. Where in the tropics could an English army doctor have seen much hardship and got his arm wounded? Clearly in Afghanistan.’ The whole
train of thought did not occupy a second. I then remarked that you came from Afghanistan, and you were astonished.”

“It is simple enough as you explain it,” I said smiling. “You remind me of Edgar Allan Poe’s Dupin. I had no idea that such individual did exist outside of stories.

22 In A Study in Scarlet, why does Holmes explain to the narrator how he knew he came from Afghanistan?
A Holmes is helping him to remember his past.
B Holmes is trying to persuade him to return to Afghanistan.
C Holmes aims to impress him with his superior intelligence.
D Holmes wants to demonstrate to him his thinking process.

23 Which of the following statements from paragraph 1 gives you information about why the setting of the story is important to the plot?
A Lestrade is a well-known detective.
B I suppose I am the only one in the world.
C There is a strong family resemblance about misdeeds.
D Here in London we have lots of Government detectives.

24 Read this sentence from paragraph 1.

There is a strong family resemblance about misdeeds, and if you have all the details of a thousand at your finger ends, it is odd if you can’t unravel the thousand and first.

The metaphor in these lines shows that Holmes thinks that
A there are always one thousand details in a mystery.
B solving crimes involves more than one thousand details.
C crimes are all alike; if you can solve one, you can solve them all.
D one generally needs the help of family to unravel details in a mystery.
Read these sentences from paragraph 4.

“But do you mean to say...that without leaving your room you can unravel some knot which other men can make nothing of, although they may have seen every detail for themselves?”

“Quite so. I have a kind of intuition that way.”

These lines show that the author wants readers to believe that

A Holmes is a naturally brilliant detective.

B Holmes’s description of his work is not accurate.

C Holmes is not a good detective.

D Holmes proceeds like other detectives.
On a separate sheet of paper, write the numbers 1–6. Next to each number, write the letter of the correct answer for that question.

1. Read this sentence.
   In Roman mythology, Flora was the goddess of flowers and spring.
   A region’s flora is its
   A people.
   B plant life.
   C animal life.
   D rivers and streams.

2. Read this description.
   In mythology, Hercules was a hero known for his incredible strength and for completing twelve tasks that seemed to be impossible.
   A herculean task is one that is
   A unfair.
   B well-paid.
   C time-consuming.
   D extremely difficult.

3. Read this sentence.
   We’ll meet at the park and practice when a field is free.
   In this sentence, the word free means
   A available.
   B independent.
   C clear of obstacles.
   D not subject to rules.

4. Read this description.
   In Greek mythology, Odysseus left his young son in the care of a trusted slave named Mentor while he went off to fight the Trojans. Mentor guided and taught the boy, who grew up brave, honest, and reliable.
   A person’s mentor is his or her
   A wise advisor.
   B boss or employer.
   C long-lost family member.
   D companion in adventures.

5. Read this sentence.
   He’s sassy and rude, and his older sister is every bit as impudent.
   What does the word impudent mean?
   A amusing    C uneducated
   B thoughtful  D disrespectful

6. Read this sentence.
   Harry was late for practice, didn’t try hard, and made fun of other players, so the coach told him to clean up his act.
   In this sentence, what is the meaning of the underlined phrase?
   A wash his uniform
   B improve his behavior
   C set a scoring record
   D get in better shape.
On your paper, write the numbers 7–20. Next to each number, write the letter of the word or phrase that is closest in meaning to the underlined word.

**Selection Vocabulary**

7. to be conspicuous
   - A. awake
   - B. noticeable
   - C. victorious
   - D. scornful

8. a superficial discussion
   - A. interesting
   - B. valuable
   - C. continuing
   - D. shallow

9. due to their frenzy
   - A. tension
   - B. silence
   - C. uncertainty
   - D. excitement

10. a sense of foreboding
    - A. honor
    - B. dread
    - C. humor
    - D. mystery

11. stealthily leaving
    - A. rapidly
    - B. noisily
    - C. secretly
    - D. angrily

12. the people’s jubilation
    - A. joy
    - B. hope
    - C. grief
    - D. energy

13. to loathe something
    - A. hate
    - B. adore
    - C. imitate
    - D. destroy

14. a very melancholy sound
    - A. creepy
    - B. unusual
    - C. sorrowful
    - D. memorable

15. showing such poise
    - A. glamor
    - B. dignity
    - C. clumsiness
    - D. contentment

16. to perturb the neighbors
    - A. bother
    - B. dislike
    - C. support
    - D. deceive

17. some aggravating music
    - A. popular
    - B. annoying
    - C. deafening
    - D. inspirational

**Academic Vocabulary**

18. to confer with a friend
    - A. ride
    - B. joke
    - C. consult
    - D. quarrel

19. to confer a medal for bravery
    - A. win
    - B. deserve
    - C. present
    - D. recommend

20. the group’s dominance
    - A. control
    - B. attempt
    - C. ability
    - D. confidence
On a separate sheet of paper, write the numbers 1–10. Next to each number, write the letter of the correct answer for that question.

1 Read this sentence.
Tessa is busily editing a story she plans on entering in a competition.
Which underlined word is spelled incorrectly?
A busily  C entering
B editing     D competition

2 Read this sentence.
The thief tried shattering the metallic box, but applying force had no effect.
Which underlined word is spelled incorrectly?
A thief      C metallic
B shattering D applying

3 Read this sentence.
I enrolled in a special biology coarse for next year and will be studying reefs and sea life.
Which underlined word is spelled incorrectly?
A enrolled    C studying
B coarse      D reefs

4 Read this sentence.
“Whose getting the achievement award at the presentation?” asked Beth, who already regretted not being able to attend.
Which underlined word is spelled incorrectly?
A Whose     C presentation
B achievement D regretted

5 Read this sentence.
The speaker said that we were likely to find satisfying employment if we just moved steadily and patiently towards our goals.
Which underlined word is spelled incorrectly?
A satisfying   C steadily
B employment D patiently
**Unit 6 Test**

**Spelling**

6. Read this sentence.
   To our relief, the electrician was able to put in a switch that controlled the light, and we could once again see ourselves in the bathroom mirror.

Which underlined word is spelled incorrectly?
- A relief
- B electrician
- C controled
- D ourselves

7. Read this sentence.
   Many people have suffered from thirst while crossing the desert because of the merciless heat and very limited water.

Which underlined word is spelled incorrectly?
- A suffered
- B desert
- C merciless
- D limited

8. Read this sentence.
   A pet bird without a companion may be lonelier than one who shares a cage, but there will be less messiness in its cage.

Which underlined word is spelled incorrectly?
- A companion
- B lonelier
- C messiness
- D it’s

9. Read this sentence.
   “My men betrayed me and rebelled,” said the ship’s captain, refusing to admit that his cruelty and greediness were to blame.

Which underlined word is spelled incorrectly?
- A betrayed
- B rebelled
- C refussing
- D greediness

10. Read this sentence.
    “I believe those are cobwebs hanging from your ceiling,” said Dad, as he past my room.

Which underlined word is spelled incorrectly?
- A believe
- B your
- C ceiling
- D past
The following is a rough draft of Renee’s report, which may contain errors.

The Emotional Lives of Animals

(1) For centuries, many people denied that animals could feel emotions. (2) This gave them an excuse to mistreat animals. (3) Some farmers worked horses to death. (4) Trappers captured various animals for their fur. (5) Even today, some scientists perform tests that affect animals negatively.

(6) But much evidence of animals’ ability to feel loving, happy, angry, bored, and depression has been found in recent years. (7) Jeffrey Masson is a psychologist. (8) He wrote a book in which he documented emotions of many species. (9) He described gorillas who are so driven to communicate that they know 200 words in sign language, elephants who cry when they are sad, and dogs who warn their epileptic owners several minutes before a seizure. (10) My dog can sing.

(11) In fact, Masson suggests that some animals may have even more intense emotions than people. (12) He says, “Many animals have physical abilities beyond those of humans. (13) Some fly, some run faster, some are stronger. (14) So why shouldn't a cow's love for her calf be every bit as intense as, or even more intense than, our love for our children?”

(15) Behavioral scientists Jonathan Balcombe agrees. (16) He has collected hundreds of examples of animals enjoying themselves. (17) He suggests that their very good senses of sight, smell, sound, touch, and taste may give them a greater capacity for pleasure than humans. (18) Apparently, animals’ brains release the same chemicals when they are happy that human's brains do.

(19) Jane Goodall has looked at chimpanzees for decades. (20) Time and again, she has seen groups of wild chimpanzees make and use tools and then teach the younger generation how to use them. (21) She has also seen many animals show affection and concern for each other.

(22) As the evidence that animals have feelings adds up, humans have begun to reconsider, how we treat them.
1. Read this sentence from the report.

(6) But much evidence of animals’ ability to feel loving, happy, angry, bored, and depression has been found in recent years.

What is the best way to rewrite the underlined part of the sentence using parallel structure?

A. loving, happiness, anger, boredom, and depression
B. loving, happy, angry, bored, and depressed
C. love, as well as happiness, anger, boredom, and depression
D. loving, happy, angry, and bored, and to feel depression

2. How are sentences 7 and 8 best combined?

A. Jeffrey Masson is a psychologist; he wrote a book in which he documented emotions of many species.
B. Jeffrey Masson is a psychologist, and he wrote a book in which he documented emotions of many species.
C. A psychologist named Jeffrey Masson wrote a book in which he documented emotions of many species.
D. Psychologist Jeffrey Masson wrote a book in which he documented emotions of many species.

3. Which sentence should be removed from paragraph 2 because it is least related to the topic?

A. sentence 7
B. sentence 9
C. sentence 10
D. No sentence should be removed.

4. Read this sentence from the report.

(17) He suggests that their very good senses of sight, smell, sound, touch, and taste may give them a greater capacity for pleasure than humans.

Which of the following sentences should be added to best link ideas in the paragraph?

A. For example, Balcombe noticed that certain breeds of dogs seem to have more energy than others.
B. For example, Balcombe discovered that some fish seem aware of death in other fish.
C. For example, Balcombe noticed that rats seem to enjoy being tickled.
D. For example, Balcombe saw that some types of turtles are capable of quick movements.

5. How should Renee change the underlined words in sentence 19 to make the sentence the most precise in meaning?

A. studied
B. watched
C. cared for
D. played with
6 How should sentence 20 be rewritten to reflect the use of correct grammar?

A  Apparently, animals’ brains release the same chemicals when they are happy that humans’ brains do.
B  Apparently, animal’s brains release the same chemicals when they are happy that human’s brains do.
C  Apparently, animal’s brains release the same chemicals when they are happy that humans’ brains do.
D  Apparently, animals brains release the same chemicals when they are happy that humans brains do.

8 How should sentence 22 be changed to reflect the correct use of punctuation?

A  Add a comma after evidence.
B  Change the comma after up to a semicolon.
C  Remove the comma after reconsider.
D  Change the period to a question mark.

9 Which quotation would best support the report’s thesis?

A  “We should avoid attributing human qualities to nonhuman creatures,” says one scientist.
B  “Until dogs learn how to talk, we’ll never know what they’re feeling, if they’re feeling anything,” says one scientist.
C  We don’t have enough evidence to interpret why a chimpanzee smiles or a pig grunts,” says one scientist.
D  “We test drugs on animals because they’re so much like us; their feelings may be like ours too,” says one scientist.

10 Which sentence would be the best thesis statement for the report?

A  Elephants cry real tears when they are sad.
B  There is much evidence that animals can feel emotions.
C  If animals couldn’t feel emotions, it would be all right to hurt them.
D  There are many scientists who study the behavior of animals.
The following is a rough draft of Reggie’s complaint letter to a store. It contains errors.

Dear Customer Service Manager:

(1) My parents bought your combination TV/DVD/VCR player (model #LE943) for me for my birthday. (2) I was thrilled to get it, but once you took the TV out of the box and tried to hook it up, our problems began.

(3) The owner’s manual said that a coaxial cable came with the TV but we couldn’t find one in the box. (4) We had to wait until the next day and make a special trip to the electronics store to get one. (5) Then we learned the hard way that the remote control has a terrible design. (6) Why would anyone use the same button for Stop and Eject? (7) What were your engineers thinking? (8) Out of habit, I often press the button twice when trying to stop the DVD. (9) What’s the point of having a remote if you have to jump up all the time?

(10) We tried to take the TV back to the store. (11) My mother bought it at Good Buy on March 10. (12) I’m enclosing a copy of the sales receipt. (13) She paid for it with her MasterCard, account #2454 1234 5678 5556, expiration date March 2012. (14) The manager refused to take it back. (15) He said the problem was in how I use the remote, not how it’s designed. (16) I’ve been using remotes for a long time. (17) I’m now a straight A student, but I’m smart enough to operate a remote, I assure you.

(18) My family has spent thousands of dollars over the years on Leading Edge products such as TVs, CD players, and we’ve even bought computer monitors. (19) Being such loyal customers, this is quite a disappointment. (20) We’ve always been pleased with your products before, but this is terrible! (21) Do you want our business ever again (or that of our friends and relatives)? (22) Because if you do, I trust you’ll fix this problem. (23) Please replace this flawed product with one that has neither manufacturing problems nor design glitches or refund our money.

Angrily yours,

Reggie Everett
11 Which sentence could best be added at the beginning of the letter to clarify what Reggie wants?

A Please provide some customer service for me regarding a problem I have.
B I am writing to complain about a bad experience with one of your products.
C I am writing because I’ve have a frustrating experience; I hope you can help.
D The people who work in your factory must be the most incompetent ever.

12 How should sentence 2 be changed to maintain a consistent point of view?

A Change I to you
B Change the first it to them
C Change you to we
D Change our to your

13 Read this sentence from the letter.

(3) The owner’s manual said that a coaxial cable came with the TV but we couldn’t find one in the box.

Where should a comma be added to the sentence?

A after said
B after cable
C after TV
D after one

14 Read this sentence from the letter.

(8) Out of habit, I often press the button twice when trying to stop the DVD.

Which of the following sentences should be added to support Reggie’s claim and link ideas in the paragraph?

A Instead of just stopping, though, it ejects, and I have to get up and walk over to the TV to push it back in.
B The way it works, or fails to work, is really stupid and frustrating every single time.
C It’s like we’re living in the nineteenth century or something, before they even invented remote controls.
D I would recommend that your designers start asking customers what they want in their products.

15 How should Reggie rephrase sentence 16 to make it the most dramatic?

A I have had a remote in my hand since I was old enough to operate machines.
B I have been using remotes for all kinds of electronic devices for years.
C Like everyone else my age, I know how to use a remote.
D I do know how to use a remote control, you know.
16 Read this sentence from the letter.

(17) I’m now a straight A student, but I’m smart enough to operate a remote, I assure you.

In this sentence, the word but does not correctly link ideas. Which of these should be used instead?

A however  
B then  
C and  
D yet

17 How should the underlined part of sentence 18 be rewritten to create a parallel structure?

A such as TVs, CD players, and computer monitors  
B such as TVs, CD players; and computer monitors  
C such as TVs, and we’ve even bought CD players and computer monitors  
D such as TVs, CD players; or even computer monitors

18 How should sentence 19 be rewritten to reflect the use of correct grammar?

A As such loyal customers, this is quite a disappointment.  
B Because we are such loyal customers, this is quite a disappointment.  
C Such loyal customers are we, this is quite a disappointment.  
D This is quite a disappointment, being such loyal customers.

19 How are sentences 20 and 21 best combined?

A Surely you ever again want our business (or that of our friends and relatives); if so, I trust you’ll fix this problem.  
B I trust you’ll fix this problem if you want our business ever again (or that of our friends and relatives).  
C Do you want our business ever again (or that of our friends and relatives), because if so, I trust you’ll fix this problem?  
D If you want our business ever again (or that of our friends and relatives), I trust you’ll fix this problem.

20 Which of these would make the best conclusion to Reggie’s letter?

A You people clearly don’t know what you’re doing, but I’m hoping you have the sense to fix this problem.  
B My grandparents run a bodega, and they say the customer is always right. Don’t you think so?  
C If we don’t hear from you, our next step will be to file a complaint with the Better Business Bureau.  
D I know I watch too much TV, but that’s why a new one should have made such a great birthday present.
Writing Application: Expository Writing

Writing Task: Many teenagers have their own phones, but not everybody is sure that it’s such a good idea. There are both advantages and disadvantages to teenagers having their own phones. Write a composition for your teacher explaining the advantages and disadvantages of teenagers having their own phones at home. Be sure to use specific details and strong arguments to develop your ideas.

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: Write a persuasive article for your school newspaper in which you lobby for or against allowing a local fast-food franchise to sell its products in your school cafeteria. Use convincing reasons to support your position.

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.
LEARN IT: Literal and Figurative Meanings

When authors use literal language, their words mean exactly what they say. If we always spoke literally, however, our language would lose much of what makes it interesting and informative. To add interest to their writing and help readers better understand their meaning, authors use figurative language. Figurative language expresses ideas beyond the actual meaning of the words. It illustrates concepts and makes comparisons by putting vivid images in the reader’s mind. Examples of figurative language include idioms, similes, metaphors, and analogies.

You can often identify figurative language when the images don’t seem to match what is really being communicated. In other words, if you interpret figurative language literally, the writing no longer makes sense.

Idioms

Idioms are common expressions people use. Some idioms are specific to a certain region or even a certain era in time. People from a different place or time may have no way of knowing what is being said. Idioms are not literally true, though they often contain a message or a lesson about an event or experience.

Here’s an example: If an author writes, “Paula spilled a glass of milk,” you can trust that the character actually spilled milk. The author is speaking literally. However, the saying “No use crying over spilt milk” is a common idiom. It is a descriptive way of saying, “Don’t waste time regretting a mistake.” It is used in many situations that have nothing to do with spilling milk.

EXAMPLE

1. Read the following passage.

The two boys stared at the broken crate in the henhouse.

“Why’d you knock it over?” Jem asked.

“Didn’t mean to,” Sam said in a daze.

On the night before the county fair, the prize chicken was loose. The sun had been going down for an hour. It had grown too dark to see. The boys had no idea how they were going to find a chicken in the dark.

“I better get to the house before I’m late for supper,” Sam said.

Jem laughed. “Late or no, you’re in a pretty pickle.”

“I’m afraid so,” said Sam.
Which sentence from the passage contains an idiom?

A  Late or no, you’re in a pretty pickle.
B  It had grown too dark to see.
C  On the night before the county fair, the prize chicken was loose.
D  “I better get to the house before I’m late for supper,” Sam said.

**Step 1** Read the passage carefully. Which information is literal, supported by the plot and story details, and which phrases are figurative idioms?

Much of the language is visual. The story is that on the night before the county fair, a hen escaped from a crate that Sam broke. The boys are literally in a henhouse. However, it would not make sense for Sam literally to be in a “pretty pickle.” That must be figurative language that means something like “in a tricky situation.”

**Step 2** Read each answer choice. Which sentence contains the idiom you discovered in the passage?

All the choices sound like they could possibly be idioms. However, the passage says the sun had gone down, so the boys are literally in the dark; answer choice B is incorrect. Sam actually broke a chicken crate and let loose the prize chicken, so answer choice C is incorrect. It is suppertime, so answer choice D is also incorrect. When Jem tells Sam he is “in a pretty pickle,” he means that Sam is in big trouble. Answer choice A is the idiom. Answer choice A is correct.

**Similes**

In a simile, the author compares two things using the word like or as. The author does this to emphasize something about one thing by comparing it to something completely different. For example, in the simile “My grandmother’s hands were like the bark of an old oak,” the author is describing a woman’s hands, not an oak tree. In reality, hands are nothing like tree bark, but the author wants a vivid way to describe how rough, wrinkled, or crooked these particular hands look.

**EXAMPLE**

2 Read this sentence.

Playing chess with Jason is like trying to outsmart a computerized robot.

Which statement best describes what is meant by the simile?

A  Jason cheats at chess.
B  Playing chess with Jason is no fun.
C  Beating Jason is hard because he is so good.
D  Jason plays chess without showing emotion.
LESSON 1
Literal and Figurative Meanings

Step 1 Read the simile carefully. What is the point of the comparison?

The speaker compares playing chess with Jason to trying to outsmart a computerized robot. I know that robots are programmed to be perfect at performing certain tasks. It would probably be hard or even impossible to outsmart a robot. When the speaker says that playing chess with Jason is like trying to outsmart a robot, he either means that Jason plays mechanically or that Jason is tough competition.

Step 2 Read each answer choice. Which one states what the author means about the way Jason plays chess?

Robots don’t cheat, so answer choice A is incorrect. Although it might not be fun to play with Jason, that’s not the point of the simile, so answer choice B is incorrect. It’s true that robots don’t have emotions, but the word outsmart in the simile informs me that the speaker is mostly concerned with winning, so answer choice D is incorrect. Playing with Jason, like trying to outsmart a computer, is hard. Jason is a hard opponent to beat. Choice C is the answer.

Metaphors and Analogies

A metaphor is another way an author can compare one thing to another, this time without using the word like or as. An example is Shakespeare’s line “All the world’s a stage.” He did not mean the world is literally a stage; he meant that what happens in life can be compared to the drama in a play. A figurative phrase like a blanket of snow is also a metaphor. It does not mean snow is made of fabric. The phrase means that snow covers the ground evenly and completely and keeps the ground warm.

An analogy refers to a more extended comparison of two things. It uses something familiar to explain something unfamiliar or to make a convincing argument about it. An example would be when the teacher says, “Some students show up on the last day of class and expect a passing grade, even if they haven’t been to school all year. That would be just like an employee who shows up on payday to collect his paycheck even though he hasn’t been to work all month.” The teacher is using an analogy to help the students better understand the consequences of missing too much school.
EXAMPLE

3 Read the following paragraph.

After his first day in advanced physics, Bill knew the class was his Mount Everest. It would be a hard climb to the top. If he wanted to excel or even survive, he’d have to work hard. The professor had said that by the end of the semester, more than half the class would have dropped out. Bill glanced at the syllabus. The highest summit would be the final exam, worth 75 percent of the grade. Imagining a giant red A on his paper, he tried to picture the incredible view from there. As a few of his classmates went to drop the class, Bill felt inspired to breathe the cold, fresh air of knowledge. He hiked quickly to the library, carrying the heavy textbook in his backpack.

What does the comparison to Mount Everest suggest about advanced physics?

A  Advanced physics includes the study of geology.
B  Bill and his professor are experienced mountain climbers.
C  Advanced physics is a hard class to complete successfully.
D  Students need special training and equipment to pass advanced physics.

Step 1  Read the paragraph carefully. What do you notice about the comparison between the advanced physics class and climbing Mount Everest?

In this analogy, completing the class is compared to climbing Mount Everest because both are hard to accomplish. The “climb to the top” is similar to how hard Bill will have to study; the “highest summit” is similar to the final exam. Bill knows taking the class will be hard work, but it will be a major victory for him if he can pass.

Step 2  Read each answer choice. Which answer best explains the comparison?

Answers A and B are too literal; they are incorrect. Answer D could be correct, but there is no actual information in the paragraph about special equipment and training needed to pass physics. The analogy is simply making the point that physics will be extremely hard for Bill to pass, but if he does, it will be quite a triumph. In this way the class is similar to climbing a tall mountain. Choice C is the correct answer.
PRACTICE IT: Literal and Figurative Meanings

Read the passage and answer the questions that follow.

Twenty Hollow Hill
*From The Writings of John Muir*

Were we to cross-cut the Sierra Nevada into blocks a dozen miles or so in thickness, each section would contain a Yosemite Valley and a river, together with a bright array of lakes and meadows, rocks and forests. The grandeur and inexhaustible beauty of each block would be so vast and over-satisfying that to choose among them would be like selecting slices of bread cut from the same loaf. One bread-slice might have burnt spots, answering to craters; another would be more browned; another, more crusted or raggedly cut; but all essentially the same. In no greater degree would the Sierra slices differ in general character. Nevertheless, we all would choose the Merced slice, because, being easier of access, it has been nibbled and tasted, and pronounced very good; and because of the concentrated form of its Yosemite, caused by certain conditions of baking, yeasting, and glacier-frosting of this portion of the great Sierra loaf.
1. What is the Sierra Nevada mountain range compared to in the passage?
   A. the act of eating
   B. a block
   C. a loaf of bread
   D. Yosemite Valley

2. Read this excerpt from the passage.
   
   . . . to choose among them would be like selecting slices of bread cut from the same loaf.

   This sentence is an example of
   A. an idiom
   B. a simile
   C. a literal statement
   D. a metaphor

3. Read the metaphor from the passage.
   
   We all would choose the Merced slice . . . because of the concentrated form of its Yosemite, caused by certain conditions of baking, yeasting, and glacier-frosting of this portion of the great Sierra loaf.

   The comparison to baking implies that Yosemite
   A. will quickly erode.
   B. is soft and spongy.
   C. is changed by natural elements.
   D. is difficult to explore.

4. Based on the analogy in the entire passage, the sections of the mountain range are
   A. good enough to eat.
   B. cut into slices like bread.
   C. only partially explored.
   D. slightly different from each other.
LEARN IT: Word Origins

Sometimes you can figure out the meaning of an unknown word by tracing it back to its origins. Many English words, for example, have Latin, Greek, or Anglo-Saxon roots. If you know the meaning of the Latin, Greek, or Anglo-Saxon root word, you can determine the meaning of many English words. Here are some examples of common Latin, Greek, and Anglo-Saxon roots:

<table>
<thead>
<tr>
<th>Root Word</th>
<th>Origin</th>
<th>Meaning</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>anthropos</td>
<td>Greek</td>
<td>human being</td>
<td>anthropology, misanthrope</td>
</tr>
<tr>
<td>archein</td>
<td>Greek</td>
<td>chief, ruler</td>
<td>architect, matriarch, monarchy</td>
</tr>
<tr>
<td>astron</td>
<td>Greek</td>
<td>star</td>
<td>astronomy, asterisk, asteroid</td>
</tr>
<tr>
<td>chronos</td>
<td>Greek</td>
<td>time</td>
<td>chronology, synchronize</td>
</tr>
<tr>
<td>civis</td>
<td>Latin</td>
<td>citizen</td>
<td>civilization, civilian</td>
</tr>
<tr>
<td>credo</td>
<td>Latin</td>
<td>believe</td>
<td>credible, creed, incredible</td>
</tr>
<tr>
<td>dent</td>
<td>Latin</td>
<td>tooth</td>
<td>dentist, dentures</td>
</tr>
<tr>
<td>fore</td>
<td>Anglo-Saxon</td>
<td>before, in front of</td>
<td>forecast, forebode</td>
</tr>
<tr>
<td>fortis</td>
<td>Latin</td>
<td>strong</td>
<td>fortress, fortification</td>
</tr>
<tr>
<td>hydor</td>
<td>Greek</td>
<td>water</td>
<td>hydrate, hydrant</td>
</tr>
<tr>
<td>kosmos</td>
<td>Greek</td>
<td>universe, world</td>
<td>cosmos, cosmopolitan, cosmonaut</td>
</tr>
</tbody>
</table>

If you don’t immediately recognize a particular root, try to think of other words that you know that have a similar root. If you still can’t identify the unknown word, another strategy is to try looking at the words that surround it for context clues, or hints that will guide you toward the meaning of the word. Having multiple strategies will increase your chances of determining the meanings of unknown words, so use whichever strategy works best.
EXAMPLE

1 Read the following sentence.

It’s overwhelming to think about how large the cosmos is, considering the size of the sun and all the planets.

The word cosmos contains a Greek root that means
A universe.
B moon.
C sky.
D stars.

Step 1 Read the sentence carefully. What other words do you know that have the same Greek root as cosmos? Are there any context clues in the sentence that can help you determine the meaning of the word?

The English word cosmos comes from the Greek word kosmos. Some other words that have the same root are cosmonaut, cosmopolitan, and microcosm. Cosmopolitan means "worldly," and microcosm means "little world," so one meaning of the root is "world." However, I also know that a cosmonaut is a person who explores space. Considering that the rest of the sentence also mentions the sun and all the planets, I think that the root of the word cosmos probably has more to do with space and the universe in this case than just the world.

Step 2 Look at the answer choices. Which one is closest to the meaning you determined for the root of the word cosmos?

The moon, sky, and stars are all celestial bodies that exist in space, but only choice A, the universe, makes sense as the meaning of the Greek root kosmos. A is correct.
In addition to tracing the origins of word roots, you can figure out meanings of unknown words by examining **prefixes**, which are added to the beginning of a word, and **suffixes**, which are added to the end of a word. Both prefixes and suffixes modify the root to make the meaning of a word more specific or precise. Below are some common examples of Latin, Greek, and Anglo-Saxon prefixes and suffixes.

### Prefixes

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Origin</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>aqua-</td>
<td>Latin</td>
<td>water</td>
<td>aquarium</td>
</tr>
<tr>
<td>bio-</td>
<td>Greek</td>
<td>life</td>
<td>biology</td>
</tr>
<tr>
<td>geo-</td>
<td>Greek</td>
<td>earth</td>
<td>geology, geography</td>
</tr>
<tr>
<td>in-, im-</td>
<td>Latin</td>
<td>not</td>
<td>incredible, impatient</td>
</tr>
<tr>
<td>pre-</td>
<td>Latin</td>
<td>before</td>
<td>prefix, preview</td>
</tr>
<tr>
<td>tele-</td>
<td>Greek</td>
<td>distance</td>
<td>telegraph, telephone</td>
</tr>
<tr>
<td>un-</td>
<td>Anglo-Saxon</td>
<td>not</td>
<td>unlikely, unstable</td>
</tr>
</tbody>
</table>

### Suffixes

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Origin</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-abilis, -ibilis</td>
<td>Latin</td>
<td>able, capable</td>
<td>countable, credible, visible</td>
</tr>
<tr>
<td>-dom</td>
<td>Anglo-Saxon</td>
<td>quality; realm</td>
<td>freedom, kingdom</td>
</tr>
<tr>
<td>-ess</td>
<td>Greek</td>
<td>female</td>
<td>lioness, actress</td>
</tr>
<tr>
<td>-ful</td>
<td>Anglo-Saxon</td>
<td>full of</td>
<td>grateful, graceful, careful</td>
</tr>
<tr>
<td>-logos</td>
<td>Greek</td>
<td>study, science, theory</td>
<td>geology, biology, zoology</td>
</tr>
</tbody>
</table>

Dictionaries, encyclopedias, and reliable online Web sites are usually the best sources for word origins. These sources often explain the origins of a word by stating what language it was derived from in abbreviations, such as *L.* for Latin, *Gk.* for Greek, and *O.E.* for Old English (Anglo-Saxon), and so forth.
EXAMPLE

2 The word unfair has an Anglo-Saxon prefix that means
   A  full.
   B  distance.
   C  not.
   D  study.

**Step 1** Read the question carefully and think about the definition of the word unfair. What part of the word is the prefix? Think about other words you know that have the same prefix.

The word unfair means something that is “not fair” or “not just.” The prefix of the word unfair is un-. I also know that the word unhappy means “not happy,” and the word unusual means “not usual.” So the prefix un- must mean “not.”

**Step 2** Look at the answer choices. Which answer choice is closest to the meaning of the prefix un-?

The Anglo-Saxon suffix -ful means “full,” while the Greek prefix tele- means “distance” and the Greek suffix -logos means “study.” Choices A, B, and D are therefore not correct. Choice C gives the correct meaning of the prefix un-, which is “not.” C is the answer.
PRACTICE IT: Word Origins

Directions: Read the paragraph below and then answer the questions that follow.

I still remember the time when my grandfather, who is an anthropologist, used to sit me and my brother on his lap. He would tell us incredible stories about the ancient civilizations that he was studying at the time, like Greek civilization. He told us about mythology and the deities of Mount Olympus, but our favorite stories were always about the Greek heroes such as Hercules and Perseus. I had wanted to be an astronaut when I was younger but after hearing about my grandfather and his adventures, I think I’m going to be an anthropologist, too. My brother still wants to work at an aquarium. I don’t think he will have as many adventures working with fish. However, he is unconcerned with adventures and feels that fish are more interesting than people, and more beautiful besides.

1. The word anthropologist contains a Greek root that tells you that the narrator’s grandfather studies the history of
A. human beings.
B. insects.
C. governments.
D. cities.

2. The word aquarium has a Latin prefix that means
A. time.
B. water.
C. fish.
D. logic.

3. Which of the following words from the passage contains an Anglo-Saxon suffix that means “full of”?
A. beautiful
B. adventures
C. interesting
D. unconcerned

4. Which of the following words from the passage is derived from the Latin root that means “believe”?
A. civilization
B. ancient
C. incredible
D. younger
LEARN IT: Context and Structure Clues

Context and structure clues can help you figure out the meaning of an unfamiliar word or phrase. These clues generally appear in the same sentence or in sentences surrounding the unknown word or phrase. The most common types of context clues are definitions, restatements, examples, comparisons, and contrasts.

Definition Context Clues

A definition context clue is one that explains or describes exactly what the unknown word or phrase means. Of all the context clue types, this is the easiest to spot in texts.

EXAMPLE

1 Read the following sentence.

The subsequent events, those that came after the storm, showed how much neighbors cared about each other.

You can tell from this sentence that subsequent means

A following.
B understanding.
C defining.
D expressing.

Step 1 Read the example sentence carefully. Does it contain a definition that helps you understand what subsequent means in this sentence?

Subsequent and came after seem to mean the same thing. I know that came after means “happened next.”

Step 2 Read each answer choice. Which answer has the same meaning as happened next?

Understanding, defining, and expressing do not mean the same as happened next. The only answer that means the same as happened next is following. Therefore, subsequent must mean “following.” A is the correct answer.
Restatement Context Clues

A **restatement** is another way of saying something. You can look for restatements near the unknown word or phrase in order to help you understand its meaning.

**EXAMPLE**

2 Read these sentences.

| The price of oil keeps fluctuating. Will it ever stop going up and down? |

You can tell from the sentences that **fluctuating** means

A matching.
B increasing.
C decreasing.
D changing.

**Step 1** Read the example sentences carefully. Is there a restatement that helps you understand what **fluctuating** means?

*The question after the sentence tells me that fluctuating means “going up and down.”* I need to look for a word that means the same as going up and down.

**Step 2** Read each answer choice. Which of these choices is a word that means “going up and down”?

Matching, increasing, and decreasing **do not mean the same** as going up and down. *The word changing does. D is the correct answer.*
Example Context Clues

Examples are specific instances or descriptions of the unknown word or phrase. They may be found in the same sentence as the unknown word or phrase, or they may be found in a nearby sentence. By visualizing the example provided in the text, you can figure out what the unknown word or phrase means.

EXAMPLE

3 Read this sentence.

The music store offers discounts on tambourines, cymbals, triangles, drums, and other percussion instruments.

The best definition of percussion instruments is

A  lower prices on musical gear.
B  tools that music stores use to fix broken equipment.
C  things that make musical sounds when hit or shaken.
D  items that musicians want to buy in a music store.

Step 1 Read the example sentence carefully. Does it include examples that help you understand the meaning of the phrase percussion instruments?

The items on sale include tambourines, cymbals, triangles, and drums. These are all items that make noise when they are shaken (tambourines), hit with sticks or wands (triangles, drums), or struck against each other (cymbals).

Step 2 Read each answer choice. Which answer best explains why tambourines, cymbals, triangles, and drums are grouped together?

Answers A and B do not make sense because none the examples are tools or prices. It is true that all of these items are things that musicians might want to buy in a music store, but that is the definition of musical instruments in general. Percussion instruments is a more specific phrase, so D is incorrect. These specific items are grouped together as percussion instruments because they are all things that make musical sounds when hit or shaken. The correct answer is C.
Comparison Structure Clues

Comparisons, or similarities between two things, can also help you understand the meaning of an unknown word or phrase. Sometimes a sentence has words that signal comparisons, such as both, like, as, same, or also. When you see one of these signal words, you will most likely find a comparison that will help you understand the meaning of the unfamiliar word or phrase.

EXAMPLE

Read these sentence.

Most people live in metropolitan areas because they can find jobs there. They also go to the cities because it’s exciting to be around so many different kinds of people.

You can tell from the sentences that metropolitan areas are

A big transportation hubs.
B large population centers.
C busy highway intersections.
D lively places of entertainment.

Step 1 Read the sentences carefully. Is there a comparison that helps you understand what metropolitan areas means?

The first sentence says that people go to metropolitan areas for jobs. The second sentence, which is linked to the first sentence by the word also, gives another reason why people go to cities: to be around different kinds of people. Metropolitan areas are compared to cities, which are full of different kinds of people. Metropolitan areas, like cities, must therefore be places where there are lots of people.

Step 2 Read each answer choice. Which of these choices describes metropolitan areas?

Choices A, C, and D are things one might find in a metropolitan area, but nothing in the passage’s comparison defines metropolitan areas as being primarily concerned with transportation, highway intersections, or entertainment. The comparison in the sentences implies that metropolitan areas are large population centers, or areas with many people. B is the correct answer.
Contrast Structure Clues

Contrasts, or differences between things, can also help you understand the meaning of an unknown word or phrase. Sometimes a sentence has words that signal contrast, such as but, however, except, or not. When you see one of these signal words, you will most likely find a contrast that will help you understand what the unknown word or phrase means.

EXAMPLE

5 Read the following sentence.

The Bears trounced the Cougars the first time they met this season, but they lost to the Cougars in the playoffs.

Which word can best be used to replace the word trounced without changing the meaning of the sentence?

A played  
B joined  
C beat  
D tied

Step 1 Read the example sentence carefully. Is there a word that signals contrast? If so, what word or words in the sentence might suggest the opposite of trounced?

The word but signals a contrast. The Bears trounced the other team early in the season, but they lost to them in the playoffs. Trounced probably means the opposite of lost.

Step 2 Read each answer choice. Which answer most nearly means the opposite of lost?

Played, joined, and tied are not the opposite of lost. The answer that most nearly means the opposite of lost is beat. Therefore, trounced must mean “beat.” C is the correct answer.
PRACTICE IT: Context and Structure Clues

Directions: Read the story below and then answer the questions that follow.

Liz’s Scholarship

1 Liz ran into the house excitedly. She could hardly contain herself. “Mom! Come here quick! It came, it finally, finally, came!” she yelled down the hallway. When her mother met her in the hallway, she saw that Liz’s hands were shaking with anticipation. Liz handed her mother the envelope, saying, “I can’t open it, I just can’t. You read it to me.”

2 “Congratulations! We are pleased to offer you a full scholarship to this year’s horseback-riding summer program…” Liz’s mother read the entire letter out loud, but Liz wasn’t listening anymore. She was daydreaming about the summer program and about riding horses and taking care of them in the stable. She could hardly wait.

3 It had been Liz’s childhood dream to be an equestrienne. She always watched the equestrian events, the horse competitions, in the Olympics. She was always present in horse shows in the community and had done her share of research about horses and how to ride them. But she knew that the only way she could really learn was to undergo a training program. Unfortunately, such programs were costly; her parents did not have the money for it.

4 This was why a scholarship application to Howard Equestrian Training Center seemed like a good idea. Like a presidential hopeful trying to win votes, Liz did her best to stand out among the rest as an ideal applicant for the scholarship. She described her dreams in vivid terms, making sure that every word showed how much she wanted this scholarship. After a long wait, she was going to start training for free in July.
1. Read these sentences from the passage.

Unfortunately, such programs were costly; her parents did not have the money for it.

Which word can best be used to replace the word costly without changing the meaning of the sentence?

A. expensive  
B. difficult  
C. lengthy  
D. important

2. Read this sentence from the passage.

She always watched the equestrian events, the horse competitions, in the Olympics.

In this sentence, the phrase equestrian events has the same meaning as

A. free riding in the park.  
B. horse-riding contests.  
C. horse-grooming sessions.  
D. parties for horse owners.

3. Read this sentence from the passage.

Liz ran into the house excitedly. She could hardly contain herself.

In which sentence does the word contain have the same meaning as in the passage?

A. My bag can contain all the things that I need each day. 
B. This packet will contain the seminar materials and an ID. 
C. The security team is working to contain the crowd. 
D. Hayley could not contain her joy at her birthday party.

4. Read the sentence from the passage.

Like a presidential hopeful trying to win votes, Liz did her best to stand out among the rest as an ideal applicant for the scholarship.

You can tell from this sentence that ideal means

A. average.  
B. colorful.  
C. perfect.  
D. presidential.
LEARN IT: Features of Consumer Materials

When you buy or use something, you are a consumer. The things you buy usually come with certain informational documents, or consumer materials. Below is a list of some common consumer materials, and the purpose of the information that you can expect to find in each.

<table>
<thead>
<tr>
<th>Consumer Material</th>
<th>Type of Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advertisement</td>
<td>Tries to persuade potential customers to purchase the product. Focuses on the aspects of the product that would appeal to customers, and is often designed in a way that is attractive and eye-catching.</td>
</tr>
<tr>
<td>Product Information</td>
<td>Contains basic information about the product, including its contents, uses, ingredients and nutrition information (food products), price, and company information.</td>
</tr>
<tr>
<td>Instruction Manual</td>
<td>Instructs users on how to assemble or use a product.</td>
</tr>
<tr>
<td>Warranty</td>
<td>Tells customers what to do in the event that the product is defective, and lists the rights and responsibilities of both the customer and the company. Usually lists a specified time period in which the company will accept responsibility to fix or replace the product.</td>
</tr>
<tr>
<td>Safety Information</td>
<td>Warns customers of possible hazards associated with using a certain product.</td>
</tr>
<tr>
<td>Contract</td>
<td>Outlines the agreement between the customer and the company and specifies terms of use.</td>
</tr>
</tbody>
</table>
EXAMPLE

1 Read the following documents.

Document A

Looking for the Perfect Camera?
Well, look no further. With the new D-Camera 360, your best moments will be
remembered forever. Easy to use, it is guaranteed to last for more than ten years!
Order it now and get a free carrying case!

Document B

How to Shoot Images Easily
In order to use your new camera, you must:
1. Hold the camera steadily, pointing the lens toward your subject.
2. Place the subject at the center of the frame.
3. Press the shutter button.

While the advertisement (Document A) persuades the consumer, the instruction
manual (Document B)
A tells how to use the product.
B describes what the product does.
C shows how the product can entertain.
D invites people to try using the product.

Step 1 Read Document B carefully. What is the purpose of this document?
This document contains a series of steps that tell the reader how to use the
camera.

Step 2 Read each answer choice. Which of these has something to do with
teaching the reader to do something?

The purpose of an instruction manual is not to describe the product’s purpose or
invite people to try the product. Presumably, the consumer has already purchased
the product and knows what it does. Choices B and D are therefore incorrect. The
steps in the document have nothing to do with showing how entertaining the
camera is, so C is also not the answer. The purpose of an instruction manual is to
tell someone how to use the product. The correct answer is therefore A.
EXAMPLE

Read the following passage.

Limited One-Year Warranty
D-Camera Inc. warrants this product and its parts against defects for a period of one year after the date of purchase. During this period, D-Camera Inc. will fix the camera without charge to you. If your camera is defective, simply bring the entire product in its original packaging to an authorized D-Camera service center. All transportation and insurance charges for the product to and from the service center will be your responsibility.

How does a warranty differ from an instruction manual?
A  It tells the buyer how to use the product even if it is defective.
B  It provides information that the buyer needs to know about the product.
C  It persuades the buyer to return the product to the company if the product is defective.
D  It gives details about company and buyer responsibilities if the product does not work.

Step 1  Read the warranty carefully. What is its purpose?

The warranty says what the company will do if the product is defective and gives the time frame during which the company will honor that responsibility (one year from the date of purchase). The warranty also tells the buyer what he or she must do if the product is defective and what aspects of returning the product are the buyer’s responsibility (i.e., transportation and insurance costs).

Step 2  Read the answer choices. Which answer choice makes the warranty different from an instruction manual?

While an instruction manual tells a consumer how to use a product, a warranty gives details of company and buyer responsibilities if the product does not work. It does not try to persuade buyers that they should return the defective product or to try to use it anyway. It also does not give general information about the product. The correct answer is D.
PRACTICE IT: Features of Consumer Materials

**Directions:** Read the passages below and then answer the questions that follow.

**Passage 1**

**BestFold’s Origami Kit**

Everything you need to create interesting origami creatures is in this kit.
- Construction paper in different colors
- Scissors
- Crayons
- Ribbons
- Origami diagrams
- Instructions

Happy folding!

**Passage 2**

**How to Make a Simple Origami Butterfly**

1. Cut a piece of construction paper into a square.
2. Fold the paper into a triangle.
3. Then, fold the triangle in half.
4. Open up the fold you just made. Put the triangle on the table with the central fold pointing up (like a tent). Fold one corner over.
5. Open it up again. Fold the other corner over.
6. Open it up. You now have a butterfly wing.
7. Make another wing using the instructions above.
8. Glue the two wings to a piece of paper cut to look like the body.
9. You can decorate the butterfly’s wings by coloring them with crayons.
10. Attach two antennae made of curling ribbon (curled by pulling along scissors).

Now you have your origami butterfly!
1. While passage 2 gives instructions on how to make an origami butterfly, passage 1 provides
   A. product information.
   B. safety procedures.
   C. a consumer report.
   D. warranty conditions.

2. The ribbons to make the butterfly’s antennae are
   A. sold separately.
   B. different colors.
   C. included in the kit.
   D. already curled.

3. Read these sentences.
   Open up the fold you just made. Put the triangle on the table with the central fold pointing up (like a tent). Fold one corner over.

   The purpose of these sentences is to
   A. instruct.
   B. inform.
   C. entertain.
   D. persuade.

4. Read this sentence.
   If any material in this origami kit is defective, return the whole package to BestFold for a complete refund.

   This sentence would most likely be found in the product’s
   A. advertisement.
   B. safety information.
   C. warranty.
   D. price label.
LEARN IT: Proposition and Support

When authors make a proposition, they state their opinion or make a claim. Then they must convince their readers to agree with it or at least to see their point of view. Authors use many different organizational patterns to support a proposition.

The simplest pattern is to state the proposition in a topic sentence and then support it with some examples or facts. Here is an example.

Morning newspaper delivery is hard work. My route has 67 addresses. I have to deliver heavy papers by 6 A.M., even in the rain or cold. I have to ride my bike in morning traffic and cross some dangerous intersections.

The topic sentence “Morning newspaper delivery is hard work” is an opinion, not a fact. Not everyone would agree with it. However, the author supports the claim with facts and experiences that no one can argue against. Of course, the author hasn’t listed any of the good things about a paper route—the paycheck, fresh air, and exercise. He or she wants to persuade you that the work is hard.
Obvious or Hidden Proposition

Sometimes authors tell readers what they are going to do. In that case, you will read lines such as “In this essay, I will attempt to prove that …” Other times, authors want to develop an argument more subtly. In that case, as you read you need to pay close attention, both to what the author says and to how you are responding, to find the author’s main point.

EXAMPLE

1 Read the following passage.

There are three good reasons why your child should go to summer camp:
1. to meet new people
2. to learn new ideas
3. to see new places

Which statement best describes how the author structures this proposition?
A  The author hides the main idea.
B  The author clearly outlines the information.
C  The author presents facts and examples.
D  The author lets readers make up their own minds.

Step 1  Read the passage carefully. How does the author go about structuring his or her proposition?

Authors don’t always tell readers how they will structure a proposition. This author wrote the passage in the form of an outline. He or she writes that there are three reasons children should attend summer camp and then lists the three reasons.

Step 2  Read each answer choice. Which answer choice matches what you figured out about how the author structures his or her position?

The main idea is obvious, not hidden, so answer choice A is incorrect. The author does not present any facts or examples, only reasons that support the proposition, so choice C is incorrect. The author does not leave room for the reader to decide, so choice D is incorrect. The author includes the structure of the proposition within the passage. Answer choice B is correct.
Reverse Proposition and Support Patterns

Sometimes authors state their proposition at the end of the paragraph or passage instead of at the beginning. They build up to it by providing facts and examples first. If the author is successful, by the time he or she states the proposition, the reader will be ready to agree with it based on the evidence.

EXAMPLE

2 Read this passage.

You have access to a simple substance that will support your health and boost your immune system. It can give you a boost of energy and provide vitamin C. It tastes great, night or day. The sweet treat contains no fat or sugar. No, it's not a magic potion. It’s orange juice! You should drink a glass of orange juice every day.

Why might the author of this passage have chosen to place the proposition at the end?

A to make the proposition obvious
B to increase readers’ curiosity
C to let the facts speak for themselves
D to add humor

Step 1 Read the passage carefully. Pay attention to the claim and the supporting points. What effect does the organization of the passage have on you?

As I read the passage, I wondered what could provide all those health benefits. I wondered if it was a new drug or a vitamin pill. Then I learned it was orange juice. Because orange juice is so common and ordinary, I might not have been as interested in the passage if the author had stated the proposition first.

Step 2 Read each answer choice. Which one states the reason why the author put the proposition at the end of the passage?

The proposition was not immediately obvious, so answer choice A is incorrect. Without the proposition, I don’t know what the facts support, so answer choice C is incorrect. This passage is not funny, so answer choice D is incorrect. Placing the proposition at the end increased my curiosity. Choice B is the correct answer.
EXAMPLE

3 Read the following passage, a paragraph from a book review.

*Prizefighter en Mi Casa*, by e. E. Charlton-Trujillo, won the Delacorte Dell Yearling Prize. The thought-provoking novel, however, may be too dark for some middle-grade readers. As the novel begins, twelve-year-old Chula Sanchez has just been in a car accident that has caused her to have seizures and has paralyzed her father. Her desperate South Texas family invites a Mexican boxer, a prizefighter, to live with them. They hope he will win money from illegal local fights. *El Jefe* is enormous, rarely speaks, and only has one good eye. As Chula struggles to rise above her bad situation, the mythic fighter, with his violent past, becomes her unlikely teacher. He helps her to learn her mother’s fierce lesson, “You must always want more than your history.”

Which sentence from the passage is its topic sentence?

A *Prizefighter en Mi Casa*, by e. E. Charlton-Trujillo, won the Delacorte Dell Yearling Prize.

B The thought-provoking novel, however, may be too dark for some middle-grade readers.

C Her desperate South Texas family invites a Mexican boxer, a prizefighter, to live with them.

D He helps her to learn her mother’s fierce lesson, “You must always want more than your history.”

**Step 1** Read the paragraph carefully. What is the author’s opinion? What main point do the details in the paragraph support?

The paragraph provides a summary of the book. However, the book reviewer wants readers to know that the book is pretty heavy and a little depressing. It sounds like a good book, but not one that would cheer you up!

**Step 2** Read each answer choice. Which line from the passage states the topic sentence?

Answer A is the first sentence of the paragraph, which is often the topic sentence, but here it is merely a fact about the book, not a claim that can be argued. Answer C sounds like an opinion, but it could simply be what the book is about. Answer D is the last sentence of the paragraph, another spot where topic sentences are often placed, but Chula’s mother’s quote is not supported by facts, details, or examples. Answer B, stating that the book is dark, is the main point the author is trying to support. Answer B is the correct answer.
PRACTICE IT: Proposition and Support

Read the passage and answer the questions that follow.

**Older Neighborhoods May Decrease Your Obesity Risk**

1. Most people know that obesity is on the rise. The average weight of people in the United States has increased pretty quickly over the last thirty years. Because of the speed of the change, researchers believe the cause is social, not biological. By now, a lot of people know that the some of our collective weight gain is due to eating fast food. Fast food chains are the fastest growing sector of the food industry. It should come as no surprise that regularly eating cheeseburgers and French fries has been proven to increase body weight.

2. Not everyone knows, however, that living in or close to a big city can increase the risk for obesity. Studies link obesity to suburban sprawl for several reasons. Suburbs have no “main street” or town center. In earlier days, people could walk to work, church, school, and shopping centers. In the suburbs, people have to drive everywhere. Suburbs have greatly increased our use of cars. In other words, suburbs might be good neighborhoods to live in, but they don't make it easy for us to buy groceries, go to work and school, or even to socialize. If people don't have easy access to healthy food in grocery stores, they tend to buy food from convenience stores and fast-food chains. Some people actually feel that they have no choice.

3. Older cities encourage a healthy pattern of physical activity. Before 1970, neighborhoods were built for walking. Streets were connected, designed so you could get from one neighborhood to the next easily. They have good sidewalks. People who live in neighborhoods built before 1973 are more likely to walk to work, walk to school, and walk to get groceries. Older neighborhoods have more public parks and better public transportation. Every few blocks or so, you can find small, locally owned shops and grocery stores. That means you don't have to drive to a big mega shopping center in a strip mall to buy food.

4. In a place like Manhattan, in New York City, for example, having a car can actually be a problem! It’s easier to get around without a car. Compared to suburban residents, Manhattan residents spend more time walking every day. People walk a few blocks, jump on the subway, and then walk a few more blocks to reach their destination. Healthy food is readily available, and so is fast food. But at least there are more choices.
1. What is the main idea of the passage?
   A. Obesity is on the rise.
   B. Fast food causes weight gain.
   C. Older neighborhoods decrease obesity.
   D. Dependency on cars increases obesity.

2. Read this sentence from the passage.
   Studies link obesity to suburban sprawl for several reasons.
   What does the sentence tell readers the author is going to do?
   A. list reasons
   B. compare and contrast
   C. conduct a study
   D. use a metaphor

3. Read this sentence from the passage.
   Older cities encourage a healthy pattern of physical activity.
   In its paragraph, this line is
   A. the supporting evidence
   B. the conclusion
   C. the proposal
   D. the topic sentence

4. What kind of supporting evidence does the paragraph about Manhattan represent?
   A. facts
   B. examples
   C. opinions
   D. statistics
**LEARN IT: Treatment or Organization of Ideas**

While reading, you may notice that information is often treated differently from one text to another, depending on the purpose of that text. Two documents that talk about the same subject will not necessarily contain exactly the same information or be organized in the same way. For example, an advertisement will focus on the positive features of a product in an attempt to persuade readers to buy it. On the other hand, the user manual for that same item will contain information that is meant to be more educational than persuasive. By comparing documents on a similar subject, you can identify differences in the scope and organization of the texts and use information from both to piece together a more comprehensive understanding of the subject.

**EXAMPLE**

Read the following passages.

**Passage A**

*Looking for the Perfect Gift?*
*Well, look no further!*

Can’t find the perfect birthday present for your mother? Can’t find a suitable Father’s Day gift for your dad? Everyone loves reading magazines! Everyone has a favorite kind—whether it’s about sports, home, or travel.

Our magazine service provides magazines at 30% off the cover price. And, best of all, our magazines have 25% fewer advertisements than your typical magazine. So you can sit back, relax, and enjoy more quality articles, pictures, and letters to the editor!

Take a moment to look over the wide selection of magazines we offer and order one today! Magazines will arrive in 4–6 weeks. Subscriptions are for one year.
Passage B

Survey Shows Magazines as Most Popular Reading Material

A recent survey by researchers of California Institute concluded that magazines are the most widely read type of material in the state. Among 100,000 respondents, 65% chose magazines as their favorite reading material. The most popular kinds were entertainment and women’s magazines.

Magazine publishing has proven to be a multi-million dollar industry. Magazine companies earn money not only in advertisements, but also in subscriptions. Recently, magazine companies cited an increase in subscriptions by over 40%. This may be because of the different promotions magazine companies offer, such as discounts or fewer advertisements. Whatever the reason may be, magazines have proven to be the material of choice for readers of all ages.

Both passages talk about

A  the difficulty of finding the perfect present.
B  how many people love to read magazines.
C  magazine publishing as a multi-million dollar industry.
D  the survey conducted by California Institute.

Step 1  Read both passages. What do you think is the intent of each passage?

Passage A is an advertisement. Its intent is to encourage people to subscribe to their magazines by saying that everybody loves to read magazines. Passage B is a news article. Its intent is to inform people that magazines are the most popular reading material.

Step 2  Read the answer choices. With the intent of each passage in mind, ask yourself, “What information do the two passages have in common?” Analyze the choices to find the best answer.

Only the advertisement talks about how difficult it is to buy presents, and only the news article mentions the magazine publishing industry as a whole and includes information about the California Institute survey. Both passages talk about how much people love reading magazines. The best answer is therefore choice B.
What information appears in Passage A that is not mentioned in Passage B?

A. who conducted the recent magazine survey
B. the number of respondents to the magazine survey
C. the incentives magazines offer to increase readership
D. the duration of a magazine subscription

Step 1: Read both documents, taking note of important information found in each document.

Passage A, an advertisement, includes information such as the magazines’ popularity, the price of each magazine, current incentives (like a 30% discount and 25% fewer advertisements), the time it takes to receive magazines, and the duration of a magazine subscription. Passage B, which describes a recent survey, includes information such as how many people were involved, which magazines were the most popular, how much magazine subscriptions had increased, and the reasons why magazines have become so popular.

Step 2: Read the answer choices and use your notes to identify the information that is found only in Passage A.

Choices A and B contain specific pieces of information about the survey, which is mentioned only in Passage B, not Passage A. Both passages have information about incentives for increasing readership, so choice C is not correct. Only choice D’s information, regarding the duration of a magazine subscription, is found in Passage A and not Passage B.
PRACTICE IT: Treatment or Organization of Ideas

Directions: Read the passages below and then answer the questions that follow.

Passage A

The Appalachian Trail

The Appalachian Trail runs more than 2,100 miles along the East Coast of the United States through the Appalachian Mountains. Ambling across mountain ranges with evocative names such as Blue Ridge, Smokies, and Catskills, the trail wanders from Georgia to Maine, passing through fourteen states. The mountains are rich with different kinds of animals and plants. They are home to bears, snakes, and wild boars. Oak and tulip trees can be seen down in the south and maples and birches up in the north. About two hundred people brave the elements and hardships of the trail each year to experience its natural beauties from beginning to end.

Passage B

Hiking the Appalachian Trail

Hundreds of people have experienced the beautiful scenery of the Appalachian Trail and you can do it too! Because the trail covers fourteen states, hiking it from beginning to end takes around five to six months. Though hiking the Appalachian Trail is said to be relatively safe, it always helps to know what you can do to make your hike hassle-free. Here are some tips:

1. Put on insect repellent before going hiking, to prevent tick and insect bites that could get infected and lead to sickness.
2. Be wary of animals in the trail. The mountains are home to some potentially dangerous animals, including bears, snakes, and wild boars. Raccoons, foxes, and other animals may also be dangerous, especially if they are carrying diseases such as rabies.
3. Avoid poison ivy, as it is found in abundance on the trail. If infected, treat with calamine lotion.
4. Be alert at all times. Always look after your companions and follow the trail. Have a safe trip!
1 Both passages tell the reader about
A how long the hike will take.
B how beautiful the trail is.
C putting on insect repellent.
D the mountains’ evocative names.

2 What information appears in Passage A that does not appear in Passage B?
A the number of states the trail spans
B the story of a famous hiker
C the distance of the trail
D the dangers of hiking

3 What information appears in Passage B that does not appear in Passage A?
A helpful reminders for hikers
B animals that can be found along the trail
C types of trees that can be found along the trail
D the number of people who hike each year

4 Only Passage B presents information on the trail in the form of a(n)
A persuasive description.
B opinion column.
C personal letter.
D safety guide.
LEARN IT: Original Texts and Summaries

As you read longer texts, you may find that they provide too much information for you to remember easily. You must boil down that information to the most important points. By doing so, you probably will recall key details as well.

One useful way to boil down information is to create a summary. A summary restates in a logical order the main ideas and supporting details in a text. Much shorter than the original text, a summary should be written in paragraph form and in your own words.

Main Ideas

A summary restates the main ideas and the key details of a text. But how do you identify the main ideas? You might try going through the text one paragraph at a time. Each paragraph is a group of sentences that express a main idea. Sometimes a topic sentence, usually found at the beginning or end of a paragraph, states the main idea directly. By paraphrasing the topic sentences—that is, putting them into your own words—you can summarize the entire text.

If a paragraph does not contain a topic sentence, ask yourself, “What is this paragraph about?” The answer to that question will help you infer its main idea. To make sure that you have correctly identified the main idea, check to see that each sentence provides a detail supporting it.

EXAMPLE

1 Read the following paragraph.

In the 1920s the American government began planning a system of national paved highways to replace unpaved local roads. The highway leading from Chicago in the Midwest to Los Angeles on the West Coast was named Route 66. During the Great Depression, thousands of people drove Route 66 all the way to California in search of work. In the years after World War II, many Americans took their vacations along Route 66. They spent the night in the motor hotels (or “motels”) that sprang up along the highway and took detours to landmarks such as the Grand Canyon and the newly built Disneyland. The arrival of the interstate highway system—which made it possible to travel from one end of the country to the other without ever seeing a traffic light—led to the decline of older highways like Route 66. In recent years, however, people have worked hard to preserve this once-famous road. Thanks to their efforts, it is still possible to experience the thrill of a road trip down historic Route 66.

Which of the following best states the main idea of this paragraph?

A  Route 66 leads from Chicago to Los Angeles, California.
B  Route 66 is a national highway with a long and varied history.
C  Route 66 was an important highway during the Great Depression.
D  Route 66 is an important part of our history and must be preserved.
Step 1 Read the paragraph carefully. Is there a topic sentence that states the main idea directly?

Topic sentences are usually found at the beginning or the end of a paragraph. The first sentence in this paragraph talks about the national highway system planned in the 1920s. However, the rest of the paragraph focuses on a single highway, Route 66, so the first sentence is probably not the topic sentence. The final sentences focus on the people who have worked to preserve Route 66. However, they are not mentioned in the rest of the paragraph, so the last sentence probably is not the topic sentence either.

Step 2 Ask yourself, “What is this paragraph about?” Is there a single topic that each sentence in the paragraph relates to?

The first few sentences introduce one of the highways of the national highway system, Route 66. The next few sentences describe important eras in the history of Route 66, specifically the Great Depression and the years following World War II. The final few sentences describe the decline of the national highways, including Route 66, and praise the people who have worked to preserve Route 66. Each sentence has something to do with the topic of Route 66.

Step 3 Read each answer choice. Which is supported by each sentence in the paragraph?

Answer choice A paraphrases one of the sentences in the paragraph, but it is not the main idea—the other sentences in the paragraph don’t concern the two cities Route 66 connects. Answer choice C also summarizes one of the sentences in the paragraph, but the entire paragraph is not about Route 66 during the Great Depression. Answer choice D states an opinion that is not directly supported by the paragraph. Although the author seems to praise the people who are working to preserve Route 66, the whole paragraph is not an attempt to persuade readers that Route 66 needs to be preserved. Answer choice B is the best answer. Each of the sentences in the paragraph adds another detail about the long and varied history of Route 66.
Critical Details

A good summary does more than just restate the main ideas of a text. It also includes the most important details. These are the pieces of information that support or elaborate on the main ideas. To separate important details from minor ones, ask yourself what information is necessary to understand the main idea—that is, could you leave out a detail and still be able to explain the main idea to someone else? If so, then that detail is probably not important. The following kinds of details are typically among the important ones: names of people, names of places, dates when events occurred, key descriptions, special terms or vocabulary, and titles.

EXAMPLE

2 Read this paragraph.

The game of baseball hasn’t always been played the way it is played today. There have been many rule changes since baseball first evolved out of stick-and-ball games, like rounders, in the nineteenth century. One of the most important early changes involved the way base runners were put out. In rounders, runners could be put out by hitting them with the thrown ball. In baseball, they must be tagged out. This rule change allowed baseball players to use a much harder ball, which meant batters could hit it farther. Other early rule changes involved the number of pitches a batter could take out of the strike zone before earning a walk. In 1879 a batter could take nine balls; by 1889 the number of balls had dropped to four, where it remains today.

Which detail should not be included in a summary of the paragraph?

A Rounders was a kind of stick-and-ball game.
B Many rule changes happened in the nineteenth century.
C Baseball players must tag base runners out with the ball.
D The number of balls for a walk decreased from nine to four.

Step 1 Read the paragraph carefully. What is the main idea?

The first few sentences introduce the idea that there have been many rule changes to baseball over the years. All the other sentences in the paragraph give details about some of the rule changes. The main idea must be that baseball has undergone many rule changes.

Step 2 Read each answer choice. Which one does not support the main idea that baseball has undergone many rule changes?

Answer choice B gives the date of some of the rule changes, and answer choices C and D both provide specific examples of baseball rules that were changed, so they should be included in a summary. Answer choice A is a definition which does not pertain to rule changes in baseball and should not be included in a summary of the paragraph. Choice A is the answer.
Underlying Meaning

A summary should be in your own words, not the original author’s. However, the underlying meaning of the original text should not change. A summary must preserve the original author’s meaning exactly, even though the words used to express that meaning are different.

EXAMPLE

3 Read the following paragraph.

Bill Monroe is the father of bluegrass music. He invented the style, named it, and was the leading performer of the music for much of the twentieth century. Not only did he invent the sound, he was the mentor for several generations of musicians, including Earl Scruggs, Lester Flatt, Vassar Clements, and Carter Stanley.

Which summary of the paragraph is the most accurate?

A Bill Monroe was the father of many generations of bluegrass musicians; they include Earl Scruggs, Lester Flatt, Vassar Clements, and Carter Stanley.

B Bill Monroe, Earl Scruggs, Lester Flatt, Vassar Clements, and Carter Stanley were some of the most important performers of bluegrass music in the twentieth century.

C Bill Monroe was the inventor of the bluegrass style of music; he named it, performed it, and mentored other musicians such as Earl Scruggs, Lester Flatt, Vassar Clements, and Carter Stanley.

D Bill Monroe invented and named the style of music known as bluegrass; his brilliant performances inspired such great musicians as Earl Scruggs, Lester Flatt, Vassar Clements, and Carter Stanley.

Step 1 Read the paragraph carefully. What is its main idea? Which supporting details are most important?

The paragraph is about Bill Monroe, who invented bluegrass music. The passage also names four musicians whom Monroe mentored.

Step 2 Read each answer choice. Which answer mentions ideas or details that are not stated in the paragraph?

Answer choice A incorrectly uses the word father—Bill Monroe was the father of a style of music, not of four musicians. Answer choice B doesn’t distinguish Bill Monroe from the other four musicians named; it also claims that the other four musicians “were some of the most important performers of bluegrass music in the twentieth century,” but this is not supported by the paragraph. Answer choice D correctly identifies Bill Monroe as the inventor of bluegrass music; however, it states that “his brilliant performances inspired” the four other musicians, whereas the paragraph says only that he mentored them. Answer choice C restates the paragraph’s main idea and important details without changing its underlying meaning. Choice C is the best answer.
The Story of Shakespeare’s Sonnets

1 In the early 1590s, William Shakespeare seems to have taken a break from playwriting to begin work on a sequence of sonnets. Sonnets are poems that are fourteen lines long and that follow a specific rhyme scheme. Shakespeare helped make popular the rhyme scheme abab cdcd efef gg. This allowed him to organize his sonnets into four-line chunks called quatrains. In many Shakespearean sonnets, each quatrain introduces a new idea. The three quatrains are then tied together in the rhyming couplet that ends the sonnet.

2 In 1609 a London printer named Thomas Thorpe published a collection of Shakespeare’s sonnets. Thorpe numbered each sonnet—there are 154 in all—and established the order in which they continue to appear today. Shakespeare did not give Thorpe permission to publish his sonnets. As a result, there is no way of knowing whether Shakespeare intended his poems to be organized in this way. Whether intentional or not, the entire sequence seems to tell a story of love, betrayal, and jealousy.

3 The first sonnets are addressed to a beautiful young man. The poems encourage him to marry and have children. That way, his children will keep his beauty alive after he dies. In these early sonnets, the poet also boasts that his verses will keep alive the young man’s beauty.

4 In the next group of sonnets, the poet finds himself in competition with another poet for the young man’s favor. The tone of the poems becomes more and more anxious as the poet grows jealous of the relationship between his rival and the young man. Sonnet 127 introduces a new character, a woman whom readers have named “the Dark Lady.” The poet is powerfully attracted to the Dark Lady, but he is much older than she, and he does not trust her. Compared to the beautiful young man of the early sonnets, the Dark Lady seems to disgust the poet. However, he cannot break away from her.

5 Not every sonnet fits neatly into the general story described above. A few sonnets don’t have fourteen lines; others don’t follow the typical rhyme scheme. The final two sonnets are adaptations of old Greek love poems. The Greeks were writing love poems as early as the sixth century B.C. Even so, the story of the jealous poet, the beautiful youth, and the Dark Lady—when told through Shakespeare’s magnificent poetry—has fascinated readers for over four hundred years.
1 Which of the following **best** states the main idea of paragraph 2?
   A Thomas Thorpe was a printer who lived in London in the early seventeenth century.
   B Thomas Thorpe numbered Shakespeare's sonnets from 1 to 154.
   C Thomas Thorpe printed Shakespeare's sonnets without Shakespeare's permission.
   D Thomas Thorpe published Shakespeare's sonnets in an order that tells a story.

2 Which detail should **not** be included in a summary of paragraph 5?
   A Some Shakespearean sonnets don't have fourteen lines.
   B Shakespearean sonnets don't all have the same rhyme scheme.
   C The Greeks wrote love poetry in the sixth century B.C.
   D Two of Shakespeare's sonnets are adaptations of Greek poems.

3 Which summary of paragraph 3 is the **most** accurate?
   A The early sonnets both encourage a beautiful youth to have children and boast of their power to keep his beauty alive.
   B The first sonnets celebrate the marriage and children of a beautiful young man.
   C The sonnets written early in Shakespeare's career promise to keep alive the beauty of a young man.
   D The sonnets of Shakespeare can persuade young men to get married and also keep alive their beauty.

4 Which of the following would be the **best** topic sentence for a summary of the entire passage?
   A Shakespeare stopped writing plays and started working on his sonnet sequence in the early 1590s.
   B Shakespeare's sonnets tell a story that has captured the interest of readers for more than four centuries.
   C Shakespeare wrote 154 sonnets, but he did not give his permission to the man who numbered and published them.
   D Shakespeare's sonnets are usually fourteen lines long and have a rhyme scheme of **abab cdcd efef gg**.
LEARN IT: Technical Directions

**Directions** are instructions or guidelines that explain how to create, assemble, or use an object, or how to perform a certain action. People must read and understand directions when they are learning how to do new things or using a product for the first time. Directions are generally divided into logical, specific steps that are arranged in the order in which they should be performed. These steps are usually formatted as numbered, lettered, or bulleted lists. They also sometimes integrate information in diagrams or illustrations that accompany the text.

**EXAMPLE**

1. Read the following passage.

   **Snack Preparation Time**

   There are days when school work, projects, and outdoor activities can become so tiring that you end up very hungry at the end of the day. If you usually come home from school tired and hungry, then an after-school snack may be just what you need to give you enough energy to finish your homework! This healthy snack is quick and easy to fix. It’s sometimes called ants on a log. Assemble this delicious recipe to find out why.

   **You will need:**
   - knife
   - paper towel
   - 2 stalks of celery
   - 6 tablespoons of peanut butter or cheese spread
   - 2 tablespoons of raisins or tiny chocolate chips

   **Directions:**
   1. Rinse the celery and dry it with a paper towel.
   2. Cut the celery into pieces. Each piece should be about five inches long.
   3. Spread peanut butter in the hollow, U-shaped part of the celery stick, from one end to another. The celery sticks are your logs!
   4. Gently press raisins or chocolate chips into the peanut butter or cheese spread. These are your ants!
   5. Eat and enjoy your ants on a log snack.

   You can also try the fun variations of this classic recipe. Instead of plain peanut butter or cheese spread, you may use fruit-flavored whipped cream cheese or a combination of peanut butter and honey. You also can add other ingredients in place of raisins such as dried fruit pieces, granola, or different types of nuts.
According to the directions, what should you do right after cutting the celery into pieces?

A  Rinse the celery and dry it with a paper towel.
B  Press raisins or chocolate chips into the peanut butter.
C  Spread peanut butter in the hollow part of the celery stick.
D  Eat and enjoy the ants on a log snack.

**Step 1**  Read the instructions carefully. Look at the numbered steps. In what step do you cut the celery into pieces?

According to the directions, cutting the celery into pieces is step 2.

**Step 2**  Read the numbered steps again. Which step directly follows instruction number 2?

Step 2 is followed by step 3, which tells me that I should spread peanut butter in the hollow, U-shaped part of the celery stick, from one end to another.

**Step 3**  Read the answer choices carefully. Which one matches what you determined above?

Choice C, spread peanut butter in the hollow, U-shaped part of the celery stick, from one end to another, matches the third step on the numbered list. Choice A refers to the instruction in step 1, which is done before cutting up the celery sticks. Choices B and D give instructions that are mentioned in steps 4 and 5. These steps do come after the instruction to cut up the celery sticks, but they do not immediately follow it, so they are not the best answers. C is the correct answer.
Directions range from simple to highly technical and complex. When following technical directions, pay careful attention to the specific steps and the exact order in which the instructions are to be performed. Take note of illustrations and words or phrases in boldface, italics, and capitalized text. Make sure you have a clear understanding of what needs to be done before beginning the procedure described in the directions. This is especially important when the procedure could be potentially dangerous if done incorrectly.

EXAMPLE

Read the following set of technical directions.

How to Use a Gas Stove

Use of the Stovetop

1. Light a burner by pressing down on the CONTROL knob and turning it counterclockwise to the LITE position. A clicking noise will signal that the electronic ignition is activated.
2. After the burner lights, turn the CONTROL knob clockwise until you reach the desired flame height.

Use of the Oven

1. Light the oven by pressing down on the OVEN knob and turning it counterclockwise to the temperature you want.
2. Let the oven preheat for 10–12 minutes before placing food inside.

Use of the Broiler

1. Broil by putting the oven knob to the BROIL setting. Wait for the broiler area and broil pan to preheat before placing food inside.
2. Once broiling is completed, turn the oven knob to the OFF position. Once the broil pan is cool, remove it temporarily for cleaning.
Which knob directly controls the height of the burner’s flame?
A  LITE
B  CONTROL
C  OFF
D  OVEN

Step 1  Read the passage carefully. What knob is pressed to adjust the flame height of the burner?

Step 2 of the stovetop instructions tells users to adjust the flame height by turning the CONTROL knob clockwise.

Step 2  Read each answer choice. Which choice matches what you determined above?

LITE and OFF are not actually knobs; they are specific settings for the CONTROL and OVEN knobs, so choices A and C cannot be correct. The OVEN knob controls the oven and the broiler; it does not adjust the burner’s flame, so Choice D is not correct either. Choice B identifies the CONTROL knob, which the instructions say you should use to control the height of the burner flame. B is the correct answer.
PRACTICE IT: Technical Directions

Directions: Read the technical directions below and then answer the questions that follow.

Downloading Images from the Winner CTI-16 Digital Camera

1. Connect the camera to the computer by plugging the camera cable into the computer’s USB port.
2. Turn the MODE dial on the camera to the PLAY setting. The LCD display should go blank.
3. Download images by controlling the camera from the computer using these instructions:
   a. Select and double-click the PowerPhoto software icon on the computer desktop.
   b. Click the START button to begin using PowerPhoto. Then select the Winner Program.
   c. Click on the CAMERA icon once the PowerPhoto software has launched and select VIEW PHOTOS from the Camera menu. Note: Wait until the stored images appear as a filmstrip.
   d. Click on the GRAB IMAGES icon to begin downloading all of the stored images.
      • Download a single image or a set of images by selecting the image(s), then clicking on the GRAB IMAGES icon or double-clicking a single image.
      • Organize the photos by creating a photo album into which you may save multiple images as JPEG-formatted files.
4. You may now edit or print your downloaded images.
1 According to the passage, what should you do after clicking on the CAMERA icon and selecting VIEW PHOTOS?
   A. Organize the photos by creating a photo album.
   B. Turn the MODE dial to the PLAY setting.
   C. Click on the GRAB IMAGES icon to begin downloading.
   D. Select the PowerPhoto software icon on the computer desktop.

2 Which button should you click to launch the PowerPhoto software?
   A. START
   B. MODE
   C. PLAY
   D. CAMERA

3 Which event indicates that you can begin following the downloading instructions in step 3?
   A. The camera’s LCD display becomes blank.
   B. A filmstrip of images appears.
   C. The MODE dial has been turned.
   D. The camera cable has been attached to the USB computer port.

4 If you only want to download a single image, you should
   A. edit the image before downloading it
   B. plug the camera into a port other than the USB port
   C. create a separate photo album
   D. double-click that particular image
LEARN IT: Problem Solving

Reading can play an important role in decision making. Throughout the day, a person may encounter many consumer, workplace, and public documents that offer information useful in making decisions. To get the most out of these documents, a person must be able to read all the information and find the most relevant information.

EXAMPLE

1 Read the passage.

1 Citizens of Tarrytown are upset about the municipal government’s decision to tear down a local eighty-year-old fire hall.

2 “This fire hall is a beautiful old building and a part of our neighborhood’s heritage,” said Morton Schipp, head of a local citizens’ committee to save the hall.

3 Alicia Kaufman, a spokesperson for the mayor’s office, commented that the long-deserted building is in a bad state of repair and poses a public-health danger.

4 “The city plans to build a new community health center here. The health center will be very useful to the community,” she said.

5 A public forum on the matter will be held on May 22 at 8:00 P.M. at the Vera Fuentes Community Center. All interested persons are invited to attend.

The public forum will mainly discuss the

A upcoming mayor’s election.

B formation of a group to save the fire hall.

C issue of tearing down the fire hall.

D dangers of old buildings.

Step 1 Read the passage again. Where is the public forum mentioned?

The passage as a whole discusses the problem of whether to tear down the old fire hall in Tarrytown. Citizens do not want it torn down, but the government thinks it is necessary because it is too old and potentially dangerous. The end of the passage mentions “a public forum on the matter” of tearing down the fire hall.

Step 2 Read each answer choice. Which of them best restates the purpose of the public forum?

The mayor’s election is not discussed in the text, so choice A is not the correct answer. Morton Schipp is already head of a group formed to save the Tarrytown fire hall, so choice B is not the correct answer either. Choice D focuses on one of the reasons the mayor’s office wants the fire hall torn down; however, the dangers of old buildings in general is not the purpose of the forum. The correct answer is choice C because it is the only one that mentions the main issue to be discussed in the forum, which is the tearing down of the fire hall.
Since consumer, workplace, and public documents have a practical purpose, they usually follow a standard format and are divided into **sections**. Each section groups together related information and is conveniently labeled with a **heading**. Headings are words or phrases that are usually set apart from the rest of the text. This makes it easier for readers to locate information.

**EXAMPLE**

2 Read the passage.

**Fresh-Air Foundation Seeks Host Families**

We are looking for families residing in rural areas to host city children for the summer. If you live in a rural area, please consider becoming a host family.

**A Fresh-Air Foundation host family must**

- live in a rural area
- have at least one family child in residence
- agree to host the guest child for eight weeks

**A Fresh-Air Foundation host family must provide**

- transportation for arrival and departure
- telephone communication with the guest child’s family
- a private bedroom
- three meals per day
- access to emergency medical attention

**In addition, we hope that Fresh-Air Foundation Families will offer**

- a summer of fun and adventure
- a feeling of belonging
- a taste of country living
- a lifetime of wonderful memories

Won’t you share your summer with a child from Capital City? There are many children, ages six to twelve, hoping to find host families, and we hope to place every one of them. The Fresh-Air Foundation staff will provide all of the information and support you’ll need to have a wonderful summer.

**To Apply as a Fresh-Air Foundation Host Family**

The first step to becoming a Fresh-Air Foundation family is to call (555) 555-0600 and request an application. Our office is open Monday through Friday, 10:00 A.M. to 5:00 P.M. Please return your application by April 2 so that we can complete the assignments by the earliest possible date. If your family is chosen, an information package about your summer guest child will arrive approximately two weeks before his or her arrival date.
Which section contains information about the qualities of a Fresh-Air Foundation host family?

A  “A Fresh-Air Foundation host family must”
B  “A Fresh-Air Foundation host family must provide”
C  “In addition, we hope that Fresh-Air Foundation Families will offer”
D  “To Apply as a Fresh-Air Foundation Host Family”

Step 1  Read the passage again, focusing on the information that follows each section heading. What do these headings reveal about the information provided in each section? Which heading is followed by information describing the qualities of a host family?

The first heading, “A Fresh-Air Foundation host family must,” is followed by a list of qualities a host family must possess. These qualities include living in a rural area and having at least one child.

Step 2  Read each answer choice. Which of them provides the heading that contains the information about the qualities of a Fresh-Air host family?

The sections that follow the headings in choices B and C contain information about what the host family should give or offer guests, not the qualities it should possess. The section that follows the heading in choice D contains practical steps on applying to become a host family. Choice A gives the heading for the section about what it takes to be a host family, so it is the correct answer.
PRACTICE IT: Problem Solving

Directions: Read the information text below and then answer the questions that follow.

The Second Annual Merryville Middle School Literary Contest

Contest Information

Eligibility
The contest is open to all students at Merryville Middle School.

Divisions and Categories
The contest has two divisions according to grade level: Grades 6–7 and Grade 8. Each division has three categories: Poetry, Short Story, and Essay.

General Requirements
1. All entries must be original. They cannot have been published before, nor can they have won any award in any other contest.

2. Entries must be typewritten with a one-inch margin on all sides. Except for entries in the Poetry category, each entry submitted should be double-spaced.

3. Each entry must be submitted in four (4) hard copies, including the original.

4. Each participant can submit a maximum of two entries per category.

5. All entries must be labeled with only a pseudonym and placed in a short brown envelope, which should be labeled with the appropriate grade level and category.

6. On a separate sheet of paper, the following information must be written:
   - Name of participant and pseudonym
   - Grade level
   - Contact number

7. The separate sheet of paper containing the participant’s information should be placed in a sealed letter envelope. The letter envelope must be labeled with the appropriate grade level and category and placed inside the brown envelope.

8. All entries must be addressed to:
   The Board of Judges
   The Second Annual Merryville Middle School Literary Contest
c/o Merryville Student Publication Office

9. Incomplete or falsified entries will be disqualified from the contest.

10. Material that discriminates against, degrades, trivializes, or marginalizes members of any race, gender, sexual orientation, or other sector of society will result in disqualification.

Deadline
All entries must be submitted to the Merryville Student Publication Office on or before January 10 at 5 P.M. Late entries will not be accepted.
1 Which section contains information on when the entries should be submitted?
   A “Eligibility”
   B “Divisions and Categories”
   C “General Requirements”
   D “Deadline”

2 Where should the sealed letter envelope containing the participant’s pseudonym be placed?
   A in the brown envelope with the entries
   B in a separate brown envelope
   C in a separate letter envelope to be mailed separately
   D stapled to the back of the entries

3 Who is eligible to enter the contest?
   A Lisa, a Grade 6 student at Merryville Academy
   B Derek, a Grade 9 student at Merryville High School
   C Ayessa, a grade 7 student at Merryville Middle School
   D Robert, a teacher at Merryville Middle School

4 Which entry will be accepted by the judges?
   A an award-winning short story
   B a previously published poem
   C a single-spaced, handwritten essay
   D an original short story in four copies
LEARN IT: Expository Text

Unity and Coherence

Unity in a passage means that all the sentences and paragraphs in the passage are about the same topic. Unity is enhanced by coherence, which means that all the ideas in the piece of writing flow smoothly from sentence to sentence and from paragraph to paragraph.

EXAMPLE

1 Read the passage.

In the 1600s, Spanish settlers in New Mexico brought adobe homes to North America. They had learned how to make adobe from the people of North Africa, where the climate is as dry as it is in New Mexico. The dryness allowed the sand, clay, and straw to hold together in the shape of a brick. Homes made of adobe bricks became widely used, because building them required simple tools and used local materials.

Which sentence is best added to the end of the passage to maintain unity?

A  Spanish settlers used local materials to build homes.
B  Friends and neighbors helped each other to make bricks.
C  Today, modern versions of adobe homes are still being built.
D  Adobe bricks are also used to build churches and office buildings.

Step 1 Read the passage again. What is the main topic?

All the sentences are about adobe homes. The paragraph focuses on the reasons adobe homes became widespread in the American Southwest.

Step 2 Read each answer choice. Which one most emphasizes the same topic as the other sentences in the passage?

Answer choice A is an unnecessary repetition of part of the final sentence of the paragraph. Answer choice B focuses on the process of making bricks rather than complete adobe homes. Choice D leaps ahead to churches and office buildings without providing any transition to those topics. Choice C is the only answer that continues to focus on adobe homes. C is correct.
Logic and Internal Consistency

When you evaluate the logic and internal consistency of a piece of writing, ask the following questions: Is all the information presented that is necessary to understand the topic? Is the information presented in a sequence that makes sense? Do all the sentences use the same voice? Is the same verb tense used throughout? A positive answer to each of these questions is a good indication that the writing is logical and consistent.

EXAMPLE

2 Read the passage.

In the second half of the nineteenth century, settlers in the Great Plains built sod houses. Because the prairies had very few trees, settlers couldn’t create log houses, which forced them to become resourceful. They used the first several inches of prairie soil to make bricks. The dense roots of the prairie grass, called sod, made this topsoil unusually tough. Houses made of sod are very quick to build; however, they do not last long. Many sod houses don’t even have windows, since most families stay in sod houses only until a bigger house made of wood can be built for them.

Which sentence describes why the passage is not consistent?

A  The verbs shift from past to present tense.
B  The author never defines the word sod.
C  The sentences are not written in the same voice.
D  The information is not presented chronologically.

Step 1 Read the passage again. Ask yourself whether there is any part of the passage that unexpectedly changes from one style or shifts from one topic to another.

The information is presented in a direct manner; the author begins by setting the scene in the Great Plains where trees were scarce, and then explains how settlers solved this problem by building sod houses. Toward the end of the passage, however, the author switches to present tense. This is confusing—the reader may wonder whether families still build homes out of sod, or whether this shift in verb tense is simply a mistake.

Step 2 Analyze each answer choice. Which answer describes what you discovered about the sudden change in the passage?

The author defines sod as “the dense roots of the prairie grass,” so B is incorrect. A passage can shift between active and passive voice without being inconsistent, so C is incorrect. Similarly, information does not always have to be presented in chronological order, so D is incorrect. The verbs do shift from the past to the present tense, however, which makes the passage inconsistent. A is the correct answer.
Structural Patterns

**Structural patterns** refer to the ways writers organize and present information. When giving instructions or directions, for example, a writer arranges the information in a logical step-by-step sequence. When writing an essay, a writer might arrange the information in a cause-and-effect pattern or a comparison-contrast pattern. A piece of writing that uses an inappropriate structural pattern will seem confusing and illogically organized.

**EXAMPLE**

3 Read the passage.

Every year, more people are discovering the pleasures of the delightful country of Slovakia. The number of tourists has increased to as many as half a million visitors annually. It’s easy to understand why. From Bratislava, the nation’s capital, to the majesty of the Tara Mountains, there is something for everyone in this amazing country. Numerous ski resorts offer modern facilities at reasonable prices. During the summer, tourists can enjoy hiking in the fabulous mountains. They can also visit many of the country’s beautiful national parks. Bratislava, the country’s cultural center, offers literary and artistic activities. Its opera house attracts many visitors to its excellent and inexpensive performances.

Because it is versatile and captivating, the Slovak Republic is a favorite stop for anyone traveling through Central Europe.

**The information in this essay is arranged in**

A  step-by-step order.
B  chronological order.
C  cause-and-effect order.
D  comparison-contrast order.

**Step 1** Read the passage again. Look for signal words that suggest a particular structure.

*I see the words why and because in the passage. These words usually signal cause and effect. In this case, the passage begins by asking why Slovakia is becoming more popular with tourists, and then proceeds to give some reasons why. In other words, the passage lists some of the causes of Slovakia’s increasing popularity.*

**Step 2** Read the answer choices carefully. Which is the best answer?

*The passage contains neither steps nor a time sequence, so answer choices A and B cannot be right. No two things are being compared or contrasted, so answer choice D cannot be right. The signal words why and because tell me that this passage is written in cause-and-effect order. The correct answer is C.*
PRACTICE IT: Expository Text

Directions: Read the article below and then answer the questions that follow.

The Difficulties of Development

1. In the Front Range, or foothills, of Colorado’s Rocky Mountains, most of the countryside is being developed to build houses. The construction of residential homes has been rapid but not well planned. Traffic between cities is now bumper to bumper at rush hours. In some areas, wells have gone dry because of changes in landscape. There is also an increase in the demand for water because of the new developments.

2. The situation can be life threatening for the animals of the Front Range. Cars kill several elk each year. This is because residential developments are invading some traditional elk feeding grounds. Outside the Boulder Community Hospital, a cougar with cubs was seen on the patio. In addition, because the land available for development in the mountains is limited, most houses are built in the valleys. This causes a serious problem for migrating animals and affects the growth of plants. The valleys are home to many mammals in winter, especially elk and deer.

3. Although there are no obvious solutions to this problem, there are ways to minimize the damage it causes. For example, some researchers recommend building multi-unit homes and buildings that contain several homes. This is one way to decrease the amount of land required to accommodate the increasing population.
1. The passage demonstrates unity because all the sentences in the passage are about
   A. elks and other animals that must be saved.
   B. roads in Colorado that have become dangerous.
   C. population levels that are continually increasing.
   D. developments that have been harmful to nature.

2. Which sentence can best be added to the beginning of the essay without disrupting its unity?
   A. The rising population has resulted in an increase in demand for new housing.
   B. Colorado is one of the most mountainous states in the United States.
   C. Animals are being killed in the Front Range every day.
   D. Rush hour is the time when most people are driving to and from work.

3. Which of these statements, if true, would pose the biggest obstacle to the solution offered by the writer in paragraph 3?
   A. Multi-unit homes require as much land as do single unit homes.
   B. There are residential developments that are environmentally friendly.
   C. Animals are good at adapting to their changing environments.
   D. The human population’s rights are more important than animal rights.

4. The information in this essay is presented in
   A. step-by-step order.
   B. chronological order.
   C. cause-and-effect order.
   D. comparison-contrast order.
LEARN IT: Purpose and Characteristics of Poetry

One of the ways that a poem differs from a piece of prose is the way it is structured on the page. A poem is composed of stanzas, which are groups of lines that are separated from other groups of lines. Unlike in prose, a line in a poem does not need to begin at the left margin, and it can end before it reaches the right margin. Lines of poetry often contain a fixed number of stressed and unstressed syllables. Lines are often grouped together as couplets, quatrains, or sestets. A couplet is a pair of lines that rhyme. A quatrain consists of four lines of poetry, while a sestet consists of six lines. Lines are often grouped according to a common rhyme scheme. To figure out a poem’s rhyme scheme, look for patterns in the end sounds of each line and assign a letter to each new sound.

EXAMPLE

1 Read this poem.

I Know My Love

Author unknown

I know my love by his way of walking,
And I know my love by his way of talking,
And I know my love drest in a suit of blue;
And if my love I’aves me what will I do?

And still she cried, I love him the best,
And a troubled mind, sure, can know no rest.
But still she cried, Bonnie boys are few,
And if my love I’aves me what will I do?

The poem has which rhyme scheme?

A  aaabcccb
B  aabccbbb
C  abbabcbb
D  ababacac
Step 1 Make a list of the words that end each line in the stanzas. Which words rhyme with each other? Give each rhyme its own letter.

The last words in each of the lines are as follows: walking, talking, blue, do, best, rest, few, and do. The words at the end of the first and second lines rhyme with each other. The words at the end of the third, fourth, seventh, and eight lines rhyme with each other. The words at the end of the fifth and sixth lines rhyme with each other. Each pair of words should get its own letter. However, the seventh and eighth lines also rhyme with the third and fourth lines, so they should get the same letter.

Step 2 Read each answer choice. Which correctly assigns a separate letter to each pair of rhyming words?

Since the first and second words rhyme with each other, I can assign them the letter a. As for the third and fourth words, I can give them the letter b. The fifth and sixth lines introduce a new rhyme, so they get the letter c. The seventh and eighth lines rhyme with the third and fourth lines, so they also get the letter b. The rhyme scheme is therefore aabbccbb. Answer choice B is the correct answer.
Poetry can be classified according to its structure and purpose. Here are some different forms of poetry and their structural characteristics:

- **Ballad**—A ballad is an example of a narrative poem, a poem that tells a story. The traditional ballad consists of four lines per stanza and follows a rhyme scheme of either abcb or abab. Because it was traditionally meant to be sung, the ballad has repeated phrases called the refrain, similar to the chorus of a modern song.

- **Lyric**—Lyric poems are typically brief. They attempt to express an emotional state or the poet’s thoughts on a subject.

- **Epic**—The stories told in epic poetry usually involve heroic acts and events that are important to a culture, country, or particular group of people.

- **Elegy**—An elegy is a form of lyric poetry, traditionally written to mourn the dead. Elegies may also be written to express the poet’s feelings about something he or she considers strange or mysterious.

- **Sonnet**—A sonnet is a type of poem that has fourteen lines written in iambic pentameter. This means that each line of the poem contains five beats, or stressed syllables, each following an unstressed syllable. There are two categories of sonnets. The **Italian**, or **Petrarchan, sonnet** begins with an octave (or two quatrains) and ends with a sestet. The two quatrains each consist of four lines with a rhyme scheme of abba, and the sestet consists of six lines with a cdecde or cdcdcd rhyme scheme. The **English**, or **Shakespearean, sonnet** consists of three quatrains followed by a couplet. The rhyme scheme for the whole English sonnet is abab cdcd efef gg.
EXAMPLE

Read this poem.

The World Is Too Much With Us

By William Wordsworth

The world is too much with us; late and soon,
Getting and spending, we lay waste our powers;
Little we see in Nature that is ours;
We have given our hearts away, a sordid boon!

This Sea that bares her bosom to the moon,
The winds that will be howling at all hours,
And are up-gathered now like sleeping flowers,
For this, for everything, we are out of tune;
It moves us not.—Great God! I’d rather be

A Pagan suckled in a creed outworn;
So might I, standing on this pleasant lea,
Have glimpses that would make me less forlorn;
Have sight of Proteus rising from the sea;
Or hear old Triton blow his wreathed horn.

The poem “The World Is Too Much With Us” is a
A ballad because it contains a refrain of repeated lines.
B Shakespearean sonnet because it has three quatrains and a couplet.
C Petrarchan sonnet because it consists of an octave and a sestet.
D epic because it tells a story that is important to a nation.

Step 1 Read the poem and the question carefully. What are the characteristics of a Petrarchan sonnet?

It has fourteen lines. It has two quatrains that follow the rhyme scheme abba; together these quatrains form an octave. The octave is followed by a sestet and it has a cdcdcd rhyme scheme These are all the qualities of a Petrarchan sonnet.

Step 2 Read each answer choice. Which choice states the characteristics of this poem?

The poem does not have a refrain of repeated lines, so it is not choice A, a ballad. While it does have fourteen lines, they are not broken into three quatrains and a couplet, so it is not choice B, a Shakespearean sonnet. It does not tell a story important to a nation, so it is not choice D, an epic. It does have an octave and a sestet, so the correct answer is a Petrarchan sonnet, choice C.
Selection A

*From Robert Louis Stevenson*

*An Elegy*

*By Richard Le Gallienne*

1. High on his Patmos of the Southern Seas
   Our northern dreamer sleeps,
   Strange stars above him, and above his grave
   Strange leaves and wings their tropic splendours wave,

5. While, far beneath, mile after shimmering mile,
   The great Pacific, with its faery deeps,
   Smiles all day long its silken secret smile.

Son of a race nomadic, finding still
Its home in regions furthest from its home,

10. Ranging untired the borders of the world,
    And resting but to roam;
    Loved of his land, and making all his boast
    The birthright of the blood from which he came,
    Heir to those lights that guard the Scottish coast,

15. And caring only for a filial fame;
    Proud, if a poet, he was Scotsman most,
    And bore a Scottish name.
    Death, that long sought our poet, finds at last,
    Death, that pursued him over land and sea:

20. Not his the flight of fear, the heart aghast
    With stony dread of immortality,
    He fled ‘not cowardly’;
    Fled, as some captain, in whose shaping hand
    Lie the momentous fortunes of his land,

25. Sheds not vainglorious blood upon the field,
    Death! why at last he finds his treasure isle,
    And he the pirate of its hidden hoard;
    Life! ‘twas the ship he sailed to seek it in,
    And Death is but the pilot come aboard,
Methinks I see him smile a boy’s glad smile
On maddened winds and waters, reefs unknown,
As thunders in the sail the dread typhoon,
And in the surf the shuddering timbers groan;
Horror ahead, and Death beside the wheel:

Then—spreading stillness of the broad lagoon,
And lap of waters round the resting keel. . .

**Selection B**

**Bright Star**

*By John Keats*

1 Bright star, would I were stedfast as thou art—
   Not in lone splendour hung aloft the night
   And watching, with eternal lids apart,
   Like nature’s patient, sleepless Eremite,

5 The moving waters at their priestlike task
   Of pure ablution round earth’s human shores,
   Or gazing on the new soft-fallen mask
   Of snow upon the mountains and the moors
   No—yet still stedfast, still unchangeable,

10 Pillow’d upon my fair love’s ripening breast,
   To feel for ever its soft fall and swell,
   Awake for ever in a sweet unrest,
   Still, still to hear her tender-taken breath,
   And so live ever—or else swoon to death.
1. The poem “Robert Louis Stevenson: An Elegy” is an elegy because it
   A. involves heroic acts.
   B. tells a story in verse.
   C. mourns a dead person.
   D. expresses an emotion.

2. The first stanza of “Robert Louis Stevenson: An Elegy” has which rhyme scheme?
   A. abccdbd
   B. abbcddd
   C. abcdabc
   D. abababdc

3. “Bright Star” is a
   A. Shakespearean sonnet that because of the abab cdcd efef gg rhyme scheme.
   B. Petrarchan sonnet that because of the abba abba cdecde rhyme scheme.
   C. ballad because of the abab rhyme scheme.
   D. lyric poem that does not follow a rhyme scheme.

4. The structure of “Robert Louis Stevenson: An Elegy” is similar to that of “Bright Star” in that both poems
   A. use the same rhyme scheme.
   B. are written in iambic pentameter.
   C. are divided into stanzas.
   D. contain rhyming couplets.
LEARN IT: Structural Elements of Plot

The plot of a story is structured around the main character's struggle to resolve a conflict or achieve a goal in the story. The plot is then developed through the actions or events that lead to the resolution of the conflict or the attainment of the goal. The following is an outline of a typical plot's structure:

| **Beginning** | **Exposition** | - The characters and setting are introduced.  
- The events of the story are put into motion. |
| **Middle** | **Conflict** | - The main character's conflict is revealed. |
| **Rising Action** | - The main character acts to achieve resolve his or her conflict. |
| **Climax** | - This is the highest point of the action in the story.  
- The main character either succeeds or fails to resolve his or her conflict. |
| **Ending** | **Resolution** | - Events happen directly after the main character fails or succeeds and lead up to the end of the story. |

More complex plots sometimes weave this central structure with other plot lines that may occur simultaneously with the main story. These are known as *subplots*. They may intersect with the main plot line in the narrative and can also be linked thematically. Sometimes, the actions in each plot line echo each other. These are known as *parallel episodes*, and they help reinforce the overarching themes and motifs of the story. Examining the interplay between plot lines as well as the structure of the overall plot will help you understand what is happening in the story.
EXAMPLE

1 Read the following beginning of a story.

1 Tyrone knew that he could make a great cheesecake. When the county fair contest was announced, he immediately began to plan what kind he would make. In the lunchroom, Tyrone casually mentioned to everyone at his table that he was deciding between a chocolate butterscotch cheesecake and a New York–style cheesecake with raspberry topping. “Either way,” Tyrone announced, “I’ll win first prize.”

2 Tyrone’s friend Ruth watched the other people at the table scowl at Tyrone’s arrogance. She elbowed Tyrone gently and said, “I think someone’s got a slightly swelled head.”

3 At first, Tyrone was offended by Ruth’s comment that he had a swelled head, but then he realized that he had probably gotten on everyone’s nerves. Tyrone buttoned his lip for the rest of the lunch period.

In the passage, what causes Tyrone to realize that he has offended everyone at the table?

A Ruth watches the people at the lunchroom table scowl.
B Ruth tells Tyrone that he has a “slightly swelled head.”
C Tyrone announces he is going to win first prize.
D Tyrone is planning what kind of cheesecake he will make.

Step 1 Read the passage carefully. List the events that happened in chronological order. Remember that each event in the plot triggers what happens next. Which event happens right before Tyrone realizes that he has offended everyone at the table?

At the beginning, Tyrone learns of the contest and begins planning what kind of cheesecake to make. At lunch, he mentions his plans. Then he says he will win first prize no matter what kind he makes. When Ruth notices everyone scowling, she tells him that he has a “slightly swelled head.” Tyrone is offended but realizes Ruth is right. I think Tyrone realizes he offended everyone at the table when Ruth tells him he has a “swelled head.”

Step 2 Read each answer choice. Which matches the event that causes Tyrone to realize his mistake?

Choice A, when Ruth watches the people at the lunchroom table scowl, causes Ruth to remind Tyrone that he’s being arrogant. Choice C is Tyrone’s boast, which causes people at the table to scowl. Choice D, in which Tyrone is planning what kind of cheesecake he will make, causes Tyrone to boast about his baking talents. Choice B, when Ruth tells Tyrone that he has a “slightly swelled head,” is the direct cause of Tyrone realizing his mistake. B is the correct answer.
LEARN IT: Conflict

The central problem or goal around which the plot revolves is known as the story’s conflict. Conflict generally refers to the struggle or tension between the main character and an opposing force in the story. This struggle is the driving force behind the actions that shape the plot. There are two types of conflict: **internal** and **external**.

- **Internal conflict** is when the main character is in conflict with himself or herself. The source of conflict comes from how the main character struggles against feelings of doubt or fear about his or her own nature. In this type of conflict, the main character may experience certain events in the story that will lead to some kind of change in his or her character.

- **External conflict** is when the main character is in conflict with someone or something that outside of his or her own self. This conflict may be a struggle against another character, society, or the forces of nature.

To understand the main conflict of a story, the reader must determine who the main character is and the central problem that he or she faces. Analyzing the actions and thoughts of the main character will give clues to help determine that conflict.
EXAMPLE

2 Read the following continuation of the story.

1 That night, when Tyrone went home, he got out some recipe books and spent the evening looking them over. He decided that an orange crunch cheesecake would be the best bet. The ingredients made it sound delicious, and it would be different than the other entries in the contest. He spent the rest of the night imagining the smiles on the judges faces when they tasted the cake, and the cheers from his friends when he received the blue ribbon.

2 The next day at lunch, Tyrone did not mention the contest because he thought the other kids might still be annoyed with his bragging. But someone else mentioned it instead.

3 “I was thinking about that cheesecake contest at the county fair you mentioned yesterday,” his friend Denise said to him. She smiled wide and continued, “As a matter of fact, I decided to enter the contest myself. I’m going to use my grandmother’s special cheesecake recipe. It’s an orange crunch cheesecake, and it’s absolutely delicious!”

4 Tyrone could not believe his ears! It was bad enough that someone had a special recipe that they knew was delicious. It was even worse that it was the same type of cheesecake Tyrone was making. But the worst part was he would be going up against one of his closest friends in the contest! This gave Tyrone much more to worry about as the day of the contest approached.
Which excerpt reveals the main conflict in the passage?

A. That night, when Tyrone went home, he got out some recipe books and spent the evening looking them over.

B. The ingredients made it sound delicious, and it would be different than the other entries in the contest.

C. “I was thinking about that cheesecake contest at the county fair you mentioned yesterday,” his friend Denise said to him.

D. But the worst part was he would be going up against one of his closest friends in the contest!

**Step 1** Read the passage carefully. Who is the main character and what is he or she struggling with? Then, read the passage and look for an excerpt that best expresses the conflict.

*Tyrone is clearly the main character of this passage. His name is in the title, and the story is driven by his actions. In the beginning of the passage, Tyrone is thinking about winning the contest, and about how all of his friends will be supporting him and proud of him. Then he realizes one of his closest friends is entering the competition. This is the conflict that sets up the rest of the story.*

**Step 2** Read through each answer choice. Which of these choices best expresses Tyrone’s conflict with himself?

*Choice A only talks about Tyrone’s actions after he goes home from school, which are not really related to the main conflict. Choice B talks about Tyrone’s specific plan for making his cheesecake. Choice C does not talk about Tyrone at all, but mentions his friend bringing up the contest. Choice D mentions Tyrone having to go up against one of his closest friends in the cheesecake contest. Tyrone seems surprised and confused by this, and has much to think about. Going up against his friend is the central problem Tyrone faces, which is the definition of a story’s main conflict. The answer is D.*
PRACTICE IT: Structural Elements of Plot

Directions: Read the short story below and then answer the questions that follow.

Stage Fright

1 Whenever Adam was nervous, he bounced his tennis ball against the outside wall of his apartment building. The steady thump, thump, thump it made helped him think. Lately, he’d been throwing the ball a lot. Tomorrow was the opening of the school play. Adam had the lead. He also had a bad case of stage fright.

2 “I have to get out of this,” Adam thought as he threw the ball. When he had first tried out, he had thought it would be fun. He had never expected to get the starring role. He had never been on stage before.

3 “Maybe I could pretend to be sick,” he said to himself. “No, that would make my mom worry. I guess I could just decide not to do it. Just because the play is called ‘Mr. Jones’ doesn’t mean Mr. Jones actually has to be in it.” Adam threw the ball again.

4 “It’s too bad I don’t have time to teach someone else my lines. Then I could skip it without hurting everyone else who has worked so hard.”

5 As Adam threw the ball again, he saw Miss Bradford from apartment 2B enter the building. Miss Bradford used to act in plays, too. Adam thought back to when he had helped her hang up photographs from some of her plays. She had told him that many performers get stage fright. They all had different tricks to relax. Miss Bradford used to go for a long run before each performance. She ran fastest when she was most nervous. It helped her clear her mind.

6 As he was thinking and bouncing the ball, Adam realized that he’d started to feel a little better.

7 “Hey,” he thought, looking at the tennis ball in his hand. “Maybe this is my trick. I think I’ll go see if Miss Bradford has any more advice.”
1. Which excerpt reveals the conflict in the passage?
   A. She had told him that many performers get stage fright.
   B. “Maybe I could pretend to be sick,” he said to himself.
   C. As Adam threw the ball again, he saw Miss Bradford from apartment 2B enter the building.
   D. Adam had the lead. He also had a bad case of stage fright.

2. In paragraph 1, why is Adam throwing the tennis ball outside the wall of his apartment building?
   A. Adam is nervous about the school play.
   B. Adam doesn’t want to get the starring role.
   C. Adam sees Miss Bradford entering the building.
   D. Adam is trying out for a play.

3. Which events help develop the conflict?
   A. Adam throws the tennis ball against the wall of his building.
   B. Adam thinks of excuses for backing out of the school play.
   C. Adam remembers the old photographs in Miss Bradford’s room.
   D. Miss Bradford tells Adam about how she would go on a long run before a performance.

4. Which excerpt reveals the climax, or turning point, of the passage?
   A. Miss Bradford used to go for a long run before each performance. She ran fastest when she was most nervous.
   B. “Hey,” he thought, looking at the tennis ball in his hand. “Maybe this is my trick.”
   C. “It’s too bad I don’t have time to teach someone else my lines.”
   D. She had told him that many performers get stage fright.
LEARN IT: Compare Characters from Different Historical Eras

The characters who appear in any story exist in a certain place and time. While some stories are similar to each other, the place and time in which a story is set can have a large influence on the way its characters act and react. Different historical events and changes in technology greatly affect a character’s motivation and attitude in a story.

To compare characters from different historical eras, you can identify the motives and the actions of each character. Find the similarities in the way these characters respond or react to their situations. Ask yourself what kinds of behavior seem to carry over from one era to another.

Read the two selections from different historical eras. Think about how the characters are alike.

Selection A

From John Henry
(traditional)

1 When John Henry was a little baby,  
   Just a sittin’ on his mammy’s knee,  
   Said, “The Big Bend Tunnel on that C&O Road  
   Gonna be the death of me, Lord God  
   Going to be the death of me.”

Well John Henry said to the Captain,  
I’m gonna take a little trip downtown  
Get me a thirty pound hammer with that nine foot handle  
I’ll beat your steam drill down, Lord God  
10 I’ll beat your steam drill down.

Well John Henry hammered on that mountain  
Till his hammer was striking fire  
And the very last words that I heard that boy say was  
Cool drink of water ‘for I die, Lord God  
15 Cool drink of water ‘for I die.

Well they carried him down to the graveyard  
And they buried him in the sand  
And every locomotive came a roarin’ on by  
They cried out, “There lies a steel drivin’ man, Lord God  
20 There lies a steel drivin’ man.” . . .
Selection B

From The Highwayman

By Alfred Noyes

The wind was a torrent of darkness among the gusty trees,
The moon was a ghostly galleon tossed upon cloudy seas,
The road was a ribbon of moonlight, over the purple moor,
And the highwayman came riding—
    Riding—riding—
The highwayman came riding, up to the old inn-door. . . .

Over the cobbles he clattered and clashed in the dark inn-yard,
And he tapped with his whip on the shutters, but all was locked and barred;
He whistled a tune to the window, and who should be waiting there
But the landlord’s black-eyed daughter,
    Bess, the landlord’s daughter,
Plaiting a dark red love-knot into her long black hair. . . .

“One kiss, my bonny sweetheart, I’m after a prize to-night,
But I shall be back with the yellow gold before the morning light;
Yet, if they press me sharply, and harry me through the day,
Then look for me by moonlight,
    Watch for me by moonlight,
I’ll come to thee by moonlight, though hell should bar the way.” . . .

He did not come in the dawning; he did not come at noon;
And out o’ the tawny sunset, before the rise o’ the moon,
When the road was a gipsy’s ribbon, looping the purple moor,
A red-coat troop came marching—
    Marching—marching—
King George’s men came marching, up to the old inn-door.

They said no word to the landlord, they drank his ale instead,
But they gagged his daughter and bound her to the foot of her narrow bed;
Two of them knelt at her casement, with muskets at their side!
There was death at every window;
    And hell at one dark window;
For Bess could see, through the casement, the road that he would ride. . . .

Tlot-tlot, in the frosty silence! Tlot-tlot, in the echoing night!
Nearer he came and nearer! Her face was like a light!
Her eyes grew wide for a moment; she drew one last deep breath,
Then her finger moved in the moonlight,
   Her musket shattered the moonlight,
Shattered her breast in the moonlight and warned him—with her death.

He turned; he spurred to the West; he did not know who stood
Bowed, with her head o’er the musket, drenched with her own red blood!
Not till the dawn he heard it, his face grew grey to hear
How Bess, the landlord’s daughter,
   The landlord’s black-eyed daughter,
Had watched for her love in the moonlight, and died in the darkness there.

Back, he spurred like a madman, shrieking a curse to the sky,
With the white road smoking behind him and his rapier brandished high!
Blood-red were his spurs i’ the golden noon; wine-red was his velvet coat,
When they shot him down on the highway,
   Down like a dog on the highway,
And he lay in his blood on the highway, with a bunch of lace at his throat. . . .
EXAMPLE

1 How are the highwayman and Bess like John Henry?
   A They all have extraordinary strength.
   B They all loved someone who died cruelly.
   C They all died for something precious to them.
   D They all performed heroic deeds for their country.

Step 1 Read each poem and summarize the stories they both tell. How similar are the situations encountered by John Henry and the highwayman and Bess?

The first poem describes how John Henry attempts to out-hammer the steam drill. He dies for what he believes in, which is that he can beat the steam drill. The second poem tells the story of two lovers, the highwayman and Bess. The “red-coats” use Bess to lure the highwayman into a trap, but Bess warns the highwayman by shooting herself. Realizing that Bess died to save him, the highwayman attacks the red-coats, dying in the process. Both the highwayman and Bess died for their love for each other.

Step 2 Read each answer choice. Which answer best shows the resemblance between motivations of the characters John Henry, the highwayman, and Bess?

Choice A is not correct because only John Henry demonstrated extraordinary strength. There is no indication in “John Henry” that the hero loves anyone, so choice B cannot be correct. While some might argue their deeds were heroic, neither poem says anything about doing deeds for a country, so choice D seems incorrect. Choice C mentions that all three characters died for something that is precious to them, which is true. C is the best answer.
LEARN IT: Contrast Characters from Different Historical Eras

To contrast characters from different historical eras, you can identify the ways the characters’ actions, qualities, or points of view differ from each other. Ask yourself whether those differences might be due to differences between the historical eras in which the stories are set.

Read the two selections from different historical eras. Think about how the characters are different.

Selection A

Ripe Figs

By Kate Chopin

1 Maman-Nainaine said that when the figs were ripe Babette might go to visit her cousins down on Bayou-Boeuf, where the sugar cane grows. Not that the ripening of figs had the least thing to do with it, but that is the way Maman-Nainaine was.

2 It seemed to Babette a very long time to wait; for the leaves upon the trees were tender yet, and the figs were like little hard, green marbles.

3 But warm rains came along and plenty of strong sunshine; and though Maman-Nainaine was as patient as the statue of la Madone, and Babette as restless as a humming-bird, the first thing they both knew it was hot summer-time. Every day Babette danced out to where the fig-trees were in a long line against the fence. She walked slowly beneath them, carefully peering between the gnarled, spreading branches. But each time she came disconsolate away again. What she saw there finally was something that made her sing and dance the whole day long.

4 When Maman-Nainaine sat down in her stately way to breakfast, the following morning, her muslin cap standing like an aureole about her white, placid face, Babette approached. She bore a dainty porcelain platter, which she set down before her godmother. It contained a dozen purple figs, fringed around with their rich, green leaves.

5 “Ah,” said Maman-Nainaine, arching her eyebrows, “how early the figs have ripened this year!”

6 “Oh,” said Babette, “I think they have ripened very late.”

7 “Babette,” continued Maman-Nainaine, as she peeled the very plumpest figs with her pointed silver fruit-knife, “you will carry my love to them all down on Bayou-Lafourche. And tell your Tante Frosine I shall look for her at Toussaint—when the chrysanthemums are in bloom.”
Selection B

From Orpheus and Eurydice

By Thomas Bulfinch

The following is an excerpt from the myth of Orpheus and Eurydice, two young lovers who have just gotten married when Eurydice dies of a snake bite and descends to the Underworld. Orpheus journeys to the Underworld to beg its king, Pluto, to release his wife. Blessed with remarkable musical abilities, Orpheus sings a song that he hopes will soften Pluto’s heart.

1 As he sang these tender strains, the very ghosts shed tears. Tantalus, in spite of his thirst, stopped for a moment his efforts for water, Ixion’s wheel stood still, the vulture ceased to tear the giant’s liver, the daughters of Danaus rested from their task of drawing water in a sieve, and Sisyphus sat on his rock to listen. Then for the first time, it is said, the cheeks of the Furies were wet with tears. Proserpine could not resist, and Pluto himself gave way. Eurydice was called. She came from among the new-arrived ghosts, limping with her wounded foot. Orpheus was permitted to take her away with him on one condition, that he should not turn round to look at her till they should have reached the upper air. Under this condition they proceeded on their way, he leading, she following, through passages dark and steep, in total silence, till they had nearly reached the outlet into the cheerful upper world, when Orpheus, in a moment of forgetfulness, to assure himself that she was still following, cast a glance behind him, when instantly she was borne away.

2 Stretching out their arms to embrace one another they grasped only the air. Dying now a second time she yet cannot reproach her husband, for how can she blame his impatience to behold her?

3 “Farewell,” she said, “a last farewell,” and was hurried away, so fast that the sound hardly reached his ears.
EXAMPLE

Orpheus’s reaction to his task is different from Babette’s because
A  he does not want to obey authority figures.
B  he has no one to remind him to be patient.
C  he relies on his extraordinary musical abilities.
D  his impatience costs him what he desires.

Step 1 Read each story carefully. Think about how Babette and Orpheus are portrayed in the story. How similar are their situations? How did they react to their situations?

Orpheus and Babette confront similar situations because they are both given tasks that require patience. Babette is asked to wait until the figs ripen in order for her to visit her cousins. Orpheus is ordered not to glance back at his wife until they reach the upper world. In “Ripe Figs,” Babette eagerly waits for the figs to ripen and is rewarded for her patience, while Orpheus cannot wait to reach the upper world before glancing back at his wife. In doing so, Orpheus loses Eurydice.

Step 2 Read each answer choice. Which answer best shows the difference between the two characters’ reactions?

Orpheus is not described as having a problem obeying authority figures, so A is incorrect. Neither story emphasizes the importance of having someone remind the protagonist to be patient, so B does not seem right. Orpheus’s musical abilities are the reason he is able to soften Pluto’s heart, but they have no effect on his ability to be patient, so C is incorrect. Orpheus loses his wife because of his impatience to see her, so D is the correct answer.
PRACTICE IT: Compare and Contrast Characters from Different Historical Eras

Directions: Read the short stories below and then answer the questions that follow.

Selection A

From Rip Van Winkle

By Washington Irving

1 Rip Van Winkle, however, was one of those happy mortals, of foolish, well-oiled dispositions, who take the world easy, eat white bread or brown, whichever can be got with least thought or trouble, and would rather starve on a penny than work for a pound. If left to himself, he would have whistled life away, in perfect contentment; but his wife kept continually dinning in his ears about his idleness, his carelessness, and the ruin he was bringing on his family. Morning, noon, and night, her tongue was incessantly going, and everything he said or did was sure to produce a torrent of household eloquence. Rip had but one way of replying to all lectures of the kind, and that, by frequent use, had grown into a habit. He shrugged his shoulders, shook his head, cast up his eyes, but said nothing. This, however, always provoked a fresh volley from his wife, so that he was fain to draw off his forces, and take to the outside of the house—the only side which, in truth, belongs to a henpecked husband.

2 Rip’s sole domestic adherent was his dog Wolf, who was as much henpecked as his master; for Dame Van Winkle regarded them as companions in idleness, and even looked upon Wolf with an evil eye, as the cause of his master’s so often going astray. True it is, in all points of spirit befitting an honorable dog, he was as courageous an animal as ever scoured the woods—but what courage can withstand the ever-during and all-besetting terrors of a woman’s tongue? The moment Wolf entered the house his crest fell, his tail drooped to the ground, or curled between his legs; he sneaked about with a gallows air, casting many a sidelong glance at Dame Van Winkle, and at the least flourish of a broomstick or ladle would fly to the door with yelping precipitation. . . .

3 Rip was at last reduced almost to despair; and his only alternative, to escape from the labor of the farm and clamor of his wife, was to take gun in hand and stroll away into the woods. Here he would sometimes seat himself at the foot of a tree, and share the contents of his wallet with Wolf, with whom he sympathized as a fellow-sufferer in persecution. “Poor Wolf,” he would say, “thy mistress leads thee a dog’s life of it; but never mind, my lad, while I live thou shalt never want a friend to stand by thee!” Wolf would wag his tail, look wistfully in his master’s face, and if dogs can feel pity, I verily believe he reciprocated the sentiment with all his heart.
Selection B

From Professor Todd’s Used Car

Adapted from the short story by L.H. Robbins

1. I have met many odd people but only one Mr. Todd. He would visit me in the barn and look at me in awe by the half-hour. Yet I liked him; I felt drawn toward him in sympathy, for he and I were fellow victims of the proud Mrs. Todd.

2. In my travels I have never encountered a glacier. When I do run across one I shall be reminded, I am certain, of Mrs. Todd.

3. “So you are still alive?” were her cordial words as we rolled into the yard on the first afternoon. “Yes, my dear.” His tone was almost apologetic.

4. “Did he drive it?” she asked Willie.

5. “More or less,” Willie replied honestly.

6. She looked me over coldly. When she finished, I had shrunk to the dimensions of a wheelbarrow. When Mr. Todd sized me up at the car lot only an hour before, I had felt as imposing as a sixteen-wheel truck.

7. “Put it in the barn,” said Mrs. Todd, “before a bird carries it off.”

8. I began to suspect that I was not entirely welcome in that household. For a moment I was reassured, but only for a moment.

9. “John Quincy Burton says,” Mrs. Todd observed, “that a little old used car like this is sometimes a very good thing to own.”

10. “That is encouraging,” Mr. Todd responded, brightening. In his relief he explained to Willie that John Quincy Burton drove the largest car in the neighborhood and was therefore to be regarded as an authority.

11. “Yes,” Mrs. Todd went on, “he says he is thinking of buying one himself to carry in his toolbox.”

12. At nights, when no one knew, Mr. Todd would sneak into the barn and sit at the wheel. He would pretend to start me up and then make believe he was driving.
“First, I release the brake,” he would mutter. “Now I put it in gear and ever so gently let in the clutch. We’re off! As we gather speed I pull the gear-level back, then over, then forward. Was that right? At any rate we are now travelling north, on Witherspoon Street. I see another car approaching from the east, on a course perpendicular to mine. The other driver has the right of way, as Willie puts it, so I slip the clutch out and ease on the brake . . .”

Thus in his imagination would he drive, plodding down the highway in his mind.

In time, believe it or not, Mr. Todd became a capable driver. One remembered day we went for a run in the country. On an empty ten-mile stretch, he startled me by giving me enough gas to travel at the speed limit! I felt so good I could have blown my radiator cap off to him.

For he was a master I could trust—and all my fellow used cars will understand what comfort knowledge provides. I vowed I would do anything for that man! On that very trip, indeed, I carried him the last homeward mile on nothing in my tank but a faint odor.

1. Both Mr. Todd and Rip Van Winkle are best described as
   A. isolated and mean.
   B. elderly and weak.
   C. meek but likable.
   D. confident but confused.

2. In these excerpts, how does Mr. Todd most resemble Rip Van Winkle?
   A. They both want to go on an adventure.
   B. They both have vivid imaginations.
   C. They both come from well-known families.
   D. They both have wives who dominate them.

3. Mr. Todd most differs from Rip Van Winkle in that he
   A. works to become capable at something.
   B. musters enough courage to stand up to his wife.
   C. leaves home to go on a long trip.
   D. talks to himself most of the time.

4. In the final paragraphs of both excerpts, Mr. Todd’s used car and Rip Van Winkle’s dog are both depicted as
   A. abused by their masters’ wives.
   B. loyal to their masters.
   C. able to lead their masters home.
   D. unaware of their masters’ problems.
LEARN IT: Setting

Setting describes where and when a story takes place. An accurate setting helps explain many aspects of a story and can make the story more believable. When authors create a realistic and consistent setting, they provide the context in which a story can take place. Where characters come from and when they were born say a lot about them, just as those details do for real people. Establishing the specific year, season, and even day of the week gives a story a solid time frame. Naming the country, state, town, and street of a character’s home provides a stable location for the story.

Setting adds a visual dimension that helps readers understand and relate to the plot. If a story takes place in a scorching desert, we visualize an expansive stretch of sand under a blazing sun. If the setting is the mountains, we imagine snowy peaks and pine trees. If a story is historic—for example, set in New York in 1880—we expect characters to write with pen and ink and to send handwritten messages to each other; we know they didn’t have e-mail or telephones. Even a science fiction story should have a reliable, if imaginary, setting.

Authors sometimes use setting to further the plot. A happy scene can be even more cheerful if the sun is shining and birds are singing. A scary, dangerous event can be even more suspenseful if a storm is raging outside.

Setting helps explain a character’s actions. After all, a man would not wear a heavy coat in the heat of summer unless something was wrong. A boy who grew up on a farm might be terrified to ride the subway system of a big city. A city boy wouldn’t know much about riding horses or raising cattle. A native Texan who moved to Maine would be pretty uncomfortable during a cold, snowy winter.
EXAMPLE

1 Read the following story, “The Ants and the Grasshopper” from Aesop’s Fables.

The Ants were spending a fine winter’s day drying grain collected in the summertime. A Grasshopper, perishing with famine, passed by and earnestly begged for a little food. The Ants inquired of him, “Why did you not treasure up food during the summer?” He replied, “I had not leisure enough. I passed the days in singing.” They then said in derision: “If you were foolish enough to sing all the summer, you must dance supperless to bed in the winter.”

Which statement about winter best helps you understand the lesson of the story?

A  In winter, days are shorter.
B  In winter, grasshoppers starve.
C  In winter, it is snowing and cold.
D  In winter, no plants or crops grow.

Step 1  Read the fable carefully. Why are the seasons so important to the story? What is the reader expected to know about the seasons?

Two seasons are contrasted, summer and winter. The story is about having enough food to eat but does not provide a lot of information about the seasons. It just assumes readers will know that in summer, lots of food is ripe and ready to eat and that in winter, plants and trees stop growing, making it harder for animals and insects to find food. It’s true, when I hear the word summer, I think of green grass, apple trees, and warm sunshine. When I hear the word winter, I think of a cold, stark, snow-covered landscape.

Step 2  Read each answer choice. Which statement best helps you understand the story better?

All the choices are true statements about winter, but the question asks which choice will help me understand the story better. Choices A and C are true about winter, but they don’t add to the point of the story. Choice B is a result of winter, but I need to understand why the grasshopper is hungry. Answer choice D is an assumption about winter that helps me understand the lesson of the story. The grasshopper is hungry because food is not readily available. Choice D is the correct answer.
The Relevance of Historical Period

When we read novels that were written a long time ago or take place a long time ago, we get to see what life was like during a certain historical period. We can learn a lot about history by paying attention to the novel's setting details—what the cities, streets, and homes looked like, and how people dressed, traveled, or communicated.

EXAMPLE

Read this passage, an excerpt from *The Age of Innocence* by Edith Wharton (1862–1937).

Down the cobblestones of the quiet street came the ring of a stepper's hoofs; they stopped before the house, and he caught the opening of a carriage door. Parting the curtains he looked out into the early dusk. A street-lamp faced him, and in its light he saw Julius Beaufort's compact English brougham [carriage], drawn by a big roan [horse], and the banker descending from it, and helping out Madame Olenska.

Beaufort stood, hat in hand, saying something which his companion seemed to negative; then they shook hands, and he jumped into his carriage while she mounted the steps.

Which setting details offer the best clues about this novel's time period?

A curtains and a streetlamp in the early dusk

B cobblestone streets and a horse-drawn carriage

C Julius Beaufort's manners

D the author's language

Step 1 Read the passage carefully. What details provide clues about its historical time setting?

I can tell the novel takes place a long time ago because of the horse and carriage. The names Madame Olenska and Julius Beaufort sound kind of old-fashioned.

Step 2 Read each answer choice. Which one lists setting details that best place the story in a specific time period?

The early dusk, in answer choice A, is a clue about the time of day but not the time period; curtains and a street-lamp don't provide enough historical information, so A is not correct. The clues listed in choices C and D could provide information about the era, but they are not setting details. The clues in answer choice B best indicate that the time period could be the late nineteenth or early twentieth century. That's when people rode in horse-drawn carriages on cobblestone streets. Choice B is the correct answer.
Emotional Landscapes

Sometimes, in order to show how a character feels, the author will create a setting that reflects, echoes, or matches the character’s feelings. For example, a sunny forest filled with flowers on a spring morning could reflect a character’s excitement over a new prospect. A rainy afternoon could intensify a character’s feelings of frustration and restlessness.

EXAMPLE

3 Read the following paragraphs from *O Pioneers!* by Willa Cather (1873–1947).

Alexandra rose and looked about. A golden afterglow throbbed in the west, but the country already looked empty and mournful. A dark moving mass came over the western hill, the Lee boy was bringing in the herd from the other half-section. Emil ran from the windmill to open the corral gate. From the log house, on the little rise across the draw, the smoke was curling. The cattle lowed and bellowed. In the sky the pale half-moon was slowly silvering. Alexandra and Carl walked together down the potato rows. “I have to keep telling myself what is going to happen,” she said softly. “Since you have been here, ten years now, I have never really been lonely. But I can remember what it was like before. Now I shall have nobody but Emil. But he is my boy, and he is tender-hearted.”

Which statement *best* describes how the setting reflects Alexandra’s emotions?

A  As she watches people doing chores, Alexandra dreads how much work she has to do on the farm.

B  At sundown, the peaceful but empty landscape emphasizes Alexandra’s loneliness.

C  The expansive view shows that Alexandra is trying to see into the future.

D  The quiet, cheerful evening allows Alexandra to express happiness over her friend’s move.

**Step 1**  Read the paragraph carefully. The author describes the setting through Alexandra’s eyes. What do you notice about the setting? How do the images make you feel?

In my mind, the scene looks beautiful and peaceful, but it makes me feel kind of sad. The country seems big and empty. Alexandra talks about how lonely she will be without her friend.

**Step 2**  Read each answer choice. Which answer best states how the landscape matches Alexandra’s emotions?

Alexandra does watch people doing chores, but she is not dreading work, so answer A is incorrect. She does try to imagine what it will be like for her without Carl, but answer choice C does not best express her emotion in that moment. She is not cheerful or happy, so answer choice D is incorrect. When Alexandra looks across the land, the land looks sad, distant, dark, and empty. The land reflects her loneliness. Choice B is the best answer.
PRACTICE IT: Setting

Read the passage and answer the questions that follow.

From *Sister Carrie* by Theodore Dreiser (1871–1945)

1 In her indifferent wandering she [Carrie] turned into Jackson Street, not far from the river, and was keeping her way along the south side of that imposing thoroughfare, when a piece of wrapping paper, written on with marking ink and tacked up on the door, attracted her attention. It read, “Girls wanted—wrappers & stitchers.” She hesitated a moment, then entered.

2 The firm of Speigelheim & Co, makers of boys’ caps, occupied one floor of the building, fifty feet in width and some eighty feet in depth. It was a place rather dingily lighted, the darkest portions having incandescent lights, filled with machines and work benches. At the latter labored quite a company of girls and some men. The former were drabby-looking creatures, stained in face with oil and dust, clad in thin, shapeless, cotton dresses and shod with more or less worn shoes. Many of them had their sleeves rolled up, revealing bare arms, and in some cases, owing to the heat, their dresses were open at the neck. They were a fair type of nearly the lowest order of shop-girls—careless, slouchy, and more or less pale from confinement. They were not timid, however; were rich in curiosity, and strong in daring and slang.

3 Carrie looked about her, very much disturbed and quite sure that she did not want to work here. Aside from making her uncomfortable by sidelong glances, no one paid her the least attention. She waited until the whole department was aware of her presence. Then some word was sent around, and a foreman, in an apron and shirt sleeves, the latter rolled up to his shoulders, approached.

4 “Do you want to see me?” he asked.

5 “Do you need any help?” said Carrie, already learning directness of address.
1. **What kind of business does Carrie enter?**
   - A. a factory
   - B. a department store
   - C. an office
   - D. a restaurant

2. **The description of the room makes it sound very**
   - A. noisy.
   - B. crowded.
   - C. airy.
   - D. spacious.

3. **What can you infer about this workplace from the description?**
   - A. Working conditions are fair.
   - B. The workers are very poor.
   - C. The managers are cruel.
   - D. Working conditions are uncomfortable.

4. **What do the setting details suggest about the shop-girls?**
   - A. They are mean.
   - B. They are healthy.
   - C. They are overworked.
   - D. They are poor and hungry.
LEARN IT: Recurring Themes

A **theme** is the central idea or message of a story. Themes tell us about universal human emotions and beliefs. A story’s **plot**, on the other hand, refers to the events that actually happen in the story. Plot events can sometimes teach the life lessons that make up the story’s theme.

For example, let’s say you read a story about a boy who refuses to let his friend talk him into cheating on an exam. That’s the plot. The story’s theme, however, is about standing up for what you believe. In a story about a girl who moves to a new city, the theme could be about trying to fit in. In a story about a disastrous prom date, the theme could be that true friendship is more rewarding than a crush. Some stories might have more than one theme. Often, however, one theme surfaces as more important than the others.

Throughout works of literature, plot and theme frequently reflect each other and are closely related. The theme is a unifying idea that brings all the plot elements together. Plot is specific; theme is abstract. Themes have to do with larger concepts such as power, family, belonging, failure, success, making choices, or finding a sense of home. Many stories do not directly state the theme; instead, they imply it through the plot. Readers must determine the theme for themselves by thinking about the story and what it means.

**Human Qualities as Themes**

Sometimes a **character** in a story will demonstrate a quality or personality trait that is part of the story’s theme. We are inspired by the qualities of admirable characters, and we learn from the qualities of unlikable characters. For example, if a character gives a friend her last dollar, the theme reflected by her actions could be selflessness. If another character steals a CD from a store and is caught, the theme reflected by his actions could be the importance of honesty.
EXAMPLE

1 Read the following passage from “The King of Mazy May” by Jack London.

Night fell, and in the blackness of the first hour or so, Walt toiled desperately with his dogs. On account of the poor lead-dog, they were constantly floundering off the beaten track into the soft snow, and the sled was as often riding on its side or top as it was in the proper way. This work and strain tried his strength sorely. Had he not been in such haste he could have avoided much of it, but he feared the stampeders would creep up in the darkness and overtake him. However, he could hear them occasionally yelling to their dogs, and knew from the sounds that they were coming up very slowly.

When the moon rose he was off Sixty Mile, and Dawson was only fifty miles away. He was almost exhausted, and breathed a sigh of relief as he climbed on the sled again. Looking back, he saw his enemies had crawled up within four hundred yards. At this space they remained, a black speck of motion on the white river-beast. Strive as they would, they could not shorten this distance, and strive as he would he could not increase it.

Which quality does Walt have that could be part of the story’s theme?

A exhaustion
B determination
C patience
D sportsmanship

Step 1 Read the passage carefully. What do you think of Walt? What do you think is the story’s theme?

Walt works very hard trying to accomplish his goal of reaching Dawson. He is persistent. He does not give up. It seems like he is trying to beat a group of men with a sled team who are behind him. He calls them “stampeders” and “enemies.” The men might be evil. The story’s theme might be about winning or achieving a goal.

Step 2 Read each answer choice. Which quality best describes Walt and shows the story’s theme?

Walt is exhausted, but his fatigue is overshadowed by his ability to keep going, so choice A is not the best answer. Choice C is not correct, because the race is urgent and Walt doesn’t need patience. His competition with his “enemies” does not seem like a fair competition, so choice D, sportsmanship, is incorrect as well. The main quality that Walt shows in the story is determination. He keeps going no matter what. Choice B is correct.
Lessons as Themes

Stories that teach morals and lessons help us examine the world we live in. They tell us how to behave and help us look inside ourselves and discover truths about who we are. Sometimes the lessons in these stories are implied; sometimes they are directly stated. Fables, for example, are short stories that often state the lesson at the end. It is then up to the reader to interpret the lesson and think about how it can be applied to his or her own life and circumstances.

EXAMPLE

Read the following passage, which is one of Aesop's fables.

THE MILKMAID AND HER PAIL

A farmer's daughter had been out to milk the cows, and was returning to the dairy carrying her pail of milk upon her head. As she walked along, she fell a-musing after this fashion: “The milk in this pail will provide me with cream, which I will make into butter and take to market to sell. With the money I will buy a number of eggs, and these, when hatched, will produce chickens, and by and by I shall have quite a large poultry-yard. Then I shall sell some of my fowls, and with the money which they will bring in I will buy myself a new gown, which I shall wear when I go to the fair; and all the young fellows will admire it, and come and make love to me, but I shall toss my head and have nothing to say to them.” Forgetting all about the pail, and suiting the action to the word, she tossed her head. Down went the pail, all the milk was spilled, and all her fine castles in the air vanished in a moment!

Do not count your chickens before they are hatched.

Which sentence best states the lesson of the passage?

A  Dreaming about success could hurt your chances of achieving it.

B  It is hard to be a farmer's daughter who wants to raise chickens.

C  Daydreaming will cause accidents.

D  People shouldn't want to be better than they are.

Step 1  Read the fable carefully. What does the story mean? How do you interpret its lesson?

In this story, a farm girl she gets so absorbed in dreaming about getting rich that she ruins the very thing that could have been the first step toward success. At the end of the story, the lesson is stated. I take it to mean something like “Don’t act like you have something before you actually do.”

Step 2  Read each answer choice. Which answer best interprets the lesson?

Choice B is a plot summary, not a theme interpretation. Choice C is close but too specific. Choice D is a pretty harsh interpretation. Choice A states the best interpretation of the story. Choice A is correct.
Finding Themes Through Symbols

Another way to identify a story’s theme is to look for repeating patterns, key words, or symbols and determine how they add richness and meaning to the story.

EXAMPLE

Read this passage.

Selma sat on the park bench. As she wondered about what to do next, she slipped a key ring through her fingers. She had worked for Mrs. Baker for so long that she never thought about what would happen after the old woman died. Selma stopped her wondering for a moment and watched a bird fly from tree to tree. The key ring glinted in the sun. That bird didn’t have anywhere special to go. It didn’t seem worried, Selma thought.

A small suitcase sat next to the bench on the ground. Selma had packed it quickly that morning when Mrs. Baker’s nephew came to sign the papers and close the estate. He’d sent Selma off without the least concern for where she would go and what she would do. Mrs. Baker would have been shocked.

Selma circled the key ring through her hand again. Its single key grated against her fingers. Though it once gave Selma entrance to the grandest mansion in town, a place where she had a found job and a home, now it wouldn’t open a single door in the whole world. She opened the key ring, held the silver key up to the sun, and tossed it into the bushes.

Which physical object or animal best symbolizes the theme of the passage?

A  The bird symbolizes freedom.
B  The suitcase symbolizes having few belongings.
C  The key symbolizes the home Selma no longer has.
D  The bench symbolizes a public place to rest.

Step 1  Read the passage carefully. What images are repeated? What do you think is the story’s theme?

The key and key ring are mentioned several times and play a significant role. The theme seems to relate to the idea of losing a job or home. The theme could also be about how quickly life changes.

Step 2  Read each answer choice. Which sentence mentions a symbol that relates to the theme of the passage?

Selma doesn’t think about freedom when she watches the bird. The suitcase and bench are good story details, but neither is tied to any deeper meaning. Choices A, B, and D are not correct. The key does have a deeper meaning. By throwing the key away, Selma is accepting the fact that she no longer has a home. Choice C is correct.
PRACTICE IT: Recurring Themes

Read the passage and answer the questions that follow.

From *The Little Princess*
By Frances Hodgson Burnett

1. “Come and sit in the window-seat with me,” Sara went on, “and I’ll whisper a story to you.”
2. “Will you?” whimpered Lottie. “Will you—tell me—about the diamond mines?”
3. “The diamond mines?” broke out Lavinia. “Nasty, little spoiled thing, I should like to SLAP her!”
4. Sara got up quickly on her feet . . . She was not an angel, and she was not fond of Lavinia.
5. “Well,” she said, with some fire, “I should like to slap YOU—but I don’t want to slap you!” restraining herself. “At least I both want to slap you—and I should LIKE to slap you—but I WON’T slap you. We are not little gutter children. We are both old enough to know better.”
6. Here was Lavinia’s opportunity.
7. “Ah, yes, your royal highness,” she said. “We are princesses, I believe. At least one of us is. The school ought to be very fashionable now Miss Minchin has a princess for a pupil.”
8. Sara started toward her. She looked as if she were going to box her ears. Perhaps she was. Her trick of pretending things was the joy of her life. She never spoke of it to girls she was not fond of. Her new “pretend” about being a princess was very near to her heart, and she was shy and sensitive about it. She had meant it to be rather a secret, and here was Lavinia deriding it before nearly all the school. She felt the blood rush up into her face and tingle in her ears. She only just saved herself. If you were a princess, you did not fly into rages. Her hand dropped, and she stood quite still a moment. When she spoke it was in a quiet, steady voice; she held her head up, and everybody listened to her.
9. “It’s true,” she said. “Sometimes I do pretend I am a princess. I pretend I am a princess, so that I can try and behave like one.”
10. Lavinia could not think of exactly the right thing to say. Several times she had found that she could not think of a satisfactory reply when she was dealing with Sara. The reason for this was that, somehow, the rest always seemed to be vaguely in sympathy with her opponent. She saw now that they were pricking up their ears interestingly. The truth was, they liked princesses, and they all hoped they might hear something more definite about this one, and drew nearer Sara accordingly.
11. Lavinia could only invent one remark, and it fell rather flat.
12. “Dear me,” she said, “I hope, when you ascend the throne, you won’t forget us!”
13. “I won’t,” said Sara, and she did not utter another word …
1. Which repeated word is part of the passage’s theme?
   A. diamonds
   B. slap
   C. princess
   D. secret

2. Which phrase best describes Sara’s behavior toward Lavinia?
   A. Sara can’t control her anger.
   B. Sara speaks her mind but remains civil.
   C. Sara is afraid of Lavinia and tries to calm her down.
   D. Sara treats Lavinia the same way Lavinia treats her.

3. Read this excerpt from the passage.
   “It’s true,” she said. “Sometimes I do pretend I am a princess. I pretend I am a princess, so that I can try and behave like one.”

   According to this excerpt, how does Sara use her imagination?
   A. to escape harsh reality
   B. to pass long, boring hours
   C. to become a better person
   D. to make the other girls jealous

4. Which phrase best expresses the theme of the passage?
   A. You should be a good person no matter what.
   B. You always have to look out for yourself.
   C. You should get revenge against those who hurt you.
   D. You must sometimes put people in their place.
LEARN IT: Literary Devices

There are many types of literary devices. Some of the more significant devices include metaphor, simile, and irony. Readers need to be able to identify and analyze these in order to better understand a literary work in which these devices appear.

Simile and Metaphor

**Similes** compare two things using the words *as* or *like*. The two likened things are dissimilar but share a common characteristic that is highlighted through the comparison. A **metaphor** functions like a simile. Metaphors compare two dissimilar things that share a common feature or quality. However, unlike similes, metaphors directly compare the two things without using the words *as* or *like*. Writers use similes and metaphors in order to help readers better understand and envision the world around them.

**EXAMPLE**

1. Read the passage.

The thirteenth-century Mongolian warrior Genghis Khan was one of the greatest leaders the world has ever known. In the 1200s, he and his army of extraordinary horsemen invaded and captured city after city in what is now central Asia. Those who witnessed the Mongolian army attacking a city described the cavalry as having the appearance of a swarm of innumerable ants or locusts.

In the passage, the words “having the appearance of a swarm of innumerable ants or locusts” mean that the Mongolian cavalry was

A. made up of riders who were as small as insects.
B. overwhelmingly numerous and destructive.
C. buzzing and noisy like locusts in flight.
D. wearing colorful armor that shone in the sun.
Step 1  Read the passage carefully and look for the context of the quoted words. What images come to your mind when you think of “innumerable ants or locusts”?

The quoted words are used to describe the Mongolian cavalry, which captured city after city under the leadership of the fearsome warrior Genghis Khan. Although ants and locusts are tiny compared to people, they are very strong for their size, and when they swarm in large numbers, it must be difficult for other insects to stop them and they can be quite destructive.

Step 2  Read each answer choice. Which best describes the similarity between ants or locusts and Mongolian warriors?

A Mongolian army or cavalry that captured so many cities must have seemed overwhelmingly numerous, and it must have destroyed everything in sight. The riders would not literally have been as tiny as insects, so A is incorrect. There is no indication in the passage that the Mongolian warriors were buzzing or wearing colorful armor, so C and D cannot be right. Only answer choice B captures the similarity between ants or locusts and warriors. B is the correct answer.
LEARN IT: Irony

There are many different kinds of irony. One of the most common types is situational irony. Situational irony occurs when the actual outcome of an event is the opposite of the expected outcome. Depending upon the situation, this contrast between the expected outcome and the actual outcome can intensify the pity, humor, or drama of a literary work.

EXAMPLE

2 Read the passage.

Richard Cory

By Edwin Arlington Robinson

Whenever Richard Cory went down town,
We people on the pavement looked at him:
He was a gentleman from sole to crown,
Clean favored, and imperially slim.

And he was always quietly arrayed,
And he was always human when he talked;
But still he fluttered pulses when he said,
“Good-morning,” and he glittered when he walked.

And he was rich,—yes, richer than a king,—
And admirably schooled in every grace:
In fine, we thought that he was everything
To make us wish that we were in his place.

So on we worked, and waited for the light,
And went without the meat, and cursed the bread;
And Richard Cory, one calm summer night,
Went home and put a bullet through his head.
Richard Cory’s death is ironic because

A  the townspeople assumed he was happy.
B  he had many close friends and relatives.
C  he always captured everyone’s attention.
D  he died while he was still a young man.

**Step 1** Read the passage carefully. To identify the situational irony, first determine the expected outcome and then compare it to the actual outcome. Why is there tension between the expected and the actual outcomes?

The expected outcome, as implied by the townspeople who narrate the poem, is that Richard Cory will live to a happy old age. This is expected because Richard Cory is rich, attractive, and seems like a very nice man—why wouldn’t he want to live? His suicide and the knowledge that he is actually unhappy come as an unexpected shock.

**Step 2** Read the answer choices and choose the one that best matches your analysis.

The poem states that the townspeople all admire Richard Cory, but it never indicates that he has many friends or family members, so B cannot be right. And while Richard Cory captures the townspeople’s attention when he is alive, he does so after he dies as well, so C cannot be right. Many people die while they are still young—this by itself is not ironic, so D is also incorrect. The fact that everyone assumes Richard Cory was happy when in fact he is extremely unhappy, however, is very ironic. A is correct.
PRACTICE IT: Literary Devices

Directions: Read the short story below and then answer the questions that follow.

A Walk in the Dark

1 It was nearly sunset. The sun was a dim orange ball in the sky when Reggie, Bea, Sandra, and Tiny were finally ready to head into the woods that surrounded Lake Yamaqua. Reggie knew that Sandra preferred them to take their hikes after dark, even though they agreed to meet well before the sun went down.

2 Bea, Tiny, and Reggie had been waiting on Sandra for half an hour. When she arrived, she told the group, “Sorry, I’m late. I had to go back because I forgot one of my gloves.” Reggie knew Sandra planned her late arrival so they could explore the woods at night, which she thought was more fun. Reggie suddenly took Bea and Tiny aside for a quick conference while Sandra was repacking her knapsack.

3 The four friends then started off along the path that ran between the woods and the border of the great lake that was like a big mirror for the mountains and the sky. Everyone enjoyed the scenery. It was too bad that the light was already dim. They chatted as they walked. Before long, the sun fell below the horizon and it began to get dark. Bea spotted the first star that evening. “Make a wish,” she said. Everyone stopped walking for a minute and stood in silence, staring up at the brilliant point of light in the sky.

4 A short time later, the path started curving away from the water into the woods. Reggie took a deep breath. They were approaching the old, decaying barn, the only structure left on an old abandoned homestead. Sandra liked this part best. It was pitch black now, and the crickets were chirping. Reggie knew it was time to enact his plan.

5 “Will you guys wait here a second? I think my flashlight fell out of my pack when we climbed over that tree trunk at the last bend,” Reggie said, heading back along the path.

6 He winked at Tiny and Bea. Normally, they would have been scared to stand around in the dark, especially near the old barn. But they remained calm tonight. It was Sandra who got antsy.

7 “Hasn’t Reggie been gone for a while?” Sandra finally asked. “I mean, why does he need that flashlight anyway? Wait! Did you guys hear that rustling sound?”

8 “I didn’t hear anything,” Bea said.

9 “Me either,” Tiny said.

10 A few more minutes passed, and Reggie still didn’t return.
“I’m starting to get cold,” said Sandra, pacing back and forth. Bea and Tiny knew that Sandra was nervous but would never admit it. There was another rustling in the woods, and Sandra quickly turned around.

“What was that?” she asked. Just then, Reggie came up behind Sandra.

“GOTCHA!” he yelled. Sandra jumped like a frightened rabbit. Reggie giggled.

“You’re crazy!” Sandra shouted. She was trying to catch her breath. Bea and Tiny were smiling. “Why did you do that?” she asked Reggie.

“Now you know why we don’t like walking around in the dark,” Reggie said. “It’s scary, and that’s not always fun.”

Reggie apologized for scaring Sandra. The four took off down the path past the barn. It was a little less scary that night. And the next week, when Sandra, Bea, Tiny, and Reggie went hiking in the daylight, it wasn’t scary at all.

1. In paragraph 13, the words “Sandra jumped like a frightened rabbit” mean that Sandra
   A looked cute.
   B was startled.
   C felt alert.
   D needed something to eat.

2. In the first paragraph, the phrase “a dim orange ball in the sky” helps
   A describe the appearance of the sun.
   B define the sun in simple terms.
   C contrast a ball with the sun.
   D show how warm the sunlight is.

3. The author uses situational irony to
   A show how Sandra was made fun of.
   B point out how friends can sometimes be mean to each other.
   C encourage readers to feel sorry for Sandra.
   D show how Sandra was not as comfortable in the dark as she liked others to believe.

4. In paragraph 3, the phrase “the great lake that was like a big mirror” means that the lake
   A reflected the mountains.
   B was like a decoration.
   C had frozen solid.
   D seemed as large as the sky.
LEARN IT: Author’s Attitudes and Beliefs

All authors are influenced to some degree by the time and place in which they live. The ways in which an author interacts with his or her contemporaries or participates in historical events is often reflected in his or her writing. An author’s work can be viewed as an expression of his or her views or a reaction to the social climate of the period. The author may also write to express a response to significant events that have influenced him or her deeply. A literary work can comment on a society’s rules and traditions, protest injustices, or voice opinions about what is moral and immoral. The author may agree with a society’s beliefs or challenge them. Either way, it is the reader’s task to determine how an author’s beliefs and attitudes help shape a text. This can be accomplished through close readings of the author’s works and through further research into the author’s biography.

Close Reading

A close reading of a text locates textual references that support the author’s beliefs or attitudes toward a certain subject. Textual references are concrete details found in a literary work that a reader can use as evidence to support an inference about the author’s beliefs. These references may be to certain people, places, things, or events that have influenced the author in some way, or they may be more direct references to the author’s philosophical opinions.

EXAMPLE

For You, O Democracy

By Walt Whitman

Come, I will make the continent indissoluble,
I will make the most splendid race the sun ever shone upon,
I will make divine magnetic lands,
   With the love of comrades,
   With the life-long love of comrades.

I will plant companionship thick as trees along all the rivers of America, and
along the shores of great lakes, and all over the prairies,
I will make inseparable cities with their arms about each other’s necks,
   By the love of comrades,
   By the manly love of comrades.

For you these from me, O Democracy, to serve you ma femme!
For you, for you I am trilling these songs.
1 Read these lines from “For You, O Democracy.”

I will plant companionship thick as trees along all the rivers of America, and along
the shores of great lakes, and all over the prairies, / I will make inseparable cities with
their arms about each other’s necks.

These lines suggest that Whitman wants
A to plant different kinds of trees across America.
B to help unite all the people of America.
C to welcome people to the land of America.
D to travel through the different places in America.

Step 1 Read the poem carefully. Ask yourself what ideas the poem is trying to express.

The title of the poem is “For You, O Democracy,” which means the poem is
probably addressing the theme of democracy. Democracy is a form of government
by the people. The quoted lines emphasize Whitman’s desire to “plant
companionship” and “make inseparable cities.” Such symbols of togetherness are
appropriate for a poem celebrating democracy.

Step 2 Read through each answer choice. Which best articulates what you
discovered about the poem?

Whitman speaks of “planting companionship thick as trees,” not of planting actual
trees, so choice A is not correct. The poem does not talk of welcoming people
who are coming to America, so choice C also does not seem right. Although
Whitman does refer to many different places, he focuses not on traveling to them,
as choice D suggests, but on how he wants to bring together the people and cities
in those places. Choice B uses the word unite to suggest Whitman’s desire to bring
the people of America together. This echoes the “companionship” and “inseparable
cities” mentioned in the lines. Choice B is the best answer.
Biographical Facts

The reader can also base his or her inferences about an author's beliefs on biographical facts about the author's life and the time period in which the author lived. Often these facts are reflected in the author's writing; recognizing them can help the reader gain a fuller understanding of a text.

EXAMPLE

From The Yellow Wallpaper
By Charlotte Perkins Gilman

1. It is very seldom that mere ordinary people like John and myself secure ancestral halls for the summer.
2. A colonial mansion, a hereditary estate, I would say a haunted house, and reach the height of romantic felicity—but that would be asking too much of fate!
3. Still I will proudly declare that there is something queer about it.
4. Else, why should it be let so cheaply? And why have stood so long untenanted?
5. John laughs at me, of course, but one expects that in marriage.
6. John is practical in the extreme. He has no patience with faith, an intense horror of superstition, and he scoffs openly at any talk of things not to be felt and seen and put down in figures.
7. John is a physician, and perhaps—(I would not say it to a living soul, of course, but this is dead paper and a great relief to my mind)—perhaps that is one reason I do not get well faster.
8. You see he does not believe I am sick!
9. And what can one do?
10. If a physician of high standing, and one's own husband, assures friends and relatives that there is really nothing the matter with one but temporary nervous depression—a slight hysterical tendency—what is one to do?
11. My brother is also a physician, and also of high standing, and he says the same thing.
12. So I take phosphates or phosphites—whichever it is, and tonics, and journeys, and air, and exercise, and am absolutely forbidden to “work” until I am well again.
13. Personally, I disagree with their ideas.
14. Personally, I believe that congenial work, with excitement and change, would do me good.
15. But what is one to do?
16. I did write for a while in spite of them; but it does exhaust me a good deal—having to be so sly about it, or else meet with heavy opposition.
17. I sometimes fancy that in my condition if I had less opposition and more society and stimulus—but John says the very worst thing I can do is to think about my condition, and I confess it always makes me feel bad.
Charlotte Perkins Gilman suffered from depression and was treated with a controversial rest cure that involved complete bed rest and prevented her from writing. Based on her short story “The Yellow Wallpaper,” which best expresses Charlotte Perkins Gilman’s likely thoughts about this rest cure?

A. She thinks that the rest cure targets the source of her depression, which is that her husband does not take her seriously.

B. She thinks that the rest cure is effective because it is based on folk beliefs, not mere science.

C. She thinks that because the rest cure is recommended by doctors, it is the best treatment for her condition.

D. She thinks that the rest cure makes depression worse because her writing and work are what she wants to do.

Step 1: Read the passage and question carefully. What similarities are shared by the literary narrator and Charlotte Perkins Gilman?

Both the narrator and Gilman suffer from depression or what the narrator calls “temporary nervous depression—a slight hysterical tendency.” The narrator also seems to be undergoing the same treatment that was given to Gilman; in paragraph 12 she says she is “absolutely forbidden to ‘work.’”

Step 2: How does the narrator seem to view the rest cure and the doctors who prescribed it? Which of these views seem likely to have been shared by Gilman?

The narrator says that she “disagree(s) with their ideas” and that excitement “would do me good.” She also says that “less opposition and more society and stimulus” would make her well. It seems likely that Gilman would share these ideas and is expressing herself through the narrator’s thoughts.

Step 3: Read the answer choice and choose the one that best matches your analysis.

Choice A cannot be the correct answer because the rest cure does not target the problem of a husband who doesn’t take his wife seriously. Choices B and C both approve of the cure while the narrator does not, so they cannot be correct. In paragraphs 13 and 14, the narrator states, “Personally, I disagree with their ideas” and that work would do her good. Choice D expresses a similar viewpoint in that it is opposed to the rest cure and believe writing would help. D is the correct answer.
PRACTICE IT: Author’s Attitudes and Beliefs

Directions: Read the speech below and then answer the questions that follow.

From President Roosevelt’s Inaugural Address

1 When Franklin D. Roosevelt became president, the United States was in an economic depression. His first speech addressed the country’s crisis and the people’s fears.

2 . . . This great Nation will endure as it has endured, will revive and will prosper. So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself. . . .

3 Roosevelt then summarized the main results of the Great Depression.

4 Values have shrunken to fantastic levels; taxes have risen; our ability to pay has fallen . . . the withered leaves of industrial enterprise lie on every side; farmers find no markets for their produce; the savings of many years in thousands of families are gone. More important, a host of unemployed citizens face the grim problem of existence, and an equally great number toil with little return. Only a foolish optimist can deny the dark realities of the moment. . . .

5 Then Roosevelt stated who he believed was the primary cause of all these problems.

6 Primarily this is because the rulers of the exchange of mankind’s goods have failed, through their own stubbornness and their own incompetence, have admitted their failure. . . . The moneychangers have fled from their high seats in the temple of our civilization. We may now restore that temple to the ancient truths. . . .

7 President Roosevelt closed the speech with his first of many comforting passages. He became known for such words of encouragement throughout his years as president.

8 If I read the temper of our people correctly, we now realize as we have never realized before our interdependence on each other; that we cannot merely take but we must move as a trained and loyal army willing to sacrifice for the good of a common discipline, because without such discipline no progress is made. . . .
1. What is the main purpose of President Roosevelt’s Inaugural Address?
   A. to address the country in its time of crisis
   B. to address the issue of political anarchy
   C. to inform the people of who is to blame for their problems
   D. to encourage the people to save their money

2. Read this excerpt from the passage.
   So, first of all, let me assert my firm belief that the only thing we have to fear is fear itself.

   These lines suggest that Roosevelt
   A. is very brave despite people’s skepticism.
   B. believes there are right and wrong things to fear.
   C. wants to make the people afraid.
   D. is afraid of what the people might do.

3. In paragraph 6, Roosevelt states his belief that
   A. the powerful are mostly to blame for the Great Depression.
   B. truth should prevail during the country’s economic depression.
   C. the people should build new temples dedicated to truth.
   D. the people should revert back to their ancient traditions.

4. Read this excerpt from the passage.
   We must move as a trained and loyal army willing to sacrifice for the good of a common discipline, because without such discipline no progress is made.

   These lines suggest that Roosevelt believes that Americans should
   A. form an army to ensure the country will be successful once again.
   B. sacrifice all their belongings to the government.
   C. work together for the benefit of all Americans.
   D. be more disciplined about saving their money.
LEARN IT: A Clear Thesis

A thesis is the main point or argument of a composition. The thesis is usually revealed through a thesis statement. Establishing a clear thesis is very important so that the readers can follow your explanations. Your thesis statement is also important because it can guide you in writing your report—each detail you add should support your thesis in some way. Of course, your report might change as you learn more about your topic during the research process. If this happens, simply adjust your thesis statement to fit your new conclusions.

EXAMPLE

Take a look at the following rough draft of a student’s report.

Escape Velocity

1 If you throw a rock up into the air from the Earth's surface, the rock will go into the air, but the planet's gravity will pull it back down to Earth. If you threw it hard enough, the rock would escape the planet's gravitational pull and rise forever.

2 This is what you call “escape velocity.” If a planet is large, its gravity is stronger and the escape velocity required to break free of gravity is greater. A smaller planet, then, has a lower escape velocity. The escape velocity becomes greater the closer you are to the center of the planet.

3 Black holes have such density and mass and such a strong gravitational pull that even light, which travels faster than anything else, gets pulled into them. Nothing can reach a black hole's escape velocity.
1 Which sentence would be the best thesis statement for this report?

A  Black holes are regions of space with such a concentration of mass that nearby objects cannot escape their gravitational pull.

B  A large planet has a greater escape velocity than a small planet because a large planet's gravity is stronger.

C  You cannot throw a rock out of a black hole because nothing can reach a black hole's escape velocity.

D  Escape velocity is affected by such physical properties as size, density, and gravitational pull.

Step 1 Summarize the passage above. What is it mainly about?

*Each paragraph provides information about the escape velocity of various objects in the universe, from tiny planets to enormously dense black holes.*

Step 2 Read through each answer choice. Which one best expresses the whole passage in a single sentence?

*Choices A and C both focus on specific details about black holes that are mentioned only in paragraph 3, so they cannot be correct. Choice B focuses on comparing the escape velocity of large planets to that of small planets, but this is too specific a statement to serve as a thesis for the whole passage. Choice D, on the other hand, mentions each of the key pieces of information discussed in the passage. D is the best thesis statement.*
A clear thesis and conclusion

LEARN IT: A Clear Conclusion

A conclusion is a final decision or judgment that you make about your thesis. An effective way to state your conclusions is to summarize your thoughts on the topic and the results of your paper. Your conclusion should tie back to your thesis. Did you prove your thesis or are additional arguments still needed?

MODEL EXAMPLE

Step 1 Read the passage.

Kites, popular toys that are flown in the wind at the end of a long string, are not just for fun. Scientists use kites in their experiments by attaching cameras or other devices to them in order to capture photos or measure air temperature. Soldiers also use kites to observe their enemies in battle or for target shooting. Some kites are used to rescue people in danger in the air and at sea.

Which of these would make the best concluding sentence to this passage?

A Kites have been used by inventors to design airplanes.
B Kites are interesting toys with many practical purposes.
C Kites are valuable because they have been known to save lives.
D Kites are also used by scientists to study weather patterns.

Step 2 Read the answer choices. Which of these conclusions best matches the main idea of the passage?

Choices A, C, and D all focus on specific examples of ways in which kites are useful. Choice B, the statement that kites have practical purposes in addition to being fun toys, matches the main idea and sums up all of the details in the passage. This serves as the best conclusion. B is the correct answer.
PRACTICE IT: A Clear Thesis and Conclusion

The following is a rough draft of a student’s report on blogging. It may contain errors.

Directions: Read the essay below and then answer the questions that follow.

1 A Web log, or a blog, is a personal space on the Internet where a regular person can write his or her thoughts, express opinions, and post pictures. A blog lets you keep family and friends up to date about your life. It is an online journal where anyone can practice self-expression. Blogging also enhances your creativity and helps you practice your writing skills. Blogging can be fun, but it also requires the writer to be responsible.

2 There are very few rules that concern blogging, and even those rules may be challenged by other bloggers. You can write about anything and everything you want to write about. You can also control what and what not to publish online. Some blogs even allow the blogger to limit the people who can read them. Blogs also allow you to design your own space or personalize a template. There are many Web sites that offer add-ons that you can post to your blog, like online clocks, Internet buttons, fancy fonts, and images.

3 But whichever decisions you end up making, you have to remember that blogs are usually open for anyone to read. If you express strong opinions on your blog, expect that someone will always have a different opinion and might leave comments that you don’t want to be published on your blog. Like you, they also have the right to express themselves online.
1. Which is the **best** thesis statement for this report?
   - A Blogging is fun but involves responsibility.
   - B Blogging is unsafe because of privacy issues.
   - C Blogging lets you say whatever you want.
   - D Blogging is offensive to people with different views.

2. Which of these details would not support the author's thesis?
   - A a story about an amusing blogging experience
   - B a list of rules common to popular blog sites
   - C statistics about the growing number of bloggers
   - D a quote from a friend who did not enjoy blogging

3. The **best** way for the author to improve this report would be to
   - A include a list of celebrities who have blogs.
   - B add anecdotes of personal blogging experiences.
   - C include a strong ending that summarizes the main points.
   - D point out Web sites where Internet buttons can be downloaded.

4. Which of these would make the **best** concluding sentence to the report?
   - A When you blog, remember to respect the opinions of others and write with care, and you will enjoy your experience.
   - B Always remember that a blog should be attractive so that other people will look at it and appreciate how talented you are.
   - C If you have a blog, you can use it to tell your family and friends who live far away stories of your life.
   - D Blogging is fun and easy, and you should encourage other people to try it out because they might enjoy it as much as you do.
LEARN IT: Coherence and Transitions

**Coherence** refers to the “logical connections” or the clear relationships between ideas. To ensure coherence within and among paragraphs, establish clear connections between your ideas. One way to do this is by connecting ideas through effective **transitions**. These are words, phrases, or sentences that can be placed within or between paragraphs to help readers better understand the flow of information in the text.

**Common Transitional Expressions**

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>compare ideas</td>
<td>similarly, in like manner, likewise</td>
</tr>
<tr>
<td>contrast ideas</td>
<td>although, however, instead, but</td>
</tr>
<tr>
<td>identify causes and effects</td>
<td>therefore, because, since, as a result</td>
</tr>
<tr>
<td>illustrate ideas</td>
<td>for example, for instance, specifically, such as</td>
</tr>
<tr>
<td>add ideas</td>
<td>also, another, moreover, in addition</td>
</tr>
<tr>
<td>emphasize ideas</td>
<td>surely, above all, besides, indeed, truly</td>
</tr>
<tr>
<td>conclude ideas</td>
<td>therefore, thus, finally, in conclusion</td>
</tr>
</tbody>
</table>
EXAMPLE

1 Read the following sentences.

The peasants were terrified of what would happen if they refused to provide food and supplies for the bandits. However, the peasants were determined to somehow stop the raids. In addition, they hired seven men to help the villagers fight back.

The transitional phrase *in addition* does not correctly link the ideas in the second and third sentences. Which of these should be used instead?

A another
B such as
C because
D as a result

**Step 1** Read the passage carefully, focusing on how the second and third sentences need to be linked. What is the logical connection between the two sentences?

*The first of the two sentences is the cause of the next sentence. The second sentence is the result of the first sentence. The two sentences have a cause-and-effect relationship.*

**Step 2** Read each answer choice. Which is a transitional word or phrase that expresses a cause-and-effect relationship?

*Choice A adds ideas. Choice B is used to illustrate an idea. Neither of these choices shows cause and effect. Choice C shows a cause-and-effect relationship, but it makes the second sentence a cause, not the effect, of the first. Choice D is the correct answer because it shows that the second sentence is the result of the first sentence.*
LEARN IT: Parallel Structures

Another way to improve the coherence of a text is to use **parallel structures**. Parallel structures are created by using similar forms and patterns of words to show the similarity between two or more ideas. Parallel structure can occur at the word, phrase, or sentence level. Typically, parallel structures are joined by using coordinating conjunctions such as *and* or *or*.

<table>
<thead>
<tr>
<th>Not Parallel</th>
<th>Parallel</th>
</tr>
</thead>
<tbody>
<tr>
<td>The production manager was asked to write his report <strong>quickly</strong>, <strong>accurately</strong>, and in <strong>a thorough manner</strong>.</td>
<td></td>
</tr>
<tr>
<td>Notice how the sentence ends in a list. The first two items in the list are adverbs <strong>ending in -ly</strong>, but the third item is a prepositional phrase.</td>
<td></td>
</tr>
<tr>
<td>We wait for someone to rescue us. While waiting, we know impatience is not an option.</td>
<td></td>
</tr>
<tr>
<td>Here, two similar sentences lack parallel structure. The first sentence begins with the subject; the second sentence begins with an adverb phrase.</td>
<td></td>
</tr>
<tr>
<td>The production manager was asked to write his report <strong>quickly</strong>, <strong>accurately</strong>, and <strong>thoroughly</strong>.</td>
<td></td>
</tr>
<tr>
<td><em>In this parallel list, every item is an adverb ending in the suffix -ly.</em></td>
<td></td>
</tr>
<tr>
<td>We wait for someone to rescue us. We wait because impatience is not an option.</td>
<td></td>
</tr>
<tr>
<td><em>The parallel structure helps underscore the monotony the speaker must feel to be continually waiting.</em></td>
<td></td>
</tr>
</tbody>
</table>
EXAMPLE

2 Read the following passage.

More and more people are using cellular phones. It is a revolutionary way to communicate with others. Having a cellular phone is great. You can send text messages or e-mails easily, in a prompt manner, and on as many occasions as you wish. It is no longer necessary to find a computer, pay phone, pen, or paper to reach a loved one.

How should the underlined part of the fourth sentence be rewritten to create parallel structure?

A  easy, prompt, and as frequently
B  in an easy way, prompter, and as frequent
C  easily, promptly, and as frequently
D  easily, prompt, and as frequent

Step 1 Read the second sentence. Divide the underlined part into its separate phrases. How are these phrases different? How can they be made similar?

The word easily is an adverb that ends in -ly. The other two parts are both prepositional phrases. Either all three parts should be adverbs that end in -ly, or all three parts should be prepositional phrases.

Step 2 Read each answer choice. Which makes a possible correction you identified in Step 1?

None of the answer choices contain prepositional phrases, and only C uses all adverbs that end in the suffix -ly. The other choices are still not parallel. C is the correct answer.
PRACTICE IT: Paragraph Organization

Directions: Read the short story below and then answer the questions that follow.

The Right Job

1 The snow and ice crunched beneath Fadra’s feet as she walked from her building to the school bus stop. She thought that a three-week break from school would be a good time to relax and hang out with her friends, and she knew that it would be a smarter move to find a job over the break. Now that Fadra was old enough, she was able to work and help her family earn some extra income.

2 She made a mental list of the places that she could try: the Onyx Record Store of Mr. Hubert Pilinzki on North Main; Zafirah, the new Ethiopian bakery on Tampa Street; and Lady Freya’s antique bookshop on Lafayette Boulevard. None of those places seemed like they would be a fun environment in which to work, but they seemed like her best bets.

3 The day went quickly. After school, Fadra bundled up and began her walk around town. Her pulse was racing as she approached Zafirah Bakery. It was warm inside, but the smell of cookies was so sweet and rich that it made her nauseated, and she couldn’t help but think that people in bakers’ hats look silly. Fadra should have approached the man working behind the counter with the “management” pin on. Fadra stepped back outside, a frosty wind hitting her face.

4 In the bookseller’s shop, Fadra immediately noticed a thin layer of dust on every object in the store. The lights were very dim. She wondered how people actually read in there or if anyone even came inside at all. But she knew she couldn’t be choosy because she needed to find a job soon, so she tried to muster up the strength to approach Lady Freya behind the counter. Dillydallying, she pretended to look at a book, but its dusty pages made her sneeze. Lady Freya, who was counting coins, gave her a cold stare. So Fadra headed for the door, terrified, breathing hard, and full of disappointment, back into the blustery wind.

5 The Onyx Record Store was her last resort. Fadra paused outside Mr. Pilinzki’s door for a moment. She had been inside only once, as a young child, to look for an album with her father. The store owner had thought that the album she had wanted was sold out. While Fadra had been busy moping around the store, feeling disappointed, he found an extra copy and gave it to Fadra’s dad without her noticing. When they got outside, Fadra’s dad pulled the album out of his bag. Fadra listened to that album nonstop for two weeks and memorized the lyrics to every song. She never forgot that moment or the man who worked in the record store.

6 Fadra went inside where it was pretty quiet, except for some funky music playing in the background. The store was brightly lit and the checkered floor was shining. There was a woman behind the checkered counter talking excitedly about a new jazz CD with a young customer. The other employees looked happy, filled with energy, like they were enthused about their job. Fadra felt good, breathing deeply as she approached the counter.
1. In the sentence in paragraph 1 with the underlined word, **and** does not correctly link ideas. Which of the following words or phrases would be a better choice?
   A. also  
   B. but  
   C. likewise  
   D. for instance

2. Which transitional word would be the **best** choice to add to the beginning of the last sentence in paragraph 3?
   A. Also  
   B. Meanwhile  
   C. Instead  
   D. Moreover

3. How should the underlined part of paragraph 4 be rewritten to create a parallel structure?
   A. breathless and full of terror and disappointment  
   B. terrified, breathless, and disappointed  
   C. full of terror and disappointment and out of breath  
   D. terrified, out of breath, and filled with disappointment

4. How should the underlined part of paragraph 6 be rewritten to create a parallel structure?
   A. happy, energetic, and enthusiastic  
   B. filled with happiness and energy, and enthusiastic  
   C. happy, energetic, and enthusiastically  
   D. happily, and energetic and enthusiastic
LEARN IT: Supporting Conclusions with Evidence

A thesis states the proposition you wish to prove in your composition; it usually mentions the main arguments you intend to give in support of your position. You must effectively support your thesis with valid arguments that contain adequate evidence, such as analogies, paraphrases, quotations, opinions from authorities, and comparisons. In the same way, your final conclusions should be drawn from the same kind of evidence.

Analogies and Comparisons

Analogies and comparisons are effective ways to support theses and conclusions. By comparing difficult concepts to more familiar ones, analogies help to clarify your argument. They also encourage readers to visualize or think about the subject of your composition in fresh and stimulating ways.

EXAMPLE

1 Read the following passage.

(1) Running outdoors is one of the best options for getting a good aerobic workout. (2) Though you can also run indoors at a gym, outdoor running is usually a more fulfilling experience. (3) There is no substitute for fresh air and open views. (4) You can vary your runs on different surfaces (such as hard sand, dirt trails, or pavement) and in different locations (neighborhoods, beaches, or parks). (5) In this way, running is more like traveling. (6) All you need is a pair of running shoes to enjoy this simple pastime.

Which of the following sentences should be added after sentence 5 to support the author’s claim that running is more like traveling?

A In fact, you can even join running groups online where you can exchange workout tips and advice with runners all over the world.

B Running is a popular workout for people everywhere, whether you are in the city or in the country.

C When you run, you leave your routines behind and welcome the adventure of the unknown, just like when you travel to a distant place.

D Unlike other workout programs, running does not require you to buy expensive equipment or travel to specific locations.

Step 1 Read the passage very carefully. Why does the author compare running to traveling? What are some other ways in which running is similar to traveling?

In sentence 4, the author argues that running outdoors is more like traveling because of the variety of places you can go running. Running can also be compared to traveling because it is like taking a vacation. You are literally traveling to other places, which might be more interesting than the places you go to in your everyday life.
Step 2 Which of the answer choices can best support the comparison between running and traveling?

Choice A supports the claim that running can also be a social activity. It does not support the comparison between running and traveling, so choice A is incorrect. In the same way, choice B does not support the comparison because it only mentions the popularity of running. Choice D says that running does not require you to travel, which seems to oppose the comparison of running to traveling. Choice C says that running gives benefits similar to traveling, such as being away from life’s everyday routines and experiencing new adventures. Choice C is the correct answer.

Paraphrases, Quotations, and Opinions from Authorities

In addition to analogies and comparisons, there are several other ways to support your theses and conclusions. To gather more credible evidence, you may need to conduct research using resources found at the library or online. The following are some common ways to present evidence from your research:

- A **paraphrase** is a restatement or summary in your own words of another author’s ideas. If you pass another author’s words off as your own, you are committing plagiarism. When paraphrasing, you must be careful to maintain the other author’s essential idea, even though you use different sentence structures and words. You must also credit the author whose idea you are paraphrasing.

- Sometimes a statement made by another author is so striking and unique that you wish to quote it directly. To use **quotations**, you must copy word-for-word the exact statement as it is found in your source. Accuracy is the key to good quotations. Don’t forget to enclose the quotation in quotation marks and attribute it to the author by preceding the quotation with “[name of author] says . . .” or “According to [name of author]. . .”

- The **opinions** of recognized authorities and experts can provide excellent support for your theses and conclusions because their statements lend credibility to your position. You can restate the opinions of authorities through quotations or paraphrases. Make sure you evaluate the person you are quoting; you obviously want to quote someone with some experience and expertise in the area you are discussing.
MODEL EXAMPLE

2 Read the passage below.

(1) Have you ever encountered a skunk? (2) People usually associate skunks with the terrible odor they give off. (3) Few people would consider keeping skunks in their houses, but the truth is skunks can make wonderful pets. (4) Skunks are intelligent animals. (5) Like cats, skunks can be taught to use litter boxes and to scratch at the door when they need to go out. (6) They love to have their bellies rubbed and enjoy snuggling up on someone's lap. (7) Of course, this does not mean you should go out and catch a wild skunk! (8) That would be very dangerous. (9) However, you can adopt a baby skunk that has had its scent glands removed.

Which of the following expert opinions would best be added to the end of the passage?

A  According to Safe Pets Club President Leny Simon, wild skunks are very dangerous to humans, especially to children.

B  Veterinarian Tim Robbins says that the procedure of removing scent glands is safe for the skunk.

C  According to pet lovers Molly and Harold Kissinger, skunks love to be cuddled and petted.

D  A skunk can live as long as a human, says well-known pet expert Cary Merrell.

Step 1 Read the passage very carefully. What is its main idea or thesis? What conclusions does it draw?

The passage argues that, although wild skunks have a terrible odor, tame skunks can make wonderful pets so long as they are adopted as babies and their scent glands are removed.

Step 2 Which of the answer choices best fits at the end of the paragraph and supports the passage’s argument?

Choice A cannot be added to the end of the passage because it contradicts the main idea that skunks can be wonderful pets. Pet lovers are not recognized authorities or experts, so choice C is incorrect. Although choice D is a statement from a pet expert, the life span of a skunk is not related to the main idea that skunks can make wonderful pets. Choice B is the opinion of a veterinarian, someone who would be considered an animal expert, who says that removing scent glands from a skunk is a safe procedure. This would make sense to add to the end of the paragraph, which also discusses the procedure for removing scent glands. Choice B is the best answer.
LESSON 20 Well-Supported Conclusions

PRACTICE IT: Supporting Conclusions with Evidence

The following is a student report and may contain errors.

Directions: Read the report below and then answer the questions that follow.

Floods

1. During a typical rainfall, some of the rainwater evaporates, some is absorbed in the soil or in the vegetation, and some remains in rivers and streams. A flash flood occurs after an unusually heavy rainfall. Excess water runs into the stream channels and other water-containing bodies after the soil and vegetation have absorbed as much water as they can hold. Typically about thirty percent of precipitation is runoff, or water not absorbed by the soil and vegetation. When this percentage increases dramatically, there may be a flash flood.

2. Because flash floods occur very quickly and without warning, they often damage property and threaten the lives of people and animals. Floods in general negatively impact the spawning grounds of fish, cause soil erosion, and knock down structures in their path. Nationwide, damage from floods costs billions of dollars every year.

3. Flash floods can be somewhat controlled and prevented through the planting of trees—the roots of which help prevent soil erosion—or through the construction of levees, reservoirs, dams, and floodways, all of which divert runoff.

4. However, these preventive measures don’t always work. According to Garrett Evans, a Flood Management expert, because of unusually strong rains during the summer of 1993, the Mississippi River overran its banks in one of the worst floods in U.S. history. During this flood, the Mississippi rose to nearly fifty feet above its usual height and caused $15–20 billion in damages.

1. Which sentence contains an analogy that could best be added after the third sentence in paragraph 1?

A. Unusually heavy rainfall is like water being poured from a bucket; instead of raindrops, sheets of water pour out of the sky.

B. Rainwater evaporates like steam rising from a boiling kettle; the only difference is you cannot see the fumes rising into the atmosphere.

C. Flash floods take you by surprise; like robbers at night, floods can silently creep into a house or rush in noisily and threateningly.

D. In a way, the soil and the plants are like sponges that absorb water; if you keep pouring water into a sponge, after a while it will stop absorbing water.
2. Which sentence would be the best paraphrase of paragraph 2?

A. Flash floods are dangerous and unpredictable, causing harm to people, animals, and the environment, as well as costing billions of dollars in damage.

B. The destruction caused by flash floods is tremendously expensive to the nation, costing Americans billions of dollars every year.

C. Flash floods are devastating to the environment because they cause soil erosion and destroy the habitats of fish and other animals.

D. Flash floods happen very often, and they frequently destroy property and threaten the lives of people and animals.

3. Which sentence could best be added to the end of paragraph 3 to express the opinion of an expert?

A. Climatologist Whitney Baron says that some areas of the United States are more vulnerable to the possibility of flash floods than others.

B. According to the Federal Emergency Management Agencies, billions of dollars are spent in the rehabilitation of areas damaged by flash floods.

C. According to the National Flood Insurance Program, citizens themselves can also take preventive measures, such as preparing a family flood emergency plan and purchasing flood insurance.

D. The Concerned Citizens Group of Lister Town firmly states that dams and levees are not enough to prevent flash floods from damaging their property.

4. Which of the following properly uses a direct quotation to express the expert opinion found in paragraph 4?

A. “Because of unusually strong rains during the summer of 1993, Flood Management expert Garrett Evans says, the Mississippi River overran its banks in one of the worst floods in U.S. history.”

B. Flood Management expert Garrett Evans says, “Because of unusually strong rains during the summer of 1993, the Mississippi River overran its banks in one of the worst floods in U.S. history.”

C. Garrett Evans, Flood Management expert, says that when the Mississippi River overran its banks during the summer of 1993, it was one of the worst floods in U.S. history.

D. Because of unusually strong rains during the summer of 1993, the Mississippi River overran its banks in one of the worst floods in U.S. history, Garrett Evans told me.
LEARN IT: Revision

Writing an essay does not stop when you have written your last sentence. You must also revise, or correct, your work for errors in grammar, disorganized ideas, and overly wordy sentences. Fixing these errors will help improve the overall structure and clarity of your work.

Word Choice

It is easier to read and understand a composition if the words are simple, direct, and clear. A common error in writing is to use inexact words and descriptions that do not mean what you intend to say. Another common error is to write sentences and descriptions that are too wordy. It's easy to think that using more words will make your writing more understandable. However, using concise sentences and precise language is actually a much better way to deliver a clear message. Here are some common mistakes and ways to correct them.

<table>
<thead>
<tr>
<th>Common Mistakes</th>
<th>Example</th>
<th>Revision</th>
</tr>
</thead>
<tbody>
<tr>
<td>Wordiness</td>
<td>He slept by embracing his legs, his knees up near his face, like a child in a womb.</td>
<td>He slept in a curled-up position.</td>
</tr>
<tr>
<td>Usage</td>
<td>The exhilarating music dropped through her body.</td>
<td>The exhilarating music rushed through her body.</td>
</tr>
<tr>
<td>Jargon</td>
<td>The project director instructed us to follow the prototype he provided.</td>
<td>The project director instructed us to follow his model.</td>
</tr>
<tr>
<td>Clichés</td>
<td>Everything about the party is up in the air.</td>
<td>Everything about the party is undecided.</td>
</tr>
</tbody>
</table>

EXAMPLE

1 Read the following passage.

One way of creating believable characters in a story is to make sure their actions come naturally. Characters must have believable motivations for their actions. The plot must lead them to act, speak, and think the way they do; it must not seem like it was forced. Just as real people cannot always be in command of things external to them, so too must characters be swayed by the events that are outside their control. If you manage to create such characters, the reader will be able to believe they are flesh and blood.
What is the most accurate replacement for the underlined cliché in the paragraph?

A  bones and skin  
B  part of the author’s imagination  
C  real people  
D  false

**Step 1** Read the passage, paying attention to how the phrase is used in the sentence. What do you think the sentence is trying to say given the information in the paragraph?

*The sentence is trying to say that if the author creates a character who acts, speaks, and thinks in ways that seem natural given the events that happen in a story, the reader will be able to believe that the character is real.*

**Step 2** Which of the answer choices do you think is the best answer?

Choice A, Bones and skin, would not make sense because it is not what the cliché means. Choice B, part of the author’s imagination, is also not what the cliché means. Choice D, false, would be a complete opposite to what the cliché is trying to say. *The correct answer is choice C because real best replaces the phrase flesh and blood in the sentence.*
**Organization of Ideas**

Choosing the appropriate organizational structure for your essay depends on the intended purpose and audience. Ask yourself what your purpose is for writing and which organizational pattern will best help the reader clearly understand your message. The following chart describes some common types of organizational structures.

<table>
<thead>
<tr>
<th>Organization</th>
<th>Purpose</th>
<th>Audience</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main Idea and Supporting Details</td>
<td>to prove an argument by using evidence to support an idea</td>
<td>formal papers such as persuasive essays, literary criticism, and factual reports</td>
<td>begins with an introduction of the topic; then discusses the main idea, with the aid of supporting claims; ends with a conclusion, which restates the main idea</td>
</tr>
<tr>
<td>Sequence of Events</td>
<td>to tell a story or narrative</td>
<td>fiction and nonfiction narratives</td>
<td>follows a chronological order of events</td>
</tr>
<tr>
<td>Step-by-Step Process</td>
<td>to instruct the reader on how to perform a certain task</td>
<td>formal or informal audiences (e.g., instruction manuals vs. how-to tutorials)</td>
<td>begins with an overview of the task, followed by a step-by-step procedure</td>
</tr>
<tr>
<td>Spatial Sequence</td>
<td>to describe a person, place, or thing</td>
<td>descriptive writing</td>
<td>begins by describing one part of the subject, then moves around spatially to describe other parts</td>
</tr>
<tr>
<td>Comparison/Contrast</td>
<td>to prove an argument by comparing and contrasting two ideas</td>
<td>academic papers, literary criticism, or feature articles</td>
<td>begins with a comparison of the two ideas or concepts and then a contrast or lists points that compare and contrast the two ideas at the same time</td>
</tr>
</tbody>
</table>
EXAMPLE

2 Read the following student essay.

When summer started, I asked my friends Tyrone and Keith for ideas on how we could spend the rest of the vacation. Instead of just spending afternoons at the beach and playing video games at my house, I wanted us to do something unique this year.

Keith came up with a brilliant idea. He suggested that we make short movies using his sister’s video camera. None of us were good at creating stories, so we all decided to make documentaries on a few different topics that we could research around town. It might sound nerdy, but it turned out to be the highlight of our summer.

The three of us thought that our first subject should be Mr. Harold Miller who has been a Hollywood stuntman for two decades now. He lived three houses from us. We interviewed him, flipped through his stunt pictures, and marveled at posters of movies he appeared in. We also watched those movies and included his scenes in our documentary about him. He helped us ask permission from the director and the producer of the movie he was doing at that time to videotape his stunts a couple of times. Our documentary about Mr. Miller was not bad. We actually did very well for a first try.

Our next feature was Mr. and Mrs. Yang’s Everything Store which was a block away from Tyrone’s street. The couple sold practically everything—hardware tools, office supplies, Chinese grocery items and delicacies, fresh produce, antique pieces, and a few pets. It sounds really strange that they sold all these things in one shop. But ‘strange’ is what we wanted for our second film.

We decided that our third film would be about the three of us. But the summer ended with an ongoing argument about what each of us wanted to include about ourselves.
How is the organization of the student’s essay best described?

A comparison/contrast  
B main idea and supporting details  
C sequence of events  
D step-by-step process

**Step 1** How did the student recount his experiences during his summer vacation?

He started at the beginning of summer when he wanted something to do with his friends. Then he talked about their first documentary, followed by their second. He ended the essay by saying that their vacation ended with an argument about their third film.

**Step 2** Look at the answer choices. Which one best describes the organization of the passage?

The student did not compare and contrast any of the things that happened during the vacation he did not state a main point supported by details and arguments, nor did he give a step-by-step instruction on how to make a documentary, so choices A, B, and D are not correct. He did recount his experiences during the summer vacation through a chronological sequence of events, which is choice C, the correct answer.
Transitions Between Paragraphs and Ideas

Transitions have an important role in any essay. Your ideas may have the appropriate organizational pattern, but without relating them to one another, your essay will look cluttered and confusing. Transitions give your ideas a logical order and make your essay unified and cohesive. The following chart gives some useful transitional words and phrases.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>To give examples of an idea</td>
<td>for instance, for example</td>
</tr>
<tr>
<td>To show contrasting ideas</td>
<td>on the other hand, however, still, but, on the contrary</td>
</tr>
<tr>
<td>To link related or similar ideas</td>
<td>likewise, similarly, in the same way, also</td>
</tr>
<tr>
<td>To add ideas that support previous ideas</td>
<td>moreover, additionally</td>
</tr>
<tr>
<td>To conclude an idea</td>
<td>therefore, thus, as a result, overall</td>
</tr>
</tbody>
</table>

EXAMPLE

3 Read the following passage.

(1) The title has a very important role in a story. (2) A good title gives the reader a clue to what the story is all about. (3) It also attracts the reader’s attention and gets him or her interested in the story. (4) Some titles have no relation to the story. (5) An author has to choose a title carefully—one that can capture the essence of the story.

Which word can be best added to the beginning of sentence 4 to improve the transition between sentences 3 and 4?

A  For example,
B  As a result,
C  Likewise,
D  However,

Step 1  Read the two sentences. How should these two ideas be connected?

Sentence 3 talks about how a good title attracts the reader’s attention so he or she will want to read the story. Sentence 4 talks about titles that have no relation to the story. These sentences seem to be contrasting with each other, so they need a transition that connects two contrasting ideas.

Step 2  Which of the transitions do you think is the best answer, based on the logical connection between the two ideas?

For example, choice A, would not be a good transition because sentence 4 is not an example of sentence 3. Choice B, as a result, would also not be the right transition because sentence 4 was not caused by the idea in sentence 3. Sentences 3 and 4 are contrasting, not similar, so choice C, likewise, is not the appropriate transition. Choice D is the correct answer because the word however connects two contrasting ideas such as those found in sentences 3 and 4.
Point of View

Though essays and other written works are usually addressed to the reader, the writer does not always speak directly to the reader. Different points of view are used in different kinds of written works. The following chart details some of the most commonly used points of view. Remember though that no matter which point of view you choose for an essay, you need to be consistent.

<table>
<thead>
<tr>
<th>Point of View</th>
<th>Purpose</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Person</td>
<td>The writer uses the pronoun I to communicate his or her own point of view.</td>
<td>I think young people today have been exposed to too much violence in the media.</td>
</tr>
<tr>
<td>Second Person</td>
<td>The writer uses the pronoun you to tell the reader to do something or to give tips and useful information, as in a guide.</td>
<td>Young people like you have been exposed to too much violence in the media.</td>
</tr>
<tr>
<td>Third Person/Objective</td>
<td>The writer uses third-person pronouns such as he, she, they, or one to tell a story objectively, without bias or instruction, giving the reader a general view of a situation or issue.</td>
<td>Studies show that most young people today have been exposed to too much violence in the media.</td>
</tr>
</tbody>
</table>

EXAMPLE

Read the following essay.

(1) Many people think that the measure of success is the amount of money one has. (2) Some believe it is based on the number and value of properties one owns. (3) Other people think success is the equivalent of achieving fame. (4) Given the dictionary defines success as “desired outcome” and “the attainment of wealth or eminence,” it is no wonder that people have these beliefs about what makes a person successful.

(5) However, success goes deeper than being rich or famous. (6) Success is the opposite of failure; this suggests that there is hard work involved for it to happen. (7) You must persevere toward a goal before you can say that you have succeeded or failed. (8) Therefore, success yields not only money or fame. (9) Success yields satisfaction, fulfillment, and the joy that comes from doing something to the best of one’s ability.
How should sentence 7 be changed to maintain a consistent point of view?

A I must persevere toward my goal before I can say that I have succeeded or failed.
B One must persevere toward a goal before he or she can claim success or failure.
C One must persevere toward a goal before you will be able to say you succeeded or failed.
D You have to persevere toward their goal before one can say you have succeeded or failed.

Step 1 Which point of view is used for the rest of the essay? Is there a specific pronoun that the author uses when making general statements about people?

The rest of the essay is written in the third-person point of view. The author frequently uses the pronoun one when making general statements about people’s beliefs about success.

Step 2 Which of the answer choices is consistent with the point of view in the rest of the essay?

Choice A is incorrect because it is written in the first-person point of view. Choice C and D are also incorrect because they combine points of view. Choice B is the correct answer because it is in the third-person point of view and uses the pronoun one, which is consistent with the rest of the essay.
The following is a rough draft of a student's essay on beauty. It may contain errors.

**Directions:** Read the essay below and then answer the questions that follow.

1. My concept of beauty has been unavoidably influenced by the media. Since the media show us images of what is supposed to be beautiful, we take these to be the standards. However, there are some images that I think are not attractive. For instance, I don’t find huge muscles on men or very elegant hairstyles on women very attractive. Of course, I don’t want to stop at the physical attributes of a person. There are times when I find a guy attractive on the outside, but I get turned off because of his attitude. This is why I think beauty comes more from the inside and not the outside.

2. However, some people do not believe that inner beauty counts for much. __________, there are cases in which girls become paranoid about how they look. They look in the mirror and worry about their weight when in fact they are at a perfectly healthy weight. This is because of the images they see, thinking that skinny is beautiful. Women also spend so much money on make-up, with companies getting richer by the day by selling products that cover millions of faces.

3. Many people also think that beauty fades with age. As one gets older, his or her beauty is considered to be diminishing. When your skin is sagging and you have wrinkles, you believe your beauty has left you.

4. Sometimes I, too, am not satisfied with what I see in the mirror. My hair is dry, my lips are too thick, my nose is too wide and I’m too small for my age. But I feel that if I “fix” my appearance according to society’s standards, I wouldn’t feel like myself. I would still go back to the thought that no matter how much I try to change myself, what still counts is what is inside me. Looks can fade, but the goodness in a heart can last forever.
1. Read this sentence from the passage.

There are times when I find a guy attractive on the outside, but I get turned off because of his attitude.

What is the *most* accurate replacement for the underlined words in the sentence?

A. irritated
B. surprised
C. switched off
D. closed down

2. Which word or phrase could *best* be added to paragraph 2 to improve the transition between the first and second sentences?

A. On the other hand,
B. Moreover,
C. Therefore,
D. For instance,

3. How should the last sentence in paragraph 3 be changed to maintain a consistent point of view?

A. When my skin is sagging and I have wrinkles, I believe my beauty has faded.
B. When one's skin is sagging or full of wrinkles, one believes his or her beauty has faded.
C. She believes her beauty has faded because her face is sagging and full of wrinkles.
D. One believes one's beauty has faded when you already have wrinkles and your skin is sagging.

4. How is the organization of the essay *best* described?

A. spatial sequence
B. main idea and supporting details
C. sequence of events
D. step-by-step process
LEARN IT: Varied Sentence Types

Sentence Types

When you write, resist the temptation to use the same types of sentence over and over again. This can lead to bland, monotonous writing that will not be appealing to readers. To make your writing more effective and readable, you can use different combinations of the four main sentence types, as shown below.

<table>
<thead>
<tr>
<th>Sentence Type</th>
<th>Structure</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Simple</td>
<td>Sentence has one independent clause and no dependent clauses.</td>
<td>The event was held yesterday.</td>
</tr>
<tr>
<td>Compound</td>
<td>Sentence has multiple independent clauses and no dependent clauses.</td>
<td>The novel became a best seller, and he was able to pay off his debts.</td>
</tr>
<tr>
<td>Complex</td>
<td>Sentence has one independent clause and at least one dependent clause.</td>
<td>Because it is a classic, the little black dress is her favorite.</td>
</tr>
<tr>
<td>Complex-Compound</td>
<td>Sentence has multiple independent clauses and at least one dependent clause.</td>
<td>Henry is the athlete in the family, and because we are his biggest fans, we never miss his games.</td>
</tr>
</tbody>
</table>

EXAMPLE

1. Read the following passage.

The main theme of the story *The Handsomest Drowned Man in the World* by Gabriel Garcia Marquez is about sight and blindness. This can be seen through the reactions of the village people toward the drowned man. The people only saw his beauty and not the fact that he was dead nor that he was bigger than any other human they had ever seen. When the children on the beach found the body of the drowned man, they did not look in disgust but merrily played with the body. The other villagers also experienced blindness. The women, who had been sewing his clothes, examined and saw the beauty in him even though he was not of normal structure. They even made him special clothes and imagined great stories about him. The women were so fascinated with the man that they had named him Esteban. Esteban is the Spanish form of the name Stephen, and Stephen in Greek means crown. Most of the time, crowns symbolize royalty because they are worn by kings, queens, princesses, and princes.
Which of the following sentences is a complex sentence?

A. The main theme of the story *The Handsomest Drowned Man in the World* by Gabriel Garcia Marquez is about sight and blindness.

B. The women were so fascinated with the man that they had named him Esteban.

C. This can be seen through the reactions of the village people toward the drowned man.

D. Esteban is the Spanish form of the name Stephen, and Stephen in Greek means crown.

**Step 1** Review the different types of sentences. What is definition of a complex sentence?

A complex sentence has one independent clause and at least one dependent clause.

**Step 2** Which of the answer choices contains one independent clause and at least one dependent clause?

*Choices A and C are both simple sentences with one independent clause each. Choice D is a compound sentence that contains two independent clauses and no dependent clause. Choice B is the correct answer because it has one independent clause, The women were so fascinated with the man, and one dependent clause, that they named him Esteban.*
Sentence Openings

Varying your sentence openings helps make your writing more vibrant and avoids giving it a repetitive feel, which can make it not as engaging for the reader. If too many sentences that are close together start the same way, your writing can begin to sound like a list. By using different openings, it helps your writing flow and helps maintain reader interest.

Here is an example of a student paragraph about the filming of *Gone with the Wind*:

The film *Gone with the Wind* (1939) was probably one of the most meticulously executed films in history and is a model for other filmmakers. The script, cast, wardrobe, and production design were all done very carefully. The attention to detail is not surprising though. The book was a best seller, and every woman wanted to be Scarlett O’Hara. The producers wanted to make a lot of money out of the movie, and what better way to do that than giving people a much-loved story on the big screen? The novel was a sensational hit, and its movie version had to do justice to it.

Compare with the following version, noting the sentence openings:

Probably one of the most carefully executed films in history, *Gone with the Wind* (1939) remains a model for filmmakers. Everything from the script, the cast, the wardrobe, and the production design was scrutinized for every detail, aiming for perfection. However, this attention to detail is not surprising. The book was a best seller, and every woman wanted to be Scarlett O’Hara. Wanting to make a lot of money out of the movie, the producers knew that the best way to do that was to give people a much-loved story on the big screen. Since the novel was a sensational hit, its movie version had to do justice to it.

Notice how in the first version, all the sentences start with “the”: *The film, the script, the attention, etc.* In the second version, the sentence openings vary to make the writing more lively. While both passages essentially say the same thing, the second passage flows better, does not sound as repetitious, and ultimately makes for a more pleasant read.
EXAMPLE

2 Read the following passage.

(1) George Washington proved to be a brave soldier decades before leading colonial forces during the Revolutionary War. (2) Washington gained the attention of his superiors in the years leading up to the French and Indian Wars. (3) Washington proved his courage to them by crossing dangerous terrain and hostile territory to deliver a message to a French commander.

Look at sentence 3. Which of the following sentences is the best rewrite that keeps the meaning of the original sentence, flows from the previous sentence, and varies the sentence opening?

A The terrain was dangerous and hostile when Washington crossed it to deliver a message to a French commander.

B A French commander received a message from Washington who had showed his courage by crossing dangerous terrain and hostile territory.

C Washington bravely crossed dangerous terrain and hostile territory to deliver a message to a French commander.

D By crossing dangerous terrain and hostile territory to deliver a message to a French commander, Washington proved his courage to these superiors.

Step 1 How can the sentence be rewritten to keep the original meaning, flow from the previous sentence, and vary the opening?

The sentence needs to express what specific deed Washington accomplished, and how it proved his courage to those in charge. It also should not start with George Washington or Washington because that is how the previous sentences start.

Step 2 Which of the answer choices makes the best rewrite?

Choices A does not talk connect to the previous sentence very tightly since it does not tie in the information about proving his courage to his commanders. Choice B also acknowledges his courage, but its emphasis on the French commander instead of Washington makes it confusing. Choice C begins with Washington so it does not solve the problem of the repetitive sentence openings. Choice D flows from the previous sentence, matches the meaning of the original sentence, and varies the sentence opening. Choice D is the best answer.
PRACTICE IT: Varied Sentence Types

Directions: Read the report below and then answer the questions that follow.

(1) Trees grow from fertilized seeds. (2) Through the spreading of seeds, the survival of each species of tree is ensured. (3) Once the fertilized seed germinates, the roots are the first part to grow. (4) These roots perform two major functions for the new tree. (5) The roots anchor the tree to the ground, and they absorb water and minerals that help the tree grow. (6) The roots never stop growing, no matter how old a tree becomes. (7) Root cells in the tip of each root continually divide, creating more and more cells. (8) Often, the roots grow especially rapidly, and a loose collection of cells, called a root cap, develops to protect the root as it expands farther into the soil.

(9) After the roots have begun to grow and spread, resembling a city’s roadmap, the tree begins to shoot out of the soil. (10) The most substantial part of the tree is the trunk, which is composed of an outer layer called bark, an inner bark layer called phloem, and a mostly wood layer called xylem. (11) The outer bark protects the tree; and the living section of the xylem transports dissolved food throughout the trunk.

(12) From the trunk of the tree, limbs will grow. (13) The limbs will sprout leaves. (14) The leaves will use water pulled up from the soil by the roots and carbon dioxide extracted from the air to produce sugars. (15) This process is called photosynthesis. (16) Some of the sugars are used by the leaves for energy, but most are transported to other parts of the tree. (17) Leaves are also involved in transpiration, the process by which water is pulled up through the roots and expelled from the leaves.

(18) In some trees, male and female reproductive organs can be found in separate flowers on the same tree. (19) These trees are called monoecious. (20) In other kinds of trees, the male and female reproductive organs are found in cones instead of in flowers. (21) Regardless of the reproductive system, flowers or cones are fertilized when male and female parts meet by means of wind, animals, or insects.
1 Which sentence in paragraph 1 is a compound-complex sentence?
   A sentence 1
   B sentence 2
   C sentence 4
   D sentence 8

2 Look at sentence 6. Which of the following sentences is the best rewrite that keeps the meaning of the original sentence, flows from the previous sentence, and varies the sentence opening?
   A It doesn’t matter to the growing roots if the tree is young or old.
   B The roots keep growing even if the tree is old.
   C A tree becomes old, but the roots don’t.
   D No matter how old a tree becomes, the roots never stop growing.

3 Which sentence could best be added at the beginning of the essay to attract the attention of the reader?
   A When you grow plants and trees, think about the process they have to undergo.
   B Your favorite tree in your neighborhood started as a seed and grew by going through a cycle that involved all its parts.
   C The growth of a tree starts with its roots and ends with its flowers.
   D Every family should plant a tree to help the environment.

4 In which of the following sentences is the author’s personal style most apparent?
   A After the roots have begun to grow and spread, resembling a city’s roadmap, the tree begins to shoot out of the soil.
   B The outer bark protects the tree; and the living section of the xylem transports dissolved food throughout the trunk.
   C This process is called photosynthesis.
   D In some trees, male and female reproductive organs can be found in separate flowers on the same tree.
LEARN IT: Parallel Structure

It is important to use parallelism, or parallel structure, when writing or revising. Words or phrases in a series are parallel when they are written in the same grammatical form or structure. Parallelism helps create balance and clarity of expression, which in turn help the reader navigate a text more easily.

One can identify whether a sentence has parallel structure by checking if its verbs and modifiers have a similar grammatical form. This is especially important when words and phrases are arranged in a list. Consider the following example:

Not parallel: Stefanie likes to read and also likes sketching when she has no classes.

Parallel: Stefanie likes to read and to sketch when she has no classes.

The first sentence is not parallel because it pairs the infinitive to read with the gerund sketching. The second sentence is parallel because both of the verbs read and sketch are in the same infinitive form. Notice how the second sentence is clearer and more direct than the first one.

EXAMPLE

1 Read this sentence.

Parouk’s mother told him to review his lessons and he should be spending enough time on his homework.

How should the underlined part of the sentence be rewritten to create a parallel structure?

A to review his lessons or he should spend enough time on his homework
B to review his lessons and to spend enough time on his homework
C to reviewing his lessons and be spending enough time on his homework
D to reviewing his lessons and spent enough time on his homework

Step 1 Read the sentence carefully. What makes the sentence structure not parallel?

The sentence structure is not parallel because the verbs that follow “Parouk’s mother told him” have different forms. The infinitive verb to review is paired with the gerund spending. Parallel structure requires either two infinitives or two gerunds.

Step 2 Read all the possible choices. Which answer choice has a parallel structure?

Choices A, C, and D do not have parallel structures. Choice B has a parallel structure because it pairs two infinitive verbs, to review and to spend. Choice B is the correct answer.
Parallelism requires that each parallel phrase use the same articles, prepositions, and correlative conjunctions. Consider the following examples.

**Parallelism with Articles**

Articles are the little words such as *a*, *an*, and *the* that appear before most common nouns in a sentence. When a series of common nouns form a list, the appropriate article must appear before the first item only or be repeated before each item.

- Not parallel: *a book, pencil, box, or a notebook*
- Parallel: *a book, a pencil, a box, or a notebook*
- Parallel: *a book, pencil, box, or notebook*

**Parallelism with Prepositions**

Prepositions are words such as *on, in,* and *over* that show the relationships between groups of words in a sentence. When prepositional phrases appear in a series or list, it is important to include the appropriate preposition with each phrase, since the first preposition may not apply to every phrase in the list.

- Not parallel: *Amy belongs, spends time, and cares for a group of young girls.*
- Parallel: *Amy belongs to, spends time with, and cares for a group of young girls.*

**Parallelism with Correlative Expressions**

Sentences that contain correlative conjunctions such as *both/and; not/but; not only/but also; either/or;* and *first/second/third* should also be in parallel structure. This usually involves placing each correlative conjunction directly before the word or phrase it refers to.

- Not parallel: *Either you can find a job or manage a business.*
- Parallel: *You can either find a job or manage a business.*
EXAMPLE

2 Read this sentence.

Not only the teacher asked her students to write an essay, but also to read their essays aloud.

How could this sentence best be rewritten?

A  The teacher asked her students not only to write an essay, but also to read their essays aloud.
B  The teacher did not only ask her students to write an essay, but also she asked them to read their essays aloud.
C  The teacher asked her students to write not only an essay, but also to read their essays aloud.
D  The teacher not only asked her students to write an essay, but also asked them to read their essays aloud.

Step 1 Read the sentence again. What is not parallel in the sentence?

The sentence uses the correlative conjunctions not only and but also, but it does not place them directly beside the words they are referring to. It is more natural to say “not only asked” and to specify the person whom also refers to.

Step 2 Which of the answer choices makes the sentence parallel?

Choices B, C, and D either do not place the correlative conjunctions before the phrases they refer to and in the most natural places in the sentence. Choice A has a parallel structure because it places the correlative conjunctions not only and but also before the phrases they refer to and in more natural places in the sentence. Choice A is the correct answer.
PRACTICE IT: Parallelism

The following is a rough draft of a student's story. It may contain errors.

Directions: Read the short story below and then answer the questions that follow.

Firelight

1 “What is your favorite memory?” the teacher asked.

2 Tomas thought about the writing assignment. He closed his eyes, trying to set his imagination free, and seeing what movie would appear on the screen of his eyelids.

3 Many images flowed, but gradually they all resolved into a sense of light dancing in the darkness. Flickering flames flashed beneath a flight of sparks, and his ears were suddenly filled with cracks and pops as sap inside dry logs exploded in the heat of a fire. He could almost smell the wood smoke and the soft pine-scented woods around the camp. Again he felt the rough bark of the log on which he sat and the stiff collar of his overcoat. A cousin, an aunt, and uncle were talking, their voices soft because the smaller children were sleeping inside the tents.

4 It was a cold night with a breeze from Lake Superior that seemed to sweep across the entire upper peninsula of Michigan, but it was clear. The incredible river of stars overhead shone brightly while the thin stream of smoke from the campfire was rising like a ribbon that flowed forever.

5 Tomas had fought to keep his eyes open. He wanted to savor that moment in the woods—the sound of his parents talking while the fire hissed and crackled, tents for the whole family around the campfire, red and white pines towering above their heads, and the endless calls of the frogs and crickets in the darkness surrounding the small lake. He had realized then how much he enjoyed talking, feeling, and being with his family.

6 “Will I ever feel so secure again?” Tomas wondered. “Will I always be surrounded by love?”

7 “I sure hope so,” he said aloud. He smiled when classmates turned to look. Then he picked up his pen and started writing.
1 Read this sentence from paragraph 2.

He closed his eyes, trying to set his imagination free, and seeing what movie would appear on the screen of his eyelids.

How should this sentence best be rewritten to create a parallel structure?
A He closed his eyes, trying to set his imagination free and waiting to see what movie would appear on the screen of his eyelids.
B He tried closing his eyes, to set his imagination free, and seeing what movie would appear on the screen of his eyelids.
C He closed his eyes, waited and setting his imagination free and to see what movie would appear on the screen of his eyelids.
D He closed his eyes, set his imagination free, and to see what movie would appear on the screen of his eyelids.

2 Read this sentence from paragraph 4.

The incredible river of stars overhead shone brightly while the thin stream of smoke from the campfire rose like a ribbon that flowed forever.

How could this sentence best be rewritten?
A The incredible river of stars overhead was shining brightly while the thin stream of smoke from the campfire rose like a ribbon that flowed forever.
B The incredible river of stars overhead shone brightly while the thin stream of smoke from the campfire rose like a ribbon that flowed forever.
C The incredible river of stars overhead shines brightly while the thin stream of smoke from the campfire rose like a ribbon that flowed forever.
D Leave as is.

3 Read this sentence from paragraph 3.

A cousin, an aunt, and uncle were talking, their voices soft because the smaller children were sleeping inside the tents.

How could the underlined part of this sentence best be rewritten to have a parallel structure?
A Cousin, an aunt, and an uncle
B A cousin, aunt, and an uncle
C A cousin, an aunt, and an uncle
D Cousin, aunt, and uncle

4 Read this excerpt from paragraph 5.

He had realized then how much he enjoyed talking, feeling, and being with his family.

How could this excerpt best be rewritten?
A He had realized then how much he enjoyed talking to, feeling for, and being with his family.
B He had realized then how much he enjoyed talking at, feeling with, and being with his family.
C He had realized then how much he enjoyed talking for, feeling, and being with his family.
D He had realized then how much he enjoyed talking, feeling for, and being with his family.
LEARN IT: The Relationship Between Ideas

A series of short sentences can become monotonous and predictable to the reader. To make your writing more interesting, look for ways to combine several sentences into a single sentence. The easiest way to do this is to use simple conjunctions such as and, but, and or as transition words. Each conjunction shows a different relationship between the ideas in the sentence.

<table>
<thead>
<tr>
<th>Conjunction</th>
<th>When to Use It</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>and</td>
<td>shows two ideas are similar or related to each other</td>
<td>Original: I like pizza. I like ice cream.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Combined: I like pizza and ice cream.</td>
</tr>
<tr>
<td>but</td>
<td>shows two ideas are different or opposed to each other</td>
<td>Original: I like pizza. I dislike tacos.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Combined: I like pizza but dislike tacos.</td>
</tr>
<tr>
<td>or</td>
<td>presents two ideas as equally possible alternatives</td>
<td>Original: I want to go skating. I want to go boating.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Combined: I want to go skating or boating.</td>
</tr>
<tr>
<td>So</td>
<td>Shows that one thing causes another</td>
<td>Original: Traffic was bad. I missed the start of the movie.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Combined: Traffic was bad so I missed the start of the movie.</td>
</tr>
</tbody>
</table>
EXAMPLE

1 Read the sentences.

I explained that I couldn’t finish my homework because I got sick. My teacher took off points for lateness anyway.

What is the best way to combine these sentences?

A I explained that I couldn’t finish my homework because I got sick, and my teacher took off points for lateness anyway.

B I explained that I couldn’t finish my homework because I got sick, but my teacher took off points for lateness anyway.

C I explained that I couldn’t finish my homework because I got sick, or my teacher took off points for lateness anyway.

D I explained that I couldn’t finish my homework because I got sick, so my teacher took off points for lateness anyway.

Step 1 Ask yourself: How are the ideas in these two sentences related to each other? Which conjunction shows this relationship?

The first sentence states that the student couldn’t finish the homework because of an illness. This seems like a good excuse, so the student probably did not expect a penalty. However, the second sentence states that the teacher took off points. These ideas are opposed to each other. The conjunction but is used to show opposition.

Step 2 Read the answer choices. Which one correctly shows the relationship of opposition?

Choice A uses and to show similarity, so it is incorrect. Choice C uses or to show the ideas are alternatives, so it is also incorrect. Choice D uses so to show that one idea causes the other; however, the student’s explanation does not directly cause the teacher to deduct points, so D does not seem quite right either. Choice B uses but to show the opposition between the two ideas. B is the correct answer.
Some sentences are so closely related in meaning that it is best to combine them into a single sentence. When you combine these sentences, you can use organization structures such as **subordination**, **coordination**, **apposition**, and **reduction** to show clearly the relationships these sentences have with one another. The following chart shows the different kinds of sentence organization structures, as well as when it is best to use them.

<table>
<thead>
<tr>
<th>Organization Structure</th>
<th>What It Does</th>
<th>When to Use It</th>
<th>Example</th>
</tr>
</thead>
</table>
| subordination          | combines two sentences into an independent and a dependent, or subordinate, clause | when the idea in one sentence is less important than the idea in the other sentence              | Original: *I got up. It was raining.*  
Combined: *When I got up, it was raining.*                                                     |
| coordination           | combines two sentences into one sentence with two independent clauses        | when you want to stress that the two ideas in the sentences are equal in importance                | Original: *I got up. I made my bed.*  
Combined: *I got up, and I made my bed.*                                                        |
| apposition             | combines two sentences into an independent clause and an appositive          | when you want to provide additional information about a noun or pronoun                           | Original: *My father made breakfast. He is in the kitchen.*  
Combined: *My father, who is in the kitchen, made breakfast.*                                  |
| reduction              | reduces sentences by turning subordinate clauses (groups of words with subject and verb) into phrases (groups of words without subject or verb) | when you want to be more concise                                                                  | Original: *My father made breakfast. He is in the kitchen.*  
Combined: *My father made breakfast in the kitchen.*                                             |
EXAMPLE

2 Read the sentences.

The origins of the Tower of London trace back to a foreign invasion. The tower has come to symbolize the great stability of England and of British culture.

How could these sentences best be combined?

A  The origins of the Tower of London trace back to a foreign invasion and symbolize the great stability of England and of British culture.
B  Although the origins of the Tower of London trace back to a foreign invasion, the tower has come to symbolize the great stability of England and of British culture.
C  The origins of the Tower of London, which have come to symbolize the great stability of England and of British culture, trace back to a foreign invasion.
D  The origins of the Tower of London trace back to a foreign invasion, and the tower has come to symbolize the great stability of England and of British culture.

Step 1 Ask yourself: Are both sentences of equal importance? In just a few words, what is the first sentence saying? In just a few words, what is the second sentence saying?

The first sentence says that the tower’s origins date back to a foreign invasion. The second sentence emphasizes how the tower has become a symbol of stability. The passage emphasizes the present importance of the tower more than its past origins, so any combination of the sentences should reflect the importance of the second sentence.

Step 2 Ask yourself: Which method of combining sentences can best be used when emphasizing one sentence over another?

If I want to emphasize one sentence more than another, I should combine the sentences using subordination. The first sentence should be turned into a subordinate clause.

Step 3 Read each answer choice. Which answer choice best shows combining sentences by subordination?

Choices A and D both use coordination to combine the sentences. I notice that these sentences also seem to equate the tower’s violent past with its present status as a symbol of stability. Since these ideas are actually opposed to each other, linking them together through coordination does not make sense. Choice C uses apposition, which places more emphasis on the tower’s past than on its present. This is the opposite of what I determined about the importance of the sentences in Step 1, so choice C cannot be correct. Only choice B uses subordination to show that the first sentence is less important than the second one. B is the correct answer.
PRACTICE IT: The Relationship Between Ideas

Read the first draft of a student’s report. It may contain errors.

Directions: Read the report below and then answer the questions that follow.

Inventing the Telephone

1 Alexander Graham Bell's laboratory in Salem, Massachusetts, was littered with parts from his experiments. There were wires and pieces of telegraph machines everywhere. Bell was in the middle of a very special task—he was working on one of the most important inventions of the century, the telephone.

2 On March 10, 1876, Bell was working late in his lab, testing his telephone. He sent his assistant, Thomas Watson, into another room with a receiver. Bell listened and heard sounds coming over the wire. Encouraged, he shouted into the mouthpiece, “Mr. Watson, come here. I want you.” Seconds later, Watson raced into the room. He had clearly heard Bell's voice through the receiver. Bell had just sent the first telephone message!

3 Three months later, Bell shocked the world with the first public showing of the telephone at the Centennial Exposition in Philadelphia, Pennsylvania. Soon after, in the fall of 1876, Bell and Watson ran telephone wires between Boston and Cambridge. These are two cities located in Massachusetts. It was the farthest connection yet. Using Bell's telephones, people could talk over a distance of two miles—a great feat at the time.

4 Bell had expertise and did constant work. Bell was able to expand the telephone's capacity quickly. He was also determined to improve it. Early telephone connections were filled with static, so Bell worked tirelessly to enhance the telephone's performance. In the spring of 1877, Bell used his new and improved phone to make a long-distance telephone call between Boston and New York City. It was the first long-distance call ever made.

5 At first, many people doubted this technology. They were used to communicating by telegram, which had been the fastest way to send a message. To send a telegram, a person had to go to the telegraph office and write a message on paper. Then a telegraph operator translated it into code. The message was sent by wire to another office, where it was translated out of code. It could take hours or even days before the message finally arrived. Despite the fact that it took longer to transmit a message by telegram, people were wary of changing their ways and trying the telephone. Bell and Watson were not discouraged, however. They spent months on the road. They showed people how the telephone operated. Some people did not trust Bell. They worried that the telephone line might carry diseases. But Bell was a fine salesperson as well as a great inventor. Within just a few years, news of his invention spread across the country. Thousands of people purchased telephones. Today there is at least one telephone in almost every American home. Telephones are a major form of communication worldwide.

6 Alexander Graham Bell invented many other things. The telephone is his best-known achievement. Without the telephone, our lives today would be quite different.
1 Read the following sentence from paragraph 2.

He sent his assistant, Thomas Watson, into another room with a receiver.

How could the phrase “connected by wires to a mouthpiece that Bell held” best be added to this sentence to describe the receiver?

A. He sent his assistant, Thomas Watson, into another room with a receiver which was connected by wires to a mouthpiece that Bell held.

B. He sent his assistant, Thomas Watson, who was connected by wires to a mouthpiece that Bell held, into another room with a receiver.

C. Connected by wires to a mouthpiece that Bell held, he sent his assistant, Thomas Watson, into another room with a receiver.

D. He sent his assistant, Thomas Watson, into another room, which was connected by wires to the mouthpiece that Bell held, with a receiver.

2 Read these sentences from paragraph 3.

Soon after, in the fall of 1876, Bell and Watson ran telephone wires between Boston and Cambridge. These are two cities located in Massachusetts.

Which of the following demonstrates the best way to combine these two sentences?

A. Soon after, in two cities located in Massachusetts, in the fall of 1876, Bell and Watson ran telephone wires between Boston and Cambridge.

B. Soon after, in the fall of 1876, in two cities located in Massachusetts, Bell and Watson ran telephone wires between Boston and Cambridge.

C. Soon after, in the fall of 1876, Bell and Watson ran telephone wires between Boston and Cambridge, two cities located in Massachusetts.

D. Two cities located in Massachusetts, Bell and Watson ran telephone wires between Boston and Cambridge soon after, in the fall of 1876.
3) Read these sentences from paragraph 4.

Bell had expertise and did constant work. Bell was able to expand the telephone's capacity quickly.

Which of the following demonstrates the \textit{best} way to combine these two sentences?

A) Bell had expertise and did constant work, but Bell was able to expand the telephone's capacity quickly.

B) Bell had expertise and did constant work, and Bell was able to expand the telephone's capacity quickly.

C) Expanding the telephone's capacity quickly, Bell had expertise and did constant work.

D) With his expertise and constant work, Bell was able to expand the telephone's capacity quickly.

4) What is the \textit{best} way to combine the first two sentences in paragraph 6?

A) Although Alexander Graham Bell invented many other things, the telephone is his best-known achievement.

B) When Alexander Graham Bell invented many other things, the telephone is his best-known achievement.

C) Alexander Graham Bell invented many other things, and the telephone is his best-known achievement.

D) Alexander Graham Bell invented many other things, so the telephone is his best-known achievement.
LEARN IT: Grammar

To make sure that you use correct grammar, you should try to keep your sentences precise and simple. Check for subject-verb agreement, make sure verb tense is consistent, and state your ideas directly rather than decorating them with overly complicated words and phrases. You should also make sure to use contractions and pronouns correctly.

EXAMPLE

Read the following paragraph from a rough draft of an essay. It may contain errors.

(1) The poem speaks about the love between the merchant and the spouse. (2) The merchant only thinks of his business and not the love you give to your spouse. (3) He thinks that material things are enough to satisfy the spouse's desires. (4) The love given to the spouse is stagnant and can sometimes feel empty. (5) This was shown in the third line, which compares the love to a regular tide. (6) In the last line the spouse has a moment of epiphany and realizes that if the tide of love is stagnant, she wishes that she had married a river-boy instead.

How should sentence 2 be rewritten to reflect the use of correct grammar?

A The merchant only thinks of your business and not the love you give to your spouse.
B The merchant thinks only of his business and not the love he gives to his spouse.
C The merchant only thinks of their business and not the love they give to their spouse.
D Leave as is.

Step 1 What is incorrect about the grammar of the sentence?

Not all the pronouns used in the sentence refer to the merchant, even though the sentence is about him. The pronoun you refers to the reader. The pronouns should be in the third person to match their antecedent, the merchant.

Step 2 Which of the answer choices uses pronouns that refer only to the merchant?

Choices A and D use you and your; these do not refer to the merchant. Choice C refers to an unspecified plural subject, they and their; the merchant is a singular subject, however, so this doesn’t make sense. Choice B uses pronouns that refer only to the merchant. It uses the third-person pronouns he and his. B is the answer.
LEARN IT: Punctuation and Capitalization

When writing, it is important to follow the rules of **capitalization** and **punctuation**. Using proper capitalization and punctuation helps writers communicate their ideas more clearly.

**Punctuation**

A simple sentence usually requires only a period at its end and perhaps a few commas to separate any items in a series. However, more complicated sentences sometimes require multiple punctuation marks to connect the various phrases and clauses properly. Here are a few rules to keep in mind.

<table>
<thead>
<tr>
<th>Punctuation Mark</th>
<th>Rule</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Period Question Mark Exclamation Point</td>
<td>Use periods to end declarative sentences and commands, question marks to end questions, and exclamation points to end statements that convey strong emotions.</td>
<td>I work for the oil company. Please bring me some water. Is that your umbrella? Answer that phone!</td>
</tr>
<tr>
<td>Colon</td>
<td>Use a colon to introduce a series of items that does not directly follow a verb or preposition.</td>
<td>I will need the following ingredients: eggs, peppers, cheese, and onions.</td>
</tr>
<tr>
<td>Comma</td>
<td>Use commas to separate a modifier or appositive from the word or phrase it is modifying; to separate a dependent clause from an independent clause; and to separate items in a series.</td>
<td>Mr. Reginald Williams, the history professor, graduated with honors from the university. As far as I am concerned, there is nothing wrong with your main argument. You need chocolate chips, flour, eggs, and butter for the cookies.</td>
</tr>
<tr>
<td>Semicolon</td>
<td>Use a semicolon to link independent clauses together if they are not joined by a conjunction.</td>
<td>The poem shows the experience of the persona as a poor man; its use of imagery emphasizes this point.</td>
</tr>
</tbody>
</table>
Capitalization

Here are some basic capitalization rules to follow in your writing.

<table>
<thead>
<tr>
<th>Situation</th>
<th>Rule</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Sentence</td>
<td>Sentences always start with a capital letter.</td>
<td>The concert will start in five minutes.</td>
</tr>
<tr>
<td>Proper Nouns</td>
<td>Names of proper nouns start with a capital letter. These include names of specific places, people, and product brands.</td>
<td>She met Jake at Los Angeles, just in front of a Super Burger Town restaurant.</td>
</tr>
<tr>
<td>Pronoun I</td>
<td>The pronoun I is always capitalized.</td>
<td>He said that I was the one who stole it.</td>
</tr>
</tbody>
</table>
| Titles          | Titles of books, plays, paintings, songs, and other works of art are capitalized. Articles and prepositions such as and, the, and of do not need to be capitalized, unless they occur at the beginning of the title. | Snow White and the Seven Dwarfs  
Rudolph the Red-Nosed Reindeer  
The Elements of Style |
EXAMPLE

2 Read this sentence.

According to the principal; the annual school jamboree will be held in a state park in west virginia.

How should the sentence be written to reflect the correct use of punctuation and capitalization?

A According to the principal, the annual school jamboree will be held in a state park in West Virginia.
B According to the principal. The annual school jamboree will be held in a state park in west virginia.
C According to the Principal, the annual school jamboree will be held in a state park in West Virginia.
D According to the Principal, the Annual School Jamboree will be held in a state park in west Virginia.

Step 1 What is wrong with the sentence’s punctuation and capitalization?

The modifying phrase According to the principal must be separated from the rest of the sentence by a comma. The proper noun West Virginia should also be capitalized.

Step 2 Which answer choice uses the correct punctuation and capitalization?

Choice B uses a period instead of a comma and does not capitalize West Virginia. Choice C incorrectly capitalizes principal, which is not a proper noun. Choice D uses a comma but capitalizes the words principal, annual, school, and jamboree, even though they are not proper nouns. It also does not capitalize West. In choice A, the modifying phrase According to the principal is separated by a comma from the rest of the sentence. The proper noun West Virginia is also capitalized. Choice A is the correct answer.
LEARN IT: Spelling

Always make sure you double-check your spelling. Watch out for homonyms, which are words that sound similar but differ in spelling. Some common homonyms include:

- illusion (a false image) and allusion (an indirect reference)
- ad (short for advertisement) and add (to put in or join together)
- bear (a large mammal or to carry) and bare (plain, empty)
- here (refers to a specific place) and hear (to listen with the ears)

There are some basic rules for pluralizing different nouns, as well.

- Most nouns are pluralized by adding s or es, as in trucks and buses.
- For words that end in y preceded by a vowel, add s, as in valleys.
- For words that end in y preceded by a consonant, drop the y and add ies, as in bunnies.
- For proper names that end in s, sh, ch, x or z, add es, as in Joneses.

EXAMPLE

3 Read this sentence.

My sister told me to meet her at the restaurant at 6:30, but I got their late.

What is the correct way to write the underlined word in this sentence?

A  there
B  they’re
C  they’re
D  Leave as is.

Step 1 What is wrong with the spelling of the underlined word?

The word their is a possessive pronoun, which doesn’t fit the context of this sentence. Their is a homonym for the word there, a pronoun indicating location, which in this case is the restaurant.

Step 2 Which of the answer choices gives the correct spelling of the underlined word?

Choice C, which is also a homonym for the underlined word, is a contraction of the words they are. This does not fit the context of the sentence. Choice B also seems to be a contraction of they are, but it is missing the apostrophe. Choice D is incorrect because their is a possessive pronoun, not a place. Choice A, there, is the correct spelling, given the context of the sentence. A is correct.
PRACTICE IT: Editing for Conventions

The following is a rough draft of a piece of fiction. It contains errors.

Directions: Read the short story below and then answer the questions that follow.

1. Let’s get something straight. I’m not a talking dog, and I can’t write either. The words your reading here were put down by someone who knows me well.

2. My name is Sundown. I’m a patchwork of colors with medium length hair. I’ve lived with the same family for the last nine years, and they’ve been my happiest years. Before that, I got shifted around quite a bit through no fault of my own. It’s just what happens to some of us, but it leave you wondering about your heritage, your roots.

3. For example, I catch a look in a mirror and wonder why my nose is so black or why I’m such a clean freak. People tend to look at me and see whatever they want to see. They say things like, “He’s so dignified” or “Look how big his nose is!” In fact, I am an afghan hound. My roots go back thousands of years, and my ancestors used to hunt leopards in ancient persia.

4. My family thinks I’m part Australian sheepdog, which has helped me resolve a few issues, such as why I can’t help rounding up the kids on Mieka’s soccer team after a game. One girl cried and I got in trouble. If I’m part sheepdog, I ought to be able to herd thousands of sheep in one day.

5. Sometimes, with my triangle-shaped ears and my one blue eye and one half-blue and half-brown eye, I think I look like an abstract painting of a dog with my scattered parts. If I were purebred. An expert would claim I’ve got a lot of defects. I know I’ve got faults, but so does everyone else in my family. We’re cool with that, though. Plus they let me be a lapdog, even though I weigh 50 pounds. Can you beat that? I don’t think so!
1 Read this sentence from the passage.

The words your reading here were put down by someone who knows me well.

What is the correct way to write the underlined word in the sentence?
A you’re 
B your 
C you’r 
D yore

2 Read this sentence from the passage.

In fact, I am an afghan hound. My roots go back thousands of years, and my ancestors used to hunt leopards in ancient persia.

How should this sentence be written to reflect the use of correct capitalization?
A In fact, I am an Afghan hound. My roots go back thousands of years, and my ancestors used to hunt leopards in ancient Persia.
B In fact, I am an afghan hound. My roots go back thousands of years, and my ancestors used to hunt leopards in ancient Persia.
C In fact, I am an Afghan hound. My roots go back thousands of years, and my ancestors used to hunt leopards in ancient Persia.
D In fact, I am an afghan hound. My roots go back thousands of years, and my ancestors used to hunt Leopards in ancient Persia.

3 Read this sentence from the passage.

It’s just what happens to some of us, but it leave you wondering about your heritage, your roots.

How should this sentence be written to reflect the use of correct grammar?
A It’s just what happens to some of us, but it left you wondering about your heritage, your roots.
B It’s just what happens to some of us, but it is leaving you wondering about your heritage, your roots.
C It’s just what happens to some of us, but it leaves you wondering about your heritage, your roots.
D It’s just what happens to some of us, but it will have left you wondering about your heritage, your roots.

4 Read these sentences from the passage.

If I were purebred. An expert would claim I’ve got a lot of defects.

How should this be written to reflect the use of correct punctuation?
A If I were purebred; an expert would claim I’ve got a lot of defects.
B If I were purebred, an expert would claim I’ve got a lot of defects.
C If I were purebred an expert would claim I’ve got a lot of defects.
D If I were purebred, an expert would claim, I’ve got a lot of defects.