Formal Assessment with Assessment Resources Software

Selection Tests

- 20 multiple-choice and 3 essay items for each selection
- Items test comprehension, critical thinking, literary skills, reading strategies, vocabulary, and grammar

Unit Tests

Answer Keys

Selection tests are also available on the Assessment Resources Software for Prentice Hall Literature, Gold. The software allows you to customize the tests according to your objectives and students' performance levels.
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"The Cask of Amontillado" by Edgar Allan Poe (text page 5)

Selection Test

Critical Reading In the blank, write the letter of the one best answer.

1. Why is the narrator happy to meet Fortunato?
   a. To invite him to share the Amontillado
   b. To put into effect his plan for revenge
   c. To attend the carnival together
   d. To invite him to see the catacombs

2. How are Montresor and Fortunato alike?
   a. They share an interest in fine wine.
   b. They have an affection for each other.
   c. They both have respect for Luchesi.
   d. They both have a revengeful nature.

3. "The Cask of Amontillado" is primarily about
   a. a carnival celebration.
   b. a cask of fine sherry.
   c. a murderous revenge plot.
   d. the Montresor family history.

4. When the narrator says to Fortunato, "I was silly enough to pay the full Amontillado price without consulting you in the matter," he is appealing to Fortunato's _____.
   a. vanity       c. humility
   b. expertise   d. pragmatism

5. The word that best describes the mood of "The Cask of Amontillado" is _____.
   a. hysterical
   b. dramatic
   c. suspenseful
   d. depressing

6. Which key words in the following phrase provide a clue to the meaning of the italicized word?
   I continued, as was my wont, to smile in his face . . .
   a. to smile
   b. as was
   c. I continued
   d. in his face

7. Montresor vows revenge because Fortunato
   a. threatened him.
   b. humiliated him.
   c. accosted him.
   d. insulted him.

8. Which aspect of the carnival season is most important to the events of the story?
   a. Hundreds of people attend the event.
   b. It is a time of wild madness and excess.
   c. People wear fantastic costumes in the streets.
   d. The damp weather at that time of year causes colds and coughs.
9. Why does Montresor warn Fortunato about the air in the vaults?
   a. Montresor wants to make sure that Fortunato does not suspect his motives.
   b. Montresor wants to discourage Fortunato from entering the vaults.
   c. Montresor wants to avoid responsibility for Fortunato's death.
   d. Montresor wants to warn Fortunato that death is near.

10. The skeletons in the walls of the catacombs are the remains of
    a. carnival merrymakers.
    b. Montresor family enemies.
    c. Montresor's ancestors.
    d. Montresor's disobedient servants.

11. Which quotation best illustrates Montresor's true character?
    a. "A draft of this Medoc will defend us from the damps."
    b. "My dear Fortunato, you are luckily met. How remarkably well you are looking today."
    c. "I must not only punish but punish with impunity."
    d. "And yet some fools will have it that his taste is a match for your own."

12. In which of the following passages do descriptive details create an eerie, suspenseful mood?
    a. The wine sparkled in his eyes . . .
    b. The cold is merely nothing.
    c. It was about dusk . . .
    d. There was then a long and obstinate silence.

13. Which of the following phrases from the story contains an example of a signal word?
    a. I surpassed them in volume and strength . . .
    b. A succession of loud and shrill screams . . .
    c. It was now midnight . . .
    d. It must be understood . . .

14. Which of the following excerpts contributes most to the mood of the story?
    a. It was about dusk, one evening during the supreme madness of the carnival season, that I encountered my friend.
    b. We passed through a range of low arches, descended, passed on, and descended again, arrived at a deep crypt . . .
    c. "It is this," I answered, producing from beneath the folds of my roquelaure a trowel.
    d. I broke and reached him a flagon of De Grave.

Vocabulary and Grammar  In the blank, write the letter of the one best answer.

15. The word precluded means _____.
   a. included
   b. made possible
   c. prevented
   d. punished

16. The subjective case is used when a pronoun
   a. is the subject or predicate noun.
   b. is the object of a preposition.
   c. relates a noun to another word in the sentence.
   d. receives the action of a verb.
17. Montresor chained ____ to the rock while ____ was too astounded to resist.
   a. he; me
   b. him; he
   c. him; we
   d. he; I

18. ____ heard his screams, which caused ____ to tremble.
   a. He; I
   b. We; they
   c. I; he
   d. I; me

19. Montresor seeks ____ from Fortunato for his misdeeds.
   a. succession
   b. retribution
   c. termination
   d. affliction

20. Which phrase is most nearly the same in meaning as impurity?
   a. Freedom from punishment
   b. Anger resulting from injustice
   c. Lack of fear
   d. Feelings of worthlessness

Essay Questions

21. The descriptive details used in "The Cask of Amontillado" create a specific mood. Write an essay explaining what that mood is, which key details create it, and in which scenes that mood is most strongly expressed.

22. Consider the many details given about Montresor: his family name, his dress, coat of arms, and family motto. In an essay, explain what significance these details have to the events of the story.

23. Montresor places a great deal of importance on connoisseurship, the ability to judge and enjoy food, drink, works of art, and similar items. Write an essay demonstrating that he also approaches revenge like a connoisseur. Support your argument by giving at least three examples of how he artfully plays with Fortunato, his victim, or especially enjoys his revenge.
‘The Most Dangerous Game’ by Richard Connell (text page 16)

Selection Test

Critical Reading In the blank, write the letter of the one best answer.

1. “The Most Dangerous Game” is best described as
   a. a classic confrontation between good and evil.
   b. a bitter attack on the morality of hunting.
   c. a deadly contest between two hunters.
   d. an amusing tale told by superstitious sailors.

2. Which of the following events comes first in “The Most Dangerous Game”?
   a. Rainsford spears Ivan.
   b. Rainsford falls overboard.
   c. Rainsford sleeps in Zaroff’s bed.
   d. Rainsford leaps into the sea.

3. Which context clues in the following sentence help you figure out the meaning of the italicized word?
   . . . He saw that all the lights were in one enormous building—a lofty structure with
   pointed towers plunging upward into the gloom.
   a. towers plunging upward
   b. enormous building
   c. into the gloom
   d. structure

4. Zaroff doesn’t consider his sport immoral because he
   a. doesn’t directly kill his victims.
   b. gives his visitors plenty of good food and exercise.
   c. respects his victims.
   d. believes that the weak were put on earth to give the strong pleasure.

5. In which of the following ways does the author make the plot more suspenseful?
   a. He has Whitney and Rainsford discuss the merits of jaguar hunting.
   b. He has Rainsford injure Zaroff during the hunt.
   c. He makes Zaroff a tall, handsome man.
   d. He explains that Zaroff has hunted throughout the world.

6. Which of the following sentences best describes Zaroff’s problem?
   a. He loves hunting but hates the suffering of his victims.
   b. He despises human beings but needs them for his game.
   c. He cares only for hunting but hunting has begun to bore him.
   d. He hates Rainsford but must show him hospitality.

7. Which of the following statements by General Zaroff adds to the suspense of the story?
   a. “After the debacle in Russia I left the country, for it was imprudent for an officer
      of the Czar to stay there.”
   b. “I was about to have my dinner when you came. I’ll wait for you.”
   c. “I’ve read your book about hunting snow leopards in Tibet, you see.”
   d. “To date I have not lost.”

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8. How does the author create suspense at the very beginning of the story?
   a. The story begins with dialogue, not description.
   b. Whitney refers to Captain Nielsen, but Nielsen does not appear as a character.
   c. Whitney describes to Rainsford the mysterious reputation of the island that the boat is passing.
   d. Whitney and Rainsford discuss the prospects of hunting up the Amazon.

9. Why does the General seem to be studying Rainsford during their first dinner together?
   a. He is sizing up Rainsford's appetite, to determine his strength.
   b. He is trying to determine what kind of foe Rainsford would make.
   c. He is wondering if Rainsford suspects that anything is awry.
   d. He wants to make Rainsford uncomfortable.

10. In addition to being defeated by Rainsford's hunting skills, Zaroff is also defeated by his own
    a. overconfidence.
    b. loss of Ivan.
    c. inattention to detail.
    d. lack of hunting skills.

11. What occurs at the resolution of the story?
    a. Rainsford appears in Zaroff's bedroom.
    b. Zaroff finds Rainsford's circular trail.
    c. Rainsford dives into the sea.
    d. One of Zaroff's dogs falls into Rainsford's trap.

12. Which context clues help you figure out the meaning of the italicized word in the following sentence?
    The hunter moved slowly and **deliberately** as he attempted to creep up silently on the resting lion.
    a. creep up silently
    b. hunter moved slowly
    c. he attempted
    d. resting lion

13. Rainsford succeeds largely because
    a. he is resourceful and refuses to play by Zaroff's rules.
    b. he considers Zaroff's "sport" to be cold-blooded murder.
    c. he has no sympathy for the animals he hunts.
    d. he believes life is for the strong, to be lived by the strong.

Vocabulary and Grammar In the blank, write the letter of the one best answer.

14. Which word is most nearly opposite in meaning to **bizarre**?
    a. Ordinary
    b. Unclear
    c. Humorous
    d. Strange

15. When Rainsford argues against Zaroff's idea of hunting, we know that Rainsford is
    a. Scrupulous
    b. Grotesque
    c. Indolent
    d. Bizarre
16. Which word is most nearly the same in meaning as futile?
   a. Hopeless
   b. Frequent
   c. Quick
   d. Nervous

17. Which word best describes Zaroff’s practices on the island?
   a. Futile
   b. Palpable
   c. Naive
   d. Grotesque

18. Which sentence contains a verb in the past perfect tense?
   a. He lunged for the knife when the bodyguard turned away.
   b. The dogs were hunting dogs, not ordinary pets.
   c. The buoy had drifted out of reach of the exhausted swimmer.
   d. The electrified fence served to keep out unwanted visitors.

19. In which sentence is the verb tense used incorrectly?
   a. He just reached the island when storm winds abated.
   b. The rain had died down during the night.
   c. The hunter peered through the telescopic sight on his rifle.
   d. Until I met him, I had thought him quite a bore.

20. The following consists of a related pair of words in CAPITAL LETTERS followed by four lettered pairs of words. Choose the pair that best expresses a relationship similar to that expressed in the pair in capital letters.
   DIFFICULT : FUTILE ::
   a. proud : successful
   b. concern : worry
   c. calm : happy
   d. sad : grief-stricken

Essay Questions

21. In “The Most Dangerous Game,” two characters are pitted against each other in a truly dangerous game. While Sanger Rainsford would probably hesitate to admit it, he and General Zaroff have much in common. Write an essay exploring the ways in which Rainsford and Zaroff are alike and the ways in which they differ.

22. Suspense is the quality of a story that makes you want to keep reading until you find out what happens. Writers create suspense by communicating a sense of uncertainty and danger. Identify three suspenseful episodes in “The Most Dangerous Game,” and analyze the way in which the writer makes you want to keep reading. Be as specific as possible in your analysis.

23. At the beginning of the selection, Rainsford states that there are only two classes of people in the world—the hunters and the hunted. Do you agree? Write an essay in which you explain your answer. How has your understanding of “The Most Dangerous Game” clarified your opinion?
“Casey at the Bat” by Ernest Lawrence Thayer (text page 36)

Selection Test

Critical Reading In the blank, write the letter of the one best answer.

1. The message of “Casey at the Bat” may be that
   a. baseball players shouldn’t let pitches go by.
   b. baseball fans should trust the umpire.
   c. people shouldn’t expect too much from their heroes.
   d. a ball game isn’t worth getting excited about.

2. The second stanza of “Casey at the Bat” reads as follows:
   A straggling few got up to go, leaving there the rest,
   With that hope which springs eternal within the human breast.
   For they thought: “If only Casey could get a
   whack at that,”/They’d put even money now, with Casey at the bat.
   Which of the following sentences summarizes the stanza quoted above?
   a. A few people lingered in the stadium, waiting to place bets on whether or not
      Casey could save the game during his next turn at bat.
   b. Most of the crowd was hopeful and willing to bet that Mudville would have a
      chance to win if Casey got a turn at bat.
   c. Only a few people were willing to bet that Casey would get another chance at bat.
   d. When Casey was at bat, the fans could only hope that he would be able to hit the
      ball.

3. When he steps up to bat, Casey is ___.
   a. angry
   b. confident
   c. nervous
   d. scornful

4. Which of the following is a clue to what will happen at the end of the poem?
   a. Some fans start to leave the game.
   b. The first two batters make outs.
   c. The crowd grows angry at the umpire.
   d. Casey glares at the pitcher defiantly.

5. The highest point of the poem occurs when
   a. Flynn hits a single.
   b. Casey steps up to bat.
   c. Casey swings at the third pitch.
   d. the umpire calls the third strike.

6. Which of the following sums up the main conflict in “Casey at the Bat”?
   a. A disagreement between Casey and the umpire
   b. A game between Mudville and the opposing team
   c. A struggle between the umpire and the crowd
   d. A duel between Casey and the pitcher

7. Which of the following summarizes the ending of the poem?
   a. Casey lets the first two pitches go by and he misses the third.
   b. Casey lets all three pitches by without swinging.
   c. Casey misses the first two pitches and lets the third go by.
   d. Casey swings at all three pitches and misses each time.
8. Which word best describes the Mudville team?
   a. Heroic
   b. Inconsistent
   c. Joyous
   d. Reliable

9. What does the umpire do in the poem?
   a. He calls the first two strikes on Casey.
   b. He calls all three strikes on Casey.
   c. He intimidates Casey into striking out.
   d. He favors the Mudville team's opponents.

10. Which of the following details would not be important to include in a summary of the poem?
    a. Flynn and Blake are both able to get on base.
    b. The pitcher grinds the ball into his hip.
    c. Mudville is down by two runs.
    d. Casey strikes out.

11. Choose the item that best describes the ending of the poem.
    a. It is an anticlimax, because Casey does the unexpected—strikes out.
    b. It is a climax, because Casey strikes out just as we expected.
    c. It is a climax, because the high point happens suddenly.
    d. It is an anticlimax, because the author delays telling what exactly happened until the very end.

12. Which of the following situations is most similar to that in "Casey at the Bat"?
    a. The tennis coach offers to play a match with you over the weekend and picks you up early.
    b. The world chess champion visits town and defeats twenty opponents at the same time.
    c. The star quarterback's pass is intercepted and your school loses the game.
    d. Your soccer team loses when your opponents score in the last seconds of the game.

13. Which of the following details would be most important to include in a summary of the poem?
    a. Casey lets the first two pitches go by without swinging.
    b. Casey doffs his hat to the crowd.
    c. Casey pounds his bat on the plate.
    d. Casey raises his hand when the crowd shouts "Kill the umpire!"

14. Which of the following lines describes an anticlimax?
    a. Defiance glanced in Casey's eye, a sneer curled Casey's lip.
    b. But there is no joy in Mudville:/Mighty Casey has struck out.
    c. For Casey, mighty Casey, was advancing to the bat.
    d. No stranger in the crowd could doubt 'twas Casey at the bat.

**Vocabulary and Grammar** In the blank, write the letter of the one best answer.

15. Which sentence uses a form of tumult correctly?
    a. Casey stepped to the plate in tumultuous.
    b. The wind blew tumultuous across the field.
    c. The crowd gave Casey a tumultuous response.
    d. The tumultuous welcomed Casey to the plate.
16. If your face took on a pallor, how would you most likely be feeling?
   a. Afraid
   b. Happy
   c. Excited
   d. Sleepy

17. Which word is most nearly opposite in meaning to tumult?
   a. Commotion
   b. Pile
   c. Party
   d. Calm

18. Choose the item that correctly identifies the participles in the following sentence.
   The annoyed customer, stomping down the aisle, shouted at the snooty clerk.
   a. annoyed: present participle; stomping: past participle
   b. annoyed: past participle; shouted: past participle
   c. annoyed: present participle; stomping: present participle
   d. annoyed: past participle; stomping: present participle

19. Which word is most nearly the same in meaning as wreathed?
   a. Short
   b. Curved
   c. Twisted
   d. Straight

20. In the passage below, which word is a participle used as an adjective?
   Then from the gladdened multitude went up a joyous yell—
   It rumbled in the mountaintops, it rattled in the dell;
   It struck upon the hillside and rebounded on the flat;
   For Casey, mighty Casey, was advancing to the bat.
   a. Advancing
   b. Rumbled
   c. Rebounded
   d. Gladdened

Essay Questions

21. If you were a Mudville baseball fan, would "Mighty Casey" be one of your heroes? Write an essay in which you explain why or why not. Include details from the poem to back up your explanation.

22. No one reading "Casey at the Bat" would mistake it for a short story, and yet the poem tells an exciting story. Describe in an essay the ways in which the poem is like a short story and the ways in which it is different. Discuss at least three similarities and three differences.

23. While "Casey at the Bat" may seem to be simply a humorous bit of poetry, it does have a message, or theme. Write an essay in which you state the theme of the poem in your own words. Evaluate the effectiveness of the poem in presenting its theme.
"The Birds" by Daphne du Maurier (text page 46)

Selection Test

Critical Reading In the blank, write the letter of the one best answer.

1. Why does Nat work only three days a week at the farm?
   a. He is wealthy and doesn't need to work full time.
   b. He doesn't enjoy working.
   c. He has a wartime disability and a pension.
   d. The farmer doesn't need him more than three days a week.

2. Which of the following details supports the prediction that the birds will attack?
   a. There are more of them and they are more daring than usual.
   b. Some species of birds are missing.
   c. The birds are flying in solitary flight.
   d. While they are not great in number, they are more daring than usual.

3. What is the first attack the birds make?
   a. A single bird jabs at Nat when he opens his bedroom window.
   b. A single bird attacks Nat on the way home from the farm.
   c. A group of birds gets into the children's bedroom.
   d. A bird attacks Nat when he meets Jill on her way from school.

4. Which of the following best describes foreshadowing?
   a. The use of physical description to explain plot events
   b. The use of details to describe a character
   c. The use of clues to suggest events to come
   d. The use of details to explain characters' motives

5. On the morning after the first attack, why does Nat walk his daughter to the bus?
   a. He wants to talk to her about the birds.
   b. He wants to apologize for allowing the birds into her room.
   c. He wants an excuse for not going to work.
   d. He is concerned for her safety.

6. What is being foreshadowed in the following passage from "The Birds"?
   Covering his head with his arms, he ran toward the cottage. They kept coming at him from the air, silent save for the beating wings. . . . Each stab of a swooping beak tore his flesh. If only he could keep them from his eyes. . . . They had not learned yet how to cling to a shoulder, how to rip clothing, how to dive in mass upon the head, upon the body.
   a. The time when the birds will learn how to cling and rip and dive in mass
   b. The ultimate defeat of the birds
   c. Nat's giving up in face of the power of the birds
   d. The birds' temporary retreat when the tide turns

7. Which of the following details supports the prediction that Nat would survive the attack?
   a. Nat is an exceptionally fast runner.
   b. The birds do not tear his eyes.
   c. The birds have not yet learned how to attack human beings efficiently.
   d. The birds are not screeching.
8. Why does Nat refuse the farmer’s offer of a gun?
   a. His war experience had made him leery of guns.
   b. He knew the farmer would need the gun.
   c. He realized that guns would be of no use against a bird attack.
   d. He didn’t want a gun around the children.

9. As you read “The Birds,” a reasonable prediction to make is that Mr. and Mrs. Triggs will suffer a terrible attack from the birds. Which of the following details does not support such a prediction?
   a. Mrs. Trigg doesn’t believe Nat when he tells her about the birds.
   b. Mr. Trigg gives Jill a ride home.
   c. Mr. Trigg doesn’t bother to board his windows.
   d. No smoke is coming from the chimney as Nat approaches the farm.

10. Why does Nat suddenly worry about birds of prey?
    a. Birds of prey are likely to be more dangerous than other birds.
    b. There are many birds of prey.
    c. The birds of prey in England are more dangerous than birds of prey in other places.
    d. He has a special fear of birds of prey.

11. How does Nat keep his wife from worrying?
    a. He distracts her by showing her all the dead birds outside.
    b. He keeps her busy making meals and attending to the children.
    c. He asks her to help him repair the broken windows.
    d. He reassures her by telephoneing the neighbors.

12. At times in the story, Nat and his wife look at each other without speaking. What does this tell you about their relationship?
    a. They do not really get along.
    b. They do not understand each other.
    c. They know each other so well they can communicate without speaking.
    d. Both are at a loss as to what to say.

13. Nat seems disgusted when he hears the news from London on the wireless. Why?
    a. He imagined that people weren’t taking the situation seriously.
    b. The explanation for the birds’ behavior was unsatisfactory.
    c. There was no new information.
    d. He never liked the city or city folk.

14. What were the droning and crashing noises the Hockens heard?
    a. The sounds of planes dropping bombs on the birds
    b. The sounds of planes crashing
    c. The sounds of trucks along the road
    d. The sounds of the surf beating along the coast

**Vocabulary and Grammar** In the blank, write the letter of the one best answer.

15. Which word best describes the Hocken family at the end of the story?
    a. Placid
    b. Apprehensive
    c. Garish
    d. Sullen

16. When the sea is *placid*, it is ___.
    a. disturbed
    b. clear
    c. calm
    d. cold
17. Which of the following sentences is not a compound sentence?
   a. He didn't know what to make of the birds' behavior; they had never acted like this before.
   b. The girl skipped gaily along the road, unaware of the danger that threatened from above.
   c. Nat climbed the ladder wearily; he would have to reattach the boards to the roof.
   d. They probably had enough food for the next few days, but Nat decided they should store as much as possible.

18. Which of the following definitions explains how the suffix -ful affects the meaning of the word sorrowful?
   a. Filled with sorrow
   b. Afraid of sorrow
   c. Accustomed to sorrow
   d. Sorrowing

19. Which word is most nearly the same in meaning as sullen?
   a. Damp
   b. Below
   c. Gloomy
   d. Unkempt

20. Which of the following sentences is a compound sentence?
   a. The smell of the hot chocolate, drifting out of the kitchen window, caused him to wrinkle his nose.
   b. "When will they arrive?" she asked, looking at the untidy living room.
   c. Wrap the cups and saucers in newspaper before placing them in the cardboard box.
   d. The day was sunny and warm, but a stiff wind made it difficult to play outside.

Essay Questions

21. The character Nat Hocken is central to "The Birds." What did you think of Nat? What qualities did he show in his fight against the birds? Write an essay in which you provide a character sketch of Nat and describe the actions he took to protect himself and his family.

22. "The Birds" is a story of mounting terror and almost unbearable suspense. How does the author achieve this effect of terror and suspense? Write an essay in which you list four or five specific examples of how the author achieves the menacing tone of the story.

23. Some critics have stated that in addition to being a tale of suspense, "The Birds" offers a lesson about humanity's relationship to the world of nature. Write an essay in which you explore what the author is telling us about people and their place in the natural world. Use specific examples from the story to support your viewpoint.
"The Red-headed League" by Sir Arthur Conan Doyle (text page 82)

Selection Test

Critical Reading  In the blank, write the letter of the one best answer.

1. "The Red-headed League" is a story about how a detective uses his reasoning skills to
   a. improve his knowledge of criminal behavior.
   b. impress friends and colleagues.
   c. restore a pawnbroker's confidence.
   d. uncover a plan to rob a bank.

2. Which event in the story is a key detail in Holmes's solution of the case?
   a. The observation that Mr. Wilson belonged to the Freemasons
   b. The walk around Saxe-Coburg Square
   c. The invitation to the police agent from Scotland Yard
   d. The description of the shopkeeper's arrival at the League's offices

3. Watson joins Holmes in his work because Watson is
   a. learning to be a detective.
   b. writing a book about Holmes.
   c. fascinated by remarkable events.
   d. bored with his free time.

4. What is Holmes's attitude toward John Clay?
   a. He scorns Clay's intelligence.
   b. He is angry about Clay's deceptions.
   c. He respects Clay's abilities.
   d. He is jealous of Clay's skills.

5. Why does this case interest Holmes?
   a. He feels sorry for Mr. Wilson.
   b. It has a unique course of events.
   c. He is looking for a new case.
   d. It involves red-headed men.

6. The most significant difference between the characters of Holmes and Watson lies in their
   a. powers of observation.
   b. professional responsibilities.
   c. appreciation of music.
   d. interest in the bizarre.

7. Which of the following details is not key to understanding the mystery?
   a. A large crowd of men answered the Red-headed League's advertisement.
   b. Wilson's pawn shop was at Coburg Square.
   c. Wilson's position at the League kept him away from his shop from ten to two.
   d. The assistant often disappeared into the cellar.

8. Which of the following is not necessarily a key element of a mystery?
   a. An unsolved crime
   b. Suspects
   c. A beautiful victim
   d. A crime-solver
9. Why is the fact that the pawnbroker's assistant poses as a photographer a key detail?
   a. Photographs of the bank are key to the crime.
   b. It gives him an excuse to spend hours in the basement.
   c. It provides an explanation of his work history.
   d. It causes Wilson to trust him.

10. How are the worn knees on the trousers of the pawnbroker's assistant a clue to the mystery?
    a. He may be poor and therefore have a motive for robbery.
    b. They indicate that the assistant has been working at an activity such as digging a tunnel.
    c. They are part of a disguise.
    d. The dirt on the trousers shows the detective where the assistant has been.

11. Why is the bank's recent borrowing of 30,000 gold napoleons a significant detail?
    a. Someone from the bank may be involved in the crime.
    b. The bank will be able to offer the detective a reward.
    c. The gold is an attraction for a potential thief.
    d. The bank will not be able to keep that much gold in one place.

12. Before his identity is known, what role does the pawnbroker's assistant play in the mystery?
    a. Crime-solver
    b. Suspect
    c. Bystander
    d. Criminal

13. Why does Holmes thump his stick on the pavement in front of the pawnbroker's shop?
    a. He wants to scare away anyone who is likely to interfere in the investigation.
    b. He wants to get the attention of the people in the pawn shop.
    c. He is demonstrating to Watson that the pavement is weak in this area.
    d. He is trying to find out if the cellar runs in front of or in back of the pawn shop.

14. Why do you think Holmes says to Watson, "My dear doctor, this is a time for observation, not talk."
    a. It is part of his method to observe closely and then to consider his observations.
    b. He is impatient with the doctor's constant interruptions.
    c. He doesn't quite know what to say to the doctor.
    d. He is afraid to draw attention to their presence.

15. Which of the following statements correctly describes Holmes's opinion of the abilities of Jones, the Scotland Yard agent?
    a. Holmes is impressed, calling Jones "brave as a bulldog."
    b. Holmes is unimpressed, calling Jones an "imbecile in his profession."
    c. Holmes has no opinion about Jones's abilities.
    d. Holmes feels that Jones is always dependable.

16. What is suspicious about how Wilson gets in to interview for the position at the Redhead League?
    a. He is one of the few redheads who has answered the advertisement.
    b. He almost gives up in despair.
    c. There is nothing in the office but two wooden chairs and a table.
    d. Spaulding seems intent on getting Wilson into the office, and pushes and pulls him through the crowd.
Vocabulary and Grammar  In the blank, write the letter of the one best answer.

17. Which phrase is most nearly the same in meaning as *hoax*?
   a. Enjoyable game  
   b. Difficult job  
   c. Deceitful trick  
   d. Surprising conclusion

18. Which of the following sentences contains adjectives that are *not* coordinate?
   a. The detective eyed the book with a penetrating, serious gaze.
   b. The tall, brick building gave no hint at the evil doings inside.
   c. The short, heavieset man seemed nervous about something.
   d. His deep brown eyes betrayed no fear.

19. Which of the words below would you *not* use to describe Sherlock Holmes's abilities as a detective?
   a. Singular  
   b. Astute  
   c. Formidable  
   d. Introspective

20. If you are confronted with a conundrum, how do you most likely feel?
   a. Sick  
   b. Elated  
   c. Puzzled  
   d. Bored

Essay Questions

21. Fictional detectives often become famous because they have a few trademarks that stand out in the minds of readers. Such trademarks can be unusual abilities, traits, habits, or interests. Write an essay identifying three trademarks that Conan Doyle gives Sherlock Holmes in “The Red-headed League.” Explain how each of these trademarks makes Holmes a vivid and memorable character.

22. How does Sherlock Holmes stack up against other fictional detectives? Compare “The Red-headed League” with another mystery story that you are familiar with. Write an essay in which you show how the two works differ and in what ways they are the same. You should identify in your essay the elements of the mystery genre in each selection. Focus on the different ways the two authors present these elements in their work.

23. What qualities of personality or character make Sherlock Holmes the successful detective he is? What would it take to defeat him? Write an essay in which you describe Sherlock Holmes and then speculate on what kind of criminal genius it would take to get the better of him.
Selection Test

Critical Reading  In the blank, write the letter of the one best answer.

1. Which of the following phrases from "The Listeners" appeals to your sense of hearing?
   a. Their stillness answering his cry
   b. Of the forest's ferny floor
   c. No head from the leaf-fringed sill/Leaned over
   d. That dwelt in the lone house then

2. Why is the Traveler in "The Listeners" knocking on the door of this house?
   a. To attend a party
   b. To visit his family
   c. To visit a patient
   d. To keep his word

3. The word that best describes the atmosphere the poet creates in "The Listeners" is ____.
   a. threatening
   b. mysterious
   c. mournful
   d. hopeless

4. When the poet says "this poem has his head" in "Beware: Do Not Read This Poem," to whom is he referring?
   a. To himself
   b. To the reader
   c. To one of the tenants of the old woman's house
   d. To one of the missing persons reported in 1968

5. The title "Echo" refers to the echo of
   a. rain falling in the rain forest.
   b. an airplane flying over the forest.
   c. the sound of a rock slide.
   d. the scream of a parrot.

6. Why does "Echo" create a feeling of mystery?
   a. The poet uses incomplete sentences.
   b. The poet doesn't tell why the green parrot screams.
   c. No one died.
   d. The poet uses old-fashioned words.

7. Which of the following images from "Echo" appeals to your sense of sight?
   a. Strafing space
   b. And rock echoed
   c. A great uproar
   d. Green parrot
8. Which of the following statements describes the main idea of “Beware: Do Not Read This Poem”?
   a. People should not be vain.
   b. Television shows investigate interesting mysteries.
   c. Poetry is powerful and can "consume" a reader.
   d. The Bureau of Missing Persons has a big job to do.

9. In “The Listeners,” who heard the sound of the Traveler’s knock?
   a. A host of phantom listeners
   b. Someone who leaned over the leaf-fringed sill
   c. The people on the dark stair
   d. The person to whom the Traveler said, “Tell them I came”

10. When you use your senses as you read, you
    a. imagine a picture you would paint based on the poem.
    b. use a poem’s imagery to create pictures in your mind.
    c. view a video interpretation of a story or poem.
    d. imagine a poem coming to life.

11. Which of the following phrases is an example of visual imagery?
    a. Rustling grasses
    b. Chill breeze
    c. Walls dripped with slime
    d. Stirred by fears

12. In “The Listeners,” when the Traveler says that he “kept his word,” what does he mean?
    a. He is well acquainted with the owner of the house.
    b. He promised that he would visit someone at this house.
    c. He has traveled far and still has far to go.
    d. He is only stopping at this house because it is dark and he needs a place to rest.

13. Which of the following phrases from “The Listeners” is an example of visual imagery?
    a. a bird flew up out of the turret
    b. though every word he spake
    c. again a second time
    d. felt in his heart

Vocabulary and Grammar In the blank, write the letter of the one best answer.

14. The phrase that comes closest in meaning to strafing is
    a. erasing all evidence.
    b. lagging behind.
    c. attacking with machine-gun fire.
    d. carrying in an upright position.

15. Which of the following lines is the best example of poetic license?
    a. “Is there anybody there?” he said.
    b. By the lonely Traveler’s call.
    c. relax now & go w/ this poem
    d. Very piercing screams!

16. The best definition of parallelism is
    a. repeating a word or phrase.
    b. using the same verb more than once in a poem.
    c. using grammatically similar phrases.
    d. using synonyms for variety.
17. Why is perplexed a good description of the Traveler in “The Listeners”?
   a. He was exhausted from his long ride.
   b. He was worried because he had no water for his horse.
   c. He was startled by the bird that flew out of the turret.
   d. He was puzzled as to why no one seemed to be home.

18. Which of the following passages contains an example of parallelism?
   a. this poem is the reader & the/reader this poem
   b. back off from this poem/it has drawn in yr legs
   c. Hearkening in an air stirred and shaken/By the lonely Traveler’s cry.
   d. No head from the leaf-fringed sill/Leaned over and looked into his gray eyes

19. Which phrase is most nearly the same in meaning as thronging?
   a. Leaving abruptly
   b. Crowding into
   c. Pulsating rhythmically
   d. Longing for

20. Read these lines from “Beware: Do Not Read This Poem.”
   back off from this poem
   it has drawn in yr feet
   back off from this poem
   it has drawn in yr legs

Which of the following poetic devices are used?
   I. parallelism
   II. rhyme
   III. poetic license
   a. I, II, and III
   b. I and III
   c. II and III
   d. I and II

**Essay Questions**

21. The poem “Echo” includes some dramatic imagery. In an essay, describe three images and, using details from the poem, explain how the images appeal to your senses and how they make you feel.

22. The poet’s use of imagery, word choice, and parallelism helps to create a certain feeling or mood in “The Listeners.” In an essay, identify and explain how these poetic tools help create that feeling. Use details from the poem as you discuss the poem’s feeling and how the poet creates it.

23. Consider the viewpoint of the speaker in “Beware: Do Not Read This Poem.” In an essay, describe how the speaker’s viewpoint changes and how this change affects the poem. Support your main points with details from the poem.
“Caucasian Mummies Mystify Chinese” by Keay Davidson (text page 112)

Selection Test

Critical Reading  In the blank, write the letter of the one best answer.

1. What is the main purpose of a news article?
   a. To entertain
   b. To analyze
   c. To inform
   d. To stimulate action

2. What is the main idea of the following passage from “Caucasian Mummies Mystify Chinese”?
   In 1987, Mair happened to be touring China when he entered a museum in Urumqi that displayed mummies of a man, woman, and child—a family, as it appeared. They had died 3,000 years earlier, “yet the bodies looked as if they were buried yesterday,” he said. What left him “thunderstruck,” though, was their faces: They were Caucasians, apparently of European origin. “The questions kept nagging at me: Who were these people? How did they get out here at such an early date?”
   a. Mair was touring China.
   b. Mair makes an astonishing discovery.
   c. The museum is in Urumqi.
   d. Questions nag at Mair.

3. Which of the following details supports the main idea in the passage?
   a. Mair was touring China.
   b. The mummies are in a museum in Urumqi.
   c. The mummies are Caucasian, apparently of European origin.
   d. The mummies are of a man, woman, and child.

4. “Caucasian Mummies Mystify Chinese” is a news article. What is its subject?
   a. 3,000-year-old Caucasian mummies in China
   b. A scholar named Victor Mair
   c. A museum in China
   d. Differences between east and west

5. Why is Mair so interested in the Caucasian mummies?
   a. He wants to prove his own theory about Chinese development.
   b. He is intrigued by the questions they pose.
   c. He wishes to prove Chinese scientists incorrect.
   d. He is proud to have found something monumental before anyone else in the west.

6. Why is the DNA analysis on the mummies “tricky”?
   a. The analysis must be done very quickly.
   b. DNA analysis is a relatively new procedure.
   c. There is not enough of the DNA to analyze.
   d. The mummies’ old DNA is very damaged.

7. Where did Mair find the mummies?
   a. In a cave in China
   b. In a museum in Urumqi
   c. In a mass grave in China
   d. In a collection in Europe
8. What do you think the Western scholars think of the Chinese scholars' attitude toward the mummies?
   a. They sympathize with their Chinese colleagues.
   b. They are indifferent to their Chinese colleagues' ideas.
   c. They feel the Chinese scholars mistrust Western technology.
   d. They think the Chinese scholars are allowing preconceived notions about Chinese history to govern their attitudes.

9. What is the traditional Chinese view of how Chinese society evolved?
   a. The society evolved largely through trade with Japan.
   b. The society evolved with significant foreign input.
   c. The society evolved on its own with little foreign input.
   d. The society evolved much more slowly than other societies.

10. Which detail indicates to archaeologists that the female mummy may have had two husbands?
    a. She was wearing a two-pointed hat.
    b. Her grave had a mat at the bottom.
    c. She was wearing a fur-lined coat.
    d. She was wearing brightly colored clothing.

Vocabulary and Grammar In the blank, write the letter of the one best answer.

11. Which of the following sentences is in the active voice?
    a. The archaeologist raced out of the tunnel.
    b. The bones were buried beneath a thick layer of ash.
    c. The idea was made in the middle of the night.
    d. The scientists were told of the importance of the experiment.

12. What is the meaning of the suffix -ist?
    a. One who practices
    b. The most
    c. Similar to
    d. Having the quality of

13. If the land is parched, it is ___.
    a. dry
    b. marshy
    c. wet
    d. burned

14. Which of the following sentences is in the passive voice?
    a. I read an interesting article in the science section of the newspaper.
    b. The article reported on a new robot being developed by an international team of scientists.
    c. I was struck by how well the writer organized the information.
    d. He used subheads and bulleted paragraphs to keep details straight.

15. Which of the following definitions explains the meaning of the suffix -ist in accordionist?
    a. One who plays an accordian
    b. A strong agreement
    c. A musical instrument
    d. One who seeks accord
Essay Questions

16. In “Caucasian Mummies Mystify Chinese,” the modern meets the ancient. In what ways can modern science help unlock ancient mysteries? Write an essay in which you answer this question. Use examples from the news article to back up your claims.

17. Some Chinese scholars are troubled by the discovery of the Caucasian mummies. Write an essay in which you summarize and explain the various reasons why Chinese scholars may have difficulty acknowledging the fact that Caucasians may have been living in their area such a long time ago.

18. As a news article, “Caucasian Mummies Mystify Chinese” answers questions and provides information in a particular way. Write an essay in which you explain how “Caucasian Mummies” is an example of a news article. Then explain how the information would be presented differently if the article were written as a feature article, a short story, and a film script.
In its size I had been greatly mistaken. The whole circuit of its walls did not exceed twenty-five yards. For some minutes this fact occasioned me a world of vain trouble; vain indeed! For what could be of less importance, under the terrible circumstances which environed me, than the mere dimensions of my dungeon? But my soul took a wild interest in trifles, and I busied myself in endeavors to account for the error I had committed in my measurement. The truth at length flashed upon me. In my first attempt at exploration I had counted fifty-two paces, up to the period when I fell . . . upon awaking, I must have returned upon my steps—thus supposing the circuit nearly double what it actually was. . . .

I had been deceived, too, in respect to the shape of the enclosure. In feeling my way I had found many angles, and thus deduced an idea of great irregularity, so potent is the effect of darkness. . . . The angles were simply those of a few slight depressions, or niches, at odd intervals. The general shape of the prison was square. What I had taken for masonry seemed now to be iron, or some other metal, in huge plates. . . . The entire surface of this metallic enclosure was [covered] in . . . hideous and repulsive devices. . . .

1. Which of the following lines from the selection uses signal words to give the reader a sense of time?
   a. The truth at length flashed upon me.
   b. I had been deceived, too, in respect to the shape of the enclosure.
   c. so potent is the effect of darkness. . . .
   d. The angles were simply those of a few slight depressions, or niches . . .

2. Which of the following lines from the selection includes descriptive details that contribute to mood?
   a. In feeling my way I had found many angles . . .
   b. The angles were simply those of a few slight depressions . . .
   c. The entire surface of this metallic enclosure was [covered] in . . . hideous and repulsive devices. . . .
   d. In its size I had been greatly mistaken.

3. Why does the prisoner describe his confusion about the size of the dungeon as “vain trouble”?
   a. He had put forth a great deal of effort only to be mistaken.
   b. He realized that he had walked around his cell twice.
   c. He was imprisoned in a dungeon, yet he was worried about something unimportant.
   d. He felt he should have understood that all of the cells in the dungeon were the same size.
4. Using context clues in the selection, how would you define the word *circuit*?
   a. Electrical connection  
   b. Path around an area  
   c. Group of courts  
   d. Supply of blood to the brain

5. What does the prisoner mean when he says, “But my soul took a wild interest in trifles”?
   a. Even in prison, he wanted trinkets.  
   b. He is trying to pray.  
   c. He wants to understand things even if they are unimportant.  
   d. He is thrashing about the dungeon.

6. Why had the prisoner been mistaken in his first estimate of the dungeon’s size?
   a. He thought he had counted fifty-two paces when he had counted only forty-two.  
   b. He had been moved to a new dungeon.  
   c. The dungeon was so crowded that he was distracted by the other prisoners.  
   d. He had fallen while counting his paces and had mistakenly retraced his steps.

7. When still in darkness the prisoner thought that the dungeon was __.
   a. octagonal  
   b. circular  
   c. irregular  
   d. square

8. Which of the choices (a–d) is a paraphrase of the following sentence from the selection?
   For what could be of less importance, under the terrible circumstances which environed me, than the mere dimensions of my dungeon?
   a. I was in such a terrible situation that details about the size of my dungeon were unimportant.  
   b. I was in an unhealthy and dangerous environment.  
   c. It was important that I knew how large the cell was so I could plan my escape.  
   d. The dungeon was so small that it was almost impossible for me to know its exact dimensions.

9. Using context clues in the selection, how would you define the word *environed*?
   a. Trapped  
   b. Surrounded  
   c. Pressed  
   d. Deceived

10. Which of the following words best describes the mood of the selection?
   a. Angry  
   b. Disastrous  
   c. Sinister  
   d. Prosperous

**Vocabulary and Grammar**

The questions below consist of a related pair of words in CAPITAL LETTERS followed by four lettered pairs of words. Choose the pair that best expresses a relationship similar to that of the pair in capital letters.

11. PRECLUDED : PREVENTED ::
   a. actor : actress  
   b. pleased : annoyed  
   c. calmed : pacified  
   d. lake : river
12. RELAXED : FRETFUL ::
   a. confused : uncertain
   b. overheat : exhausted
   c. frightened : fearful
   d. thoughtful : forgetful

13. ARCHAEOLOGIST : ARCHAEOLOGY ::
   a. imperialist : country
   b. dentist : dentistry
   c. linguist : language
   d. humans : humanist

In the blank, write the letter of the one best answer.

14. Which of the following sentences is an example of parallelism?
   a. The beaver wanted to fix the dam so he could have time to eat.
   b. Warblers flitted, squirrels chattered, and in the tall grass, insects hummed.
   c. The yellow warbler found the bird feeder, but the seeds were all gone.
   d. The bear yawned and rolled over, crushing the wild strawberries.

15. Which of the following is an example of a compound sentence?
   a. Nat watched them, and he watched the seabirds too.
   b. She asked for lumber and hardware.
   c. Black and white, jackdaw and gull, mingled in strange partnership.
   d. Winter is coming. Many of them perish.

Choose the word(s) that best complete(s) each sentence.

16. He was ___ in carrying out his duties as treasurer, so his classmates felt they could
   trust him to collect money for the class gift.
   a. scrupulous
   b. interested
   c. placid
   d. incompetent

17. It was ___ who placed the final stone, while the terrified Fortunato implored ___ to
   stop.
   a. him . . . him
   b. he . . . him
   c. him . . . he
   d. he . . . he

18. Because Mary was accustomed to the darkness, ___ was able to see ___ coming.
   a. her . . . them
   b. she . . . they
   c. me . . . me
   d. she . . . them

The questions below are based on the following sentence.
   The singing storyteller entertained the captivated crowd all afternoon.

19. Which is a present participle?
   a. Captivated
   b. Entertained
   c. Singing
   d. Afternoon
20. Which is a past participle?
   a. Captivated
   b. Entertained
   c. Singing
   d. Afternoon

**Essay Questions**

21. Several of the selections in this unit were written to make the reader's spine tingle with suspense, excitement, or mystery. Choose the selection that you found most exciting, and write an essay explaining the features and details that make the selection especially eerie or thrilling to you. You might focus on the writer's creation of mysterious places, haunting pictures and sounds, suspenseful situations, or strange characters.

22. Several of the selections in this unit would make great movies because of their colorful settings, exciting plots, and rich characters. (The director Alfred Hitchcock, a master of suspense, made *The Birds* into a movie in 1963.) Choose a selection that you think would make a particularly good movie, and write an essay describing how you would make the film. Begin by explaining why the selection would make a good movie. Then describe where you would film it, what details in the plot and setting you would emphasize, which actors you would use to play the characters, and how you would direct the actors to behave. Include reasons for each of your decisions.

23. The settings of some of the selections create memorable images; for example, the crypt in "The Cask of Amontillado," the island in "The Most Dangerous Game," and the mirror world of "Beware: Do Not Read This Poem." Choose one selection, and explain in an essay why the setting the author creates is particularly effective. What images or details stand out? How does the setting affect the characters? How does the description of the surroundings add to the power of the selection?

24. Characters may be defined as much by external features, such as their looks, clothes, and gestures, as by their thoughts, words, and actions. Select a character from one of the selections in the unit, such as Fortunato in "The Cask of Amontillado" or Mr. Wilson in "The Red-headed League," and write an essay explaining how the character's appearance reveals his or her personality. Support your analysis with details from the selection.

25. The characters in the selections in this unit are often engaged in competition or conflict. Sometimes the competition leads a character to great accomplishments, whereas at other times it may result in destructive behavior. In an essay, compare how two characters from different selections in the unit respond to competition, and how each of them is affected by it. Explain the nature of each conflict or competition, how each character feels about it, how he or she approaches it, which of the character's personal qualities the competition draws upon, and how the competition or conflict is resolved. Your choices should include one character who is affected positively and one who is affected negatively by the conflict.
from A Lincoln Preface by Carl Sandburg (text page 129)

Selection Test

Critical Reading  In the blank, write the letter of the one best answer.

1. What aspect of Abraham Lincoln does Sandburg reflect in this essay?
   a. Lincoln’s legal background
   b. Lincoln’s many-sided personality
   c. Lincoln’s simple upbringing
   d. Lincoln’s ease with language

2. Why was Lincoln willing to “stick [the Constitution] in a hole”?
   a. He thought the Constitution was an illegal document and should be abolished.
   b. He thought the Constitution was outdated and needed to be revised.
   c. He believed the Constitution was not valid during a civil war.
   d. He believed it was necessary to violate the Constitution in order to save the Union.

3. How does Sandburg portray Lincoln as a politician?
   a. Principled and practical
   b. Devious and self-centered
   c. Unscrupulous and self-promoting
   d. Straightforward and simple

4. What point is Sandburg making about Lincoln when he writes, “In all its essential propositions the Southern Confederacy had the moral support of powerful, respectable elements throughout the North. . . .”? 
   a. Lincoln accepted the will of the people.
   b. Lincoln believed in the necessity of slavery.
   c. Lincoln was willing to fight for an unpopular cause.
   d. Lincoln was arrogant and believed he alone was right.

5. Prior knowledge of Abraham Lincoln can help you
   a. evaluate Sandburg’s opinions.
   b. identify independent clauses.
   c. build your vocabulary.
   d. write an anecdote.

6. Which of the following quotations suggests Lincoln’s humility?
   a. “He rebuked with anger a woman who got on her knees to thank him for a pardon that saved her son . . . .”
   b. “I will violate the Constitution, if necessary, to save the Union.”
   c. “Where the carcass is there will the eagles be gathered together.”
   d. “I knewed he’d never come back.”

7. Sandburg describes Lincoln’s admission of Nevada to the Union as manipulation because he wants to
   a. show that Lincoln used political means to gain his desired end.
   b. prove that Lincoln could make imprudent decisions when under pressure.
   c. exaggerate Lincoln’s extreme delight in wielding power.
   d. demonstrate that Lincoln could easily be tricked by his enemies.
8. Which statement about Lincoln is an example of an anecdote?
   a. He was a chosen spokesman.
   b. He sent hundreds of telegrams, “Suspend death sentence” or “Suspend execution” of so-and-so, who was to be shot at sunrise.
   c. The facts and myths of his life are to be an American possession.
   d. Perhaps no human vessel has held more laughter and tears.

9. Sandburg’s account of Lincoln and the two Quakeresses is an example of
   a. a direct quotation.
   b. an irony.
   c. a generalization.
   d. an anecdote.

10. In Sandburg’s description, which words or phrases help you picture Lincoln?
    a. “in the mixed shame and blame of the immense wrongs of two crashing civilizations”
    b. “He manipulated the admission of Nevada as a state in the Union.”
    c. “over one eye was a scar”
    d. “wishing for your Majesty a long and happy life”

11. Sandburg’s biography of Lincoln paints a picture of the president as a
    a. warm leader who inspired Northerners and Southerners.
    b. complex man who lived in a time of a grave crisis.
    c. president who saw the humor in every situation.
    d. “one-horse lawyer” who was ill-equipped to deal with a civil war.

12. Based on Sandburg’s preface, which statement is not true about Lincoln?
    a. He gracefully declined to support the use of elephants as a means of transportation in the United States.
    b. He abolished the right of habeus corpus.
    c. He supported plans for the transcontinental railroad.
    d. He was always good-natured with his critics.

13. Which of the following anecdotes illustrate Lincoln’s humor?
    I. He says of a devious Senator, “He’s too crooked to lie still!”
    II. Of the Civil War, he says, “I shan’t last long after it’s over.”
    III. He says, “I will violate the Constitution, if necessary, to save the Union.”
    IV. He says to the author of Uncle Tom’s Cabin, “So you’re the little woman who wrote the book that made this great war.”
    a. I & IV
    b. II & III
    c. I & III
    d. III & IV

Vocabulary and Grammar  In the blank, write the letter of the one best answer.

14. Lincoln did not allow the ___ of politicians to sway his convictions.
    a. ideas
    b. censure
    c. chattel
    d. decisions

15. Choose the word pair that most closely matches the relationship of the pair of words in CAPITAL LETTERS.
    SLOUCHING : STRAIGHT ::
    a. crying : weeping
    b. walking : strolling
    c. drooping : wilting
    d. terrible : wonderful
16. When Sandburg describes Lincoln's weeping as *majestic*, he means that his weeping
   a. equals majesty.
   b. is the opposite of majesty.
   c. is full of majesty.
   d. pertains to majesty.

17. In which sentence do the italicized words indicate a subordinate clause?
   a. *During the last years before he died,* this man was clothed with despotic power.
   b. Until late in the campaign of 1864, *he expected to lose the November election.*
   c. *His son died* as he watched at the bed.
   d. *He asked his Cabinet to vote on the high military command,* and after the vote, told
      them the appointment had already been made.

18. In which sentence is an independent clause italicized?
   a. *During the last years before he died,* this man was clothed with despotic power.
   b. Until late in the campaign of 1864, *he expected to lose the November election.*
   c. *A son he loved died as he watched at the bed.*
   d. He asked his Cabinet to vote on the high military command, and *after the vote,*
      told them the appointment had already been made.

19. Which sentence does not contain a subordinate clause?
   a. The woman who wrote *Uncle Tom's Cabin* came to see him in the White House.
   b. When he was renominated, it was by the device of seating delegates from Ten­
      nessee.
   c. Lincoln saw the humor in every situation.
   d. Lincoln was a "one-horse lawyer" who was ill-equipped to deal with a civil war.

20. The _____ figure of Lincoln is immortalized in the Lincoln Memorial in Washington, D.C.
   a. despotic
   b. gaunt
   c. droll
   d. cipher

**Essay Questions**

21. In "A Lincoln Preface," Sandburg relates many anecdotes from the life of our sixteenth
    president. Respond to two of your favorite anecdotes about Abraham Lincoln. Explain why
    you find the anecdotes enjoyable or thought provoking. Detail what insights they provide
    about Lincoln as a politician or as a person.

22. While a book-length biography usually seeks to present a fully rounded picture of the sub­
    ject's life, individual sections of the biography may seek to present one aspect or some key
    impression. In an essay, identify the key impression of Abraham Lincoln that emerges in
    Carl Sandburg's "A Lincoln Preface." Discuss the techniques Sandburg uses to convey this
    impression.

23. Consider the public and private glimpses of Lincoln provided in Sandburg's "A Lincoln
    Preface." In an essay, compare and contrast the two images of Lincoln. Determine whether
    the images conflict or combine with each other in a balanced, positive way. Support your
    analysis with evidence from Sandburg's preface.
Selection Test

Critical Reading  In the blank, write the letter of the one best answer.

1. In the beginning of his speech, Martin Luther King, Jr., quotes the Bill of Rights to
   a. remind his audience that they should read the Constitution.
   b. show his critics that he is well educated.
   c. inform elected officials that they have violated the law.
   d. stress that certain rights are guaranteed by the Constitution.

2. What does King mean when he says that one day “every hill and mountain shall be
   made low”?
   a. The United States will become the same everywhere.
   b. Prejudice will exist everywhere.
   c. The need to struggle for basic rights will no longer exist.
   d. Travel between states will become easier when discrimination ends.

3. King quotes from the song “My Country, ’tis of Thee” to illustrate that
   a. minorities may need to use violence in order to achieve their goals.
   b. the United States was founded on people fighting for their freedom.
   c. Americans are extremely proud of their ethnic backgrounds.
   d. this country has many people who are unhappy with their lives.

4. What is King’s intended effect in the speech “I Have a Dream”? 
   a. To chastise Americans for their failures 
   b. To deepen people’s appreciation of the physical and social environment 
   c. To challenge people to improve the civil rights of all Americans 
   d. To urge a united front in the war against poverty 

5. The speech “I Have a Dream” reveals that King was a
   a. speaker who received great pleasure from hearing himself talk.
   b. leader who was deeply concerned about the future of black people.
   c. politician who knew how to manipulate an audience to accept his viewpoint.
   d. God-fearing minister who was unprepared to fight for civil rights.

6. The ending of “I Have a Dream” evokes a strong feeling of
   a. hope and optimism.
   b. fear and isolation.
   c. joy and jubilation.
   d. anger and disappointment.

7. What was Rosa Parks’s purpose in writing her autobiography Rosa Parks: My Story?
   a. To tell how useless the public transportation system used to be
   b. To demonstrate that Martin Luther King, Jr., was a good person
   c. To share her experiences and increase readers’ understanding of African Americans
   d. To tell what a hard life she had

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8. Why does the bus driver ask Rosa Parks to give up her seat?
   a. She is in the front of the bus and it is too crowded.
   b. She is sitting in a seat in the “white section.”
   c. She has been riding for too long and needs to transfer or get off.
   d. She is in the front of the “black section” and a white man doesn’t have a seat to
   sit in.

9. Why does Rosa Parks explain “what kind of tired” she was?
   a. So people will feel sorry for her
   b. Because the other people on the bus said she must be tired from working
   c. So people will know she chose not to give up her seat
   d. Because the bus driver asked her

10. Choose the phrase that best describes the workers mentioned in “I Hear America
    Singing.”
    a. People doing odd jobs just to get by
    b. People working hard and being satisfied by their work
    c. People working themselves to exhaustion
    d. People putting in their time at work just to get paid

11. What is the meaning of the line “Each singing what belongs to him or her and to
    none else” in “I Hear America Singing”?
    a. The workers put their own meaning and their own feelings into the songs they
    sing.
    b. No two workers ever sing the same song.
    c. Each worker makes up his or her own words to whatever song comes to mind.
    d. The workers are singing about the tools and equipment that belong to them.

12. What is the theme, or message, that Whitman conveys in “I Hear America Singing”?
    a. Americans are hard workers and good singers.
    b. America is the sum of different contributions from many people.
    c. Every American has a special job with a special spirit.
    d. The spirit of America lives in the people’s songs.

13. What is it that Chief Dan George’s people long for?
    a. To be able to participate fully and survive in modern society
    b. To reclaim their old lands
    c. To be able to go to school
    d. To take the place of white people in important positions

14. Choose the best description of Chief Dan George’s idea of new Native American
    warriors.
    a. The new warriors will solve the nation’s environmental problems.
    b. The new warriors will use the weapons of their forefathers.
    c. The new warriors will be lawyers and politicians.
    d. The new warriors will have skills that give them a sense of worth and purpose.

15. Which of the following best states Chief Dan George’s purpose for writing “There Is a
    Longing...”?
    a. He wants to express the needs and desires of Native Americans.
    b. He wants to complain about the past treatment of Native Americans.
    c. He hopes to be elected to a powerful government office.
    d. He wants a grant of money so he can send young Native Americans to school.
Vocabulary and Grammar  in the blank, write the letter of the one best answer.

16. When Dr. King uses the word *oppression*, he means
   a. a long-lasting, deep sadness.
   b. the separation of people into racial groups.
   c. making a lasting impression.
   d. the white people's improper use of power over black people.

17. The man in the seat next to Rosa Parks ___ with the bus driver's request.
   a. oppresses
   b. complies
   c. endures
   d. rejects

18. The mechanics ___ a song blithe and strong, and the dockhand ___ on the steamboat deck.
   a. sing; sing
   b. sings; sings
   c. sing; sings
   d. sings; sing

19. Choose the sentence in which the subject and verb agree.
   a. Dr. King's listeners, at the end of the speech, is moved by his words.
   b. Rosa Parks and Dr. King is responsible for the bus boycott.
   c. Everyone in the country were keeping track of the boycott.
   d. Supporters of Rosa Parks stand by her side throughout the boycott.

20. Which of the following is an example of determination?
   a. A young child tries again and again to put his own socks on.
   b. School work comes easily to Marly; she gets good grades.
   c. Pete didn't train hard beforehand, but gave the race his best effort.
   d. A teenager puts off her homework, then stays up most of the night to get it done.

Essay Questions

21. Martin Luther King, Jr., describes his dream for all Americans. What is his dream? Compare his dream to your dream, both for yourself and for all Americans. Use powerful, persuasive language in an essay that describes your dream.

22. Define the word *freedom*. Examine how Martin Luther King, Jr., Rosa Parks, Walt Whitman, and Chief Dan George apply the concept of freedom in their writings. Do all four of the writers have the same understanding of freedom, or do their personal definitions differ? Use details from each selection to support your opinions.

23. In his speech, Martin Luther King, Jr., states his dream for his own people. Chief Dan George expresses his dream for his people in a poem. In an essay, compare and contrast the dreams of these two men. What hopes do they have for their people? Use specific examples from the speech and the poem to support your ideas.
**Selection Test**

**Critical Reading** In the blank, write the letter of the one best answer.

1. In "The Golden Kite, the Silver Wind," once the Mandarin's daughter understands why her father is upset, what does she do?
   a. She sends a messenger to see what Kwan-Si will do next.
   b. She has her father's bed drawn up next to the silken screen.
   c. She tells her father that the towns must live together peacefully.
   d. She gives her father advice about how to "beat" Kwan-Si.

2. What do the daughter's words in the following passage reveal about her feelings toward her father?
   "But why should a wall two miles away make my good father sad and angry all within the hour?" asked his daughter quietly.
   a. She and her father rarely speak to each other.
   b. She is very protective of her father and never allows anything to upset him.
   c. She is usually annoyed at her father for being sad all the time.
   d. She both respects and cares for her father.

3. Why was the Mandarin upset when Kwan-Si built his wall in the shape of a pig?
   a. He believed the shape of the wall was a portent.
   b. He thought a pig shape was undignified for a town's wall.
   c. He wanted his own wall to be in the shape of a pig.
   d. He believed Kwan-Si was insulting him by choosing a pig shape.

4. Why does the Mandarin's daughter give advice from behind a screen?
   a. Daughters were not allowed to speak to their fathers in public.
   b. She does not want her father to appear weak by openly receiving advice from a woman.
   c. She is too shy to speak in front of a group of people.
   d. She does not want her father to know who is giving him advice.

5. How do the townspeople respond to rebuilding the wall over and over again?
   a. They become weak or ill and many die.
   b. They enjoy the competition.
   c. They build walls during the day and run their farms and businesses at night.
   d. They rebel and refuse to build any more walls.

6. What effect does the constant rebuilding of the walls have on the Mandarin?
   a. His heart sickens and he is no longer able to rule.
   b. He becomes ill and continues to give orders from his bed.
   c. He wins the contest and becomes Mandarin of both towns.
   d. He continues to oversee the stonemasons at the wall each day.

7. What are the immediate consequences of the meeting between the Mandarin and Kwan-Si?
   a. The daughter suggests a solution to the problem and the Mandarin and Kwan-Si agree.
   b. The Mandarin and Kwan-Si eat a meal and argue about the walls.
   c. The townspeople speak up and say they can no longer rebuild the walls.
   d. The daughter takes her father and Kwan-Si outside and makes them talk until they solve the problem.
8. How does the daughter help her father and Kwan-Si see the solution to the problem?
   a. She forces them to eat a meal together and be friendly.
   b. She gives them kites to fly.
   c. She takes them outside to see how kites and the wind go together.
   d. She makes them talk to some children who are flying kites.

9. Choose the most reasonable consequence of the daughter's solution to the problem.
   a. The towns will continue to compete by changing the shapes of their walls again and again.
   b. The townspeople will disagree because the idea came from a woman.
   c. The towns will live peacefully side by side.
   d. The towns will choose to work together to build one huge wall around both towns.

10. Choose the most accurate summary of "The Golden Kite, the Silver Wind."
    a. Two towns battle with each other to have the best walls. All efforts go toward the walls, and business suffers. The towns end up in ruins as a result.
    b. The daughter of a Mandarin is determined to give advice to her father. She advises him secretly. She nearly destroys the town with her advice and then saves the day with one last good idea.
    c. Two Mandarins engage in a rivalry. As a result, the townspeople suffer. Finally, the Mandarins bring an end to the competition and find a way to live next to each other in harmony.
    d. One Mandarin is jealous of another's growing town. The first Mandarin seeks to outdo the other by building a bigger wall. In the end, the Mandarins see the error of their ways and make peace by having a meal together.

11. How can a reader determine the moral of a fable when the moral is not stated directly in the fable?
    a. The reader can examine the actions and choices of the characters.
    b. The reader can study other fables and their morals and make comparisons.
    c. The reader can find words of wisdom expressed by the main character.
    d. The reader can rely on previous experience and draw his or her own conclusion.

12. Which of the following sentences from the story best states the fable's moral?
    a. Like a rusted machine, the city ground to a halt.
    b. All is lost!
    c. One without the other is nothing.
    d. Such modesty, he thought.

13. How does the fable "The Golden Kite, the Silver Wind" teach a lesson to its readers?
    a. The story shows how fathers and daughters should treat each other.
    b. The story shows how Chinese society is structured.
    c. The story shows what happens when greedy rulers get carried away with their power.
    d. The story shows how people's choices can hurt the people around them.

14. What is the best way to keep track of the causes and effects of events in a story?
    a. Make a time line of the story's events.
    b. Write a summary of the story.
    c. Identify the action verbs.
    d. Use a Series of Events graphic organizer.
Vocabulary and Grammar  In the blank, write the letter of the one best answer.

15. The Mandarin says, “Travelers will spurn us.” What does he mean?
   a. Travelers will reject the town or choose not to go there.
   b. Travelers will try to break down the town’s wall.
   c. Travelers will get lost and not be able to find the town.
   d. Travelers will laugh at the town because of the shape of its wall.

16. The Mandarin hopes that pandemonium breaks out when Kwan-Si hears how his pig-shaped wall has been beaten by a stick-shaped wall. Which of the following most closely describes the meaning of the word pandemonium?
   a. Extreme sadness
   b. Celebrating
   c. Anger and commotion
   d. Wild disorder

17. Which of the following is most nearly opposite in meaning to the word acclaimed?
   a. Applauded
   b. Disapproved
   c. Acquired
   d. Managed

18. A linking verb
   a. explains how things are connected.
   b. expresses a state of being.
   c. connects the subject with the action of the subject.
   d. expresses the subject’s thoughts.

19. Which of the following sentences contains a linking verb?
   a. The Mandarin wept.
   b. The town of Kwan-Si, beyond the hill, was very small in my childhood.
   c. The Mandarin said this aloud; his heart thumped.
   d. Then we build a moon to eclipse their sun!

20. Which of the following sets of words contains only words that can function as linking verbs?
   a. Cried, left, rise, spread
   b. Follow, resemble, send, weary
   c. Appear, grow, remain, were
   d. Am, said, turn, would

Essay Questions

21. The Mandarin’s daughter chooses to advise him from behind a screen. Explain why she does so and how her father benefits from her manner of giving advice. Use specific details from the story to show how the Mandarin feels about his daughter.

22. The daughter helped solve the Mandarin’s problem in the end. Why didn’t she do it earlier? Perhaps the whole unhappy situation could have been avoided. Explain why the daughter acted as she did and why the Mandarin took her advice, both at the beginning of the story and at the end. Use details from the story to support your explanation.

23. “The Golden Kite, the Silver Wind” is a fable with an unstated moral. In an essay, examine the choices and actions of the characters. Show how such an examination can lead to determining the moral of the story. State the moral in your own words.
Critical Reading  In the blank, write the letter of the one best answer.

1. The speaker in “The Road Not Taken” must decide which
   a. friend to invite on a journey.
   b. road to travel.
   c. road to cover with gravel.
   d. vehicle to drive down the road.

2. Although the differences in the roads are slight, what ultimately draws the traveler in “The Road Not Taken” to the road he takes?
   a. The road is grassy and seems to have been traveled by fewer people.
   b. The road seems longer, so it will provide the traveler with more exercise.
   c. The road is paved and seems to lead to people and communities.
   d. The road is bumpy and full of potholes, so the traveler thinks others will avoid it.

3. When the speaker in “The Road Not Taken” predicts that he will someday tell about his decision “with a sigh,” what does he mean?
   a. He will feel sad because the road will probably not lead to success.
   b. He will feel some regret and wonder if his life would have been different had he taken the other road.
   c. He will be depressed at the thought of returning to the woods.
   d. He will feel disappointment because the road will probably no longer be there.

4. The line “Two roads diverged in a wood. And I—/I took the one less traveled by,/And that has made all the difference” is figurative language that compares the experience of choosing one road over another to
   a. running a marathon.
   b. making peace with an enemy.
   c. planting flowers and trees.
   d. making an important life decision.

5. Which of the following questions could have been generated while reading this sentence from “New Directions”?
   Annie, over six feet tall, big-boned, decided that she would not go to work as a domestic and leave her “precious babes” to anyone else’s care.
   a. What job does Annie refuse to take?
   b. Where does Annie live?
   c. What are the name’s of Annie’s children?
   d. Why did Annie and her husband part ways?

6. When Annie Johnson in “New Directions” decided to “cut (herself) a new path,” she
   a. cut her lawn for the first time.
   b. brought her children to a new school.
   c. created her own unique way of supporting her family.
   d. went to work in a new lumber mill.
7. Which of the following questions could have been generated while reading this sentence from “New Directions”?
   When she felt certain that the workers had become dependent on her, she built a stall between the two hives of industry and let the men run to her for their lunchtime provisions.
   a. What are the ingredients in Annie’s meat pies?
   b. How does Annie cook her meat pies?
   c. What does Annie do when she knows the workers depend on her meat pies?
   d. Where do Annie’s children sit while she sells meat pies to the workers?

8. What is the figurative meaning of the following line from “New Directions”?
   . . . if the future road looms ominous or unpromising, and the roads back uninviting, then we need to gather our resolve and . . . step off that road into another direction. . . .
   a. It is better to be safe and comfortable than to take unnecessary risks.
   b. If you are unhappy with your life, you must change it by taking a risk and trying something new.
   c. If you want to start a new business, you must figure out what people need.
   d. Always carry a map in your pocket.

9. In “To Be of Use,” the image of “the black sleek heads of seals/bouncing like half-submerged balls” appeals to the reader’s sense of ___.
   a. sight
   b. smell
   c. sound
   d. taste

10. What is the theme of “To Be of Use”?
   a. Growing food and making pottery are both worthwhile.
   b. People who do important work and take it seriously have rewarding lives.
   c. People who don’t love their work are like animals lost in the sea.
   d. Well-made objects last forever, while poorly made ones don’t.

11. According to the speaker in “To Be of Use,” “parlor generals and field deserters” are people who
   a. are not doing something useful.
   b. work hard.
   c. make vases.
   d. swim with sure strokes.

12. Which of the following questions could have been generated while reading this line from “To Be of Use”?
   The pitcher cries for water to carry and a person for work that is real.
   a. What kind of person does the speaker like?
   b. How does a pitcher cry?
   c. Where can one find pitchers?
   d. What is real work?

13. Figuratively, the roads in both “The Road Not Taken” and “New Directions” represent
   a. types of businesses.
   b. paths to big cities.
   c. paths through life.
   d. unhappiness.
Vocabulary and Grammar  In the blank, write the letter of the one best answer.

14. Annie's plans for her business were made ___.
   a. rapidly
   b. meticulously
   c. amicably
   d. honestly

15. In which of the following sentences are commas used correctly?
   a. Workers ate lunches of pinto beans, and biscuits, onions, sardines, and Annie's pies.
   b. Workers ate lunches of pinto beans and biscuits onions sardines, and Annie's pies.
   c. Workers ate lunches of pinto beans and biscuits onions, sardines, and Annie's pies.
   d. Workers ate lunches of pinto beans and biscuits, onions, sardines, and Annie's pies.

16. In which of the following sentences are commas used correctly?
   a. Annie sells cheese, syrup, cookies, candy, writing tablets, pickles, canned goods, and fresh fruit at her store.
   b. Annie sells cheese, syrup, cookies, candy, writing, tablets, pickles, canned, goods, and fresh, fruit at her store.
   c. Annie sells cheese syrup cookies candy writing tablets pickles canned goods and fresh fruit at her store.
   d. Annie sells cheese syrup cookies candy writing tablets pickles canned goods, and fresh fruit at her store.

17. The speaker in "To Be of Use" likes people who work to get things done, not people who spend their time ________.
   a. singing
   b. diverging
   c. swimming
   d. dallying

Essay Questions

18. In an essay, explain the title of the story "New Directions." In what way does this title relate to the main character, Annie Johnson, and what she accomplished in her life?

19. In "To Be of Use," Marge Piercy says she loves "people who harness themselves, an ox to a heavy cart./who pull like water buffalo, with massive patience,/who strain in the mud and the muck to move things forward,/who do what has to be done, again and again." In an essay, explain the image of the ox pulling the cart and what this image shows about the people the speaker loves. What do they spend their time doing? What does the poet's admiration for these people say about her attitude toward hard work?

20. The speaker in the poem "The Road Not Taken" says that one day he will tell the story of choosing one road over another and sigh. In an essay, describe the figurative significance of the two roads in the woods and why the speaker might sigh as he thinks about the road he chose and the road he did not choose. As you write your essay, keep the following questions in mind: What did the speaker give up when he chose one road over another road? What might he be wondering about the road he did not take?
“Old Man of the Temple” by R. K. Narayan (text page 176)

Selection Test

Critical Reading In the blank, write the letter of the one best answer.

1. What element of fantasy is essential to “Old Man of the Temple”?
   a. The old man's appearance at the temple
   b. The bramble-covered temple
   c. The narrator's encounter with a ghost
   d. The appearance of the old man's dead wife

2. What is the main conflict in “Old Man of the Temple”?
   a. An external conflict between Doss and the old man
   b. An internal conflict between the old man and his memories
   c. An external conflict between the narrator and the old man
   d. An internal conflict between the narrator and his conscience

3. How does the narrator describe Doss?
   a. As well-behaved and obedient
   b. As irritable and impatient
   c. As unreliable and disobedient
   d. As humble and intelligent

4. Which of the following is a realistic element of the story?
   a. Doss sees an old man sitting on the seat beside him, although the narrator sees nothing.
   b. The narrator uses a flashlight to explore the old temple.
   c. The young Doss becomes a hunched-up old man with trembling hands.
   d. The old man sees his dead wife coming toward him.

5. What part of the story is fantastical?
   a. The villagers say they have heard knocking at the door for years.
   b. The old man claims he built the temple all by himself.
   c. Doss sees the old man open the sealed door of the temple and come out.
   d. The village street in Koopal is completely deserted by eleven at night.

6. What clue leads the narrator to believe he is speaking to someone who is dead?
   a. The old man’s voice is peculiar.
   b. The old man complains that no one ever talks to him.
   c. The doors of the temple looked as though they hadn’t been opened for centuries.
   d. No king had ruled that district for hundreds of years.

7. The difference in character between Doss and the old man is the difference between
   a. intelligence and stupidity.
   b. pride and humility.
   c. humor and despair.
   d. patience and irritability.

8. When Doss speaks in a “thin, piping” voice, it is because
   a. Doss has been frightened by the old man.
   b. Doss has been transformed into the old man.
   c. Doss is drunk.
   d. Doss feels delirious.
9. Why is this story a fantasy?
   a. Because the story is unpredictable
   b. Because it is set in an exotic location
   c. Because it contains elements that could not really happen
   d. Because it takes place near an ancient temple

10. What is the most likely inference to be drawn from the scene where the old man sees his dead wife coming toward him?
   a. The old man is hallucinating.
   b. The old man's spirit has called his wife's spirit to him.
   c. The old man is wrong when he says she died.
   d. The old man is mistaking a village woman for his wife.

11. Why does the old man fall to the ground in a heap when he sees his wife?
   a. The unexpected sight of her causes him to faint.
   b. He is frail and weak.
   c. He is dreaming.
   d. The old man's spirit leaves Doss's body to join his wife's spirit.

12. Who has been knocking on the family's door?
   a. The ghost of Seetha
   b. The ghost of the king
   c. The ghost of Krishna Battar
   d. Doss

13. Which of the following quotations from other works of literature best expresses the attitude of the narrator toward the old man of the temple?
   a. "In old age we live under the shadow of Death, which, like a sword of Damocles, may descend at any moment. . . ."
   b. "Old men must die or the world would grow mouldy, would only breed the past again."
   c. "What can an old man do but die?"
   d. "There is a majesty and an eloquence in the death of the aged that nothing can touch."

14. What is the most likely inference to be drawn from the absence of knocking sounds at the temple doors?
   a. Rodent populations have been removed from the area.
   b. The old man's spirit has gone to the afterlife.
   c. Road repairs have removed the source of the vibration.
   d. The old man has moved to another building.

Vocabulary and Grammar In the blank, write the letter of the one best answer.

15. Identify the compound predicate(s) in the following sentence.
    I dug the earth, burnt every brick, and put them one upon another, all single-handed.
      I. dug the earth
      II. burnt every brick
      III. put them one upon another
      IV. all single-handed
    a. I, II, & IV
    b. II, III, & IV
    c. I, II, & III
    d. I, III, & IV
16. Which word is most nearly opposite the meaning of imperative?
   a. Essential
   b. Imperial
   c. Urgent
   d. Unnecessary

17. Which word has most nearly the same meaning as awry?
   a. Angry
   b. Crooked
   c. Clever
   d. Straight

18. Which word or phrase is most nearly opposite the meaning of literally?
   a. Not actually
   b. Verbatim
   c. Differently
   d. Scholarly

19. Which single sentence (a–d) correctly combines the following group of sentences with a compound predicate?
   I got down. I walked to the front seat. I opened the door. I shook him vigorously.
   a. I got down, walked to the front seat, opened the door, and shook him vigorously.
   b. I got down, walked to the front seat, and opened the door, shaking him vigorously.
   c. I got down, walked to the front seat, I opened the door and shook him vigorously.
   d. I got down and walked to the front seat, then I opened the door and shook him vigorously.

20. Which of the following sentences contains a compound predicate?
   a. It was some years ago that this happened.
   b. He drove the car smoothly, seldom swore at passers-by, and exhibited perfect judgment. . . .
   c. It was about eleven when we passed the village Koopal. . . .
   d. “Thank you, sir,” said Doss. “I would rather not start the car now.”

Essay Questions

21. Why isn’t the narrator upset by the old man’s impatience and irritability? Write a brief essay explaining what the narrator’s words and actions reveal about his attitude toward the old man.

22. Fantasy is a form of literature in which things happen that could not possibly happen in reality. Some fantasies are written simply to delight or amuse the reader. Others are written to make serious comments about people or society. In an essay, discuss whether you believe R. K. Narayan wrote “Old Man of the Temple” to delight or instruct his readers, or both. Use details from the story to support your position.

23. The story takes place near an old temple in the south of India. In an essay, explain what significance the setting of the story has to the events of the story.
Selection Test

Critical Reading In the blank, write the letter of the one best answer.

1. In “Perseus,” King Acrisius confines his daughter to an underground house because
   a. he is angry about her relationship with Polydectes.
   b. he wants to make certain she has no children.
   c. he wants to shield her from the Furies.
   d. Apollo’s oracle has ordered him to do so.

2. What does the following passage describe?
   When in the carven chest the winds and waves
   Struck fear into her heart she put her arms,
   Not without tears, round Perseus tenderly
   She said, “O Son, what grief is mine.”
   a. Danaë’s folly
   b. Danaë’s revelry
   c. Danaë’s deity
   d. Danaë’s despair

3. When Danaë and the infant Perseus are adrift in the great chest, it seems reasonable to assume they will escape because
   a. Danaë has shown herself to be clever.
   b. Perseus, though still a child, is supernaturally strong.
   c. The myth’s hero will likely survive.
   d. Mortals usually succeed in contests with the gods.

4. Which statement most accurately describes Perseus?
   a. He is loyal and brave.
   b. He tries to fulfill the prophecy.
   c. He seeks to serve Zeus.
   d. He is a vengeful warrior.

5. The true father of Perseus is
   a. King Acrisius of Argos.
   b. the god Zeus.
   c. Dictys the fisherman.
   d. Polydectes of the island.

6. As Perseus grows up, Danaë allows him to become a fisherman on the little island because
   a. Acrisius cannot know where he is.
   b. Dictys has no children to help him.
   c. Zeus has offered no assistance.
   d. Perseus must prepare for his destiny.

7. Polydectes invites Perseus to his wedding celebration in order to
   a. manipulate him into accepting his mother’s marriage.
   b. encourage Danaë’s affection.
   c. take advantage of the youth’s embarrassment.
   d. force him into a confrontation.
8. Edith Hamilton writes that no one “in his senses” would attack the Gorgons and calls Perseus’ plan to kill Medusa “folly.” What factors make the reader think Perseus will nevertheless succeed?
   I. Perseus is the myth’s hero.
   II. His mother’s goodness must be rewarded.
   III. The gods always help mortals eventually.
   IV. From before his birth, Perseus is a figure of destiny.
   a. I and IV  c. II and III
   b. I and III  d. III and IV

9. Hermes and Athena come to Perseus’ aid because
   a. a hero often receives supernatural assistance in mythology.
   b. Zeus is angry with Polydectes for his tyranny over the islanders.
   c. Athena has long been jealous of Medusa and sees her chance for revenge.
   d. mythological gods hate injustice.

10. Athena gave Perseus her brilliantly polished shield because
    a. its reflective surface could blind Medusa and make Perseus invisible.
    b. it would spare Perseus from looking at Medusa and thus prevent him from turning to stone.
    c. it was a sign of her affection.
    d. it would neither bend nor break no matter how hard the Gorgons’ scales were.

11. Why didn’t Hermes and Athena give Perseus all he needed to attack Medusa?
    a. The Hyperboreans had refused to cooperate in the quest.
    b. Perseus had to prove his daring with the Gray Women first.
    c. Zeus would not allow them to provide that much help.
    d. Neither Hermes nor Athena knew the full extent of Perseus’ needs.

12. The Gray Women gave Perseus directions to
    a. the place Medusa and her sister Gorgons lived.
    b. Ethiopia where he would eventually rescue Andromeda.
    c. the island to which Acrisius had fled.
    d. the land of the Hyperboreans to gather equipment.

13. Perseus probably could not have defeated Medusa without supernatural assistance because
    a. the Gray Women, with their eyes restored, would have warned Medusa of his approach.
    b. Polydectes’ armies had repeatedly failed to defeat her.
    c. he could not have found her, looked at her, or pierced her scales.
    d. his fear would have overcome him without Andromeda’s inspiration.

14. In the world of mythology, a sure way to draw the wrath of the gods is
    a. to attack a monster who is superior to mortals.
    b. to act impulsively on emotion.
    c. to proclaim mortal superiority over a god.
    d. to defy the authority of the king.

15. Perseus strides into Polydectes’ banquet hall, knowing that the king and his courtiers will stare. Perseus then lifts the Gorgon’s head and the king and his courtiers turn to stone. What quality of the mythic hero does this incident demonstrate?
    a. Endurance in adversity
    b. Devotion to the gods
    c. Loyalty to family
    d. Intelligence in opportunity
16. After defeating Medusa, rescuing Andromeda, and freeing his mother, Perseus returns to Argos to find Acrisius. Why is this development logical?
     a. The story began with the oracle’s prediction to Acrisius, which is the only issue not yet resolved.
     b. Perseus has every right to seek vengeance against his grandfather.
     c. Danaë would wish to return to her home after so many years away.
     d. The mythic hero is always in pursuit of new adventures.

**Vocabulary and Grammar** In the blank, write the letter of the one best answer.

17. The word *kindred* means ____.
   a. charity
   b. ignited
   c. prolonged
   d. relatives

18. The singular possessive form of the word *fisherman* is ____.
   a. fishermen
   b. fisherman’s
   c. fishermen’s
   d. fishermans’

19. In the phrase “the guests’ wedding gifts,” the construction *guests’* is ____.
   a. plural
   b. singular possessive
   c. plural possessive
   d. singular possessive

20. The word whose meaning is most nearly opposite that of *mortified* is ____.
   a. lively
   b. proud
   c. excited
   d. determined

**Essay Questions**

21. Perseus seems to get a lot of help when he needs it most. Hermes and Athena show up just as he has taken on an impossible task. Is Perseus still heroic? Explain why you think Perseus is heroic or not heroic. Use examples from the story to support your ideas.

22. In “Perseus,” the Gray Women, the Gorgons, and the sea serpent are all supernatural challenges for Perseus to overcome. Stories from many times and cultures feature monsters. Explain why you think fantastic creatures have such a powerful hold on the imagination and appear so often in tales of adventure. Give examples from “Perseus” or other stories ancient or modern to support your ideas.

23. How much do you believe in the story of Perseus? For centuries, writers and storytellers have been telling tales that could never have happened. Yet the stories—from “Perseus” to “The Three Little Pigs”—survive. Explain why you think such stories are so enjoyable. Give examples from “Perseus” and other stories to support your explanations.
Critical Reading In the blank, write the letter of the one best answer.

1. Koomunyakaa’s “Slam, Dunk, & Hook” is a poem about
   a. his high school basketball team.
   b. a street fight when he was growing up.
   c. basketball in the 1950’s.
   d. playground basketball in his youth.

2. The lines “We outmaneuvered the footwork/Of bad angels” in “Slam, Dunk, & Hook” mean that
   a. the game distracted them from troubles.
   b. they outwitted their neighborhood enemies.
   c. they were too quick to be defeated.
   d. the playing surface was extremely rough.

3. In “Slam, Dunk, & Hook,” Koomunyakaa writes that when “Sonny Boy’s mama died/He played nonstop all day, so hard/Our backboard splintered.” Why did it splinter?
   a. They were too poor to afford a backboard that could stand constant use.
   b. By tragic coincidence, the backboard broke on the same sad day.
   c. Taking out his grief in play, Sonny Boy broke the board by repeated slams with the ball or his hand.
   d. After his mother’s death, Sonny Boy began a life of violence.

4. When Koomunyakaa says the boys were “Glistening with sweat,” the image
   a. suggests that the game took place on a hot day.
   b. provides a precise picture of the players.
   c. demonstrates the players’ nervousness in front of the girls.
   d. indicates the trouble lurking in the neighborhood.

5. The lines “Trouble/Was there slapping a blackjack/Against an open palm” in “Slam, Dunk, & Hook” suggest that
   a. the possibility of harm awaited in the surrounding world.
   b. the weapons of gang violence were less dangerous than now.
   c. neighborhood rivals were waiting to take over the court.
   d. in this environment, grief almost always leads to violence.

6. When Koomunyakaa writes of the players driving to the basket and gliding “like a sparrow hawk,” he suggests the grace of flight in the players’ moves. Why might he have selected a sparrow hawk for this image rather than a dove?
   a. Doves are associated with religion.
   b. Sparrow hawks can only take small prey, and these are young players.
   c. Sparrow hawks use quick, aggressive moves and doves do not.
   d. Sparrow hawks are more common in his environment than doves.
7. The first two lines of "The Spearthrower" by Lillian Morrison are "She walks alone/to the edge of the park." Why is the woman alone?
   a. Athletics require long solitary practice.
   b. The crowds have not yet arrived to watch the competition.
   c. No one as yet knows who the woman is.
   d. Women interested in athletics have often been ignored.

8. In the following lines from "The Spearthrower," what is she throwing?
   and throws into/the bullying dark/ her javelin of light/ her singing sign
   a. A kind of spear called a javelin
   b. A poetic wish
   c. A phrase of music
   d. A beam of light

9. In "The Spearthrower," how does the line "her quick laps" demonstrate Morrison's theme about women's athletics?
   a. The word "her" emphasizes that the "runner" is a woman, for the reader who might assume "runner" means a man.
   b. The line argues against the idea that women cannot run long distances at great speed.
   c. The reader's mind shifts from field events such as javelin throwing to track events, at which women do well.
   d. The line shows that she is not referring to jogging around the park.

10. Why does Morrison list the types of athletes by the names of their events in the following lines?
    that the sprinter surge/and the hurdler leap/that the vaulter soar
    a. To demonstrate knowledge of the subject of which she writes
    b. To have the reader see the athletes as women
    c. To urge women athletes to concentrate on track and field
    d. To name events in which women athletes have progressed

11. In "Shoulders," why is the man carrying "sensitive cargo" so careful crossing the street?
    a. He is trying to avoid being splashed.
    b. His jacket is fragile.
    c. He cannot see well because of the rain.
    d. He is caring for his son.

12. In "Shoulders," what is the meaning of the lines "Nowhere does his jacket say FRAGILE, HANDLE WITH CARE"?
    a. We often pay too little attention to the things that should be most special.
    b. There is nothing extraordinary about this scene.
    c. The child is not being adequately protected by the man.
    d. The rain and traffic are creating extra hazards for the father.

13. In "Shoulders," the line "His ear fills up with breathing" creates
    a. the sense of the man's breath as he crosses the busy street.
    b. a picture of the boy breathing into his father's ear.
    c. the sense of what it feels like to have a child asleep on your shoulder.
    d. a concern that the man can no longer hear the rushing traffic.
**Vocabulary and Grammar**  In the blank, write the letter of the one best answer.

14. Komunyakaa writes “We were metaphysical when girls/Cheered on the sidelines.”
   The word *metaphysical* in this sense means
   a. they played extremely roughly.
   b. they were distracted.
   c. they were feeling ill.
   d. they felt spiritually moved.

15. In the phrase “rolled the ball off our/Fingertips,” in “Slam, Dunk, & Hook,” the phrase “off our fingertips” is
   a. a prepositional phrase acting as the object of the verb *rolled*.
   b. a prepositional phrase acting as an adverb.
   c. a verb phrase acting as a linking verb.
   d. a prepositional phrase acting as an adjective.

16. The word that most closely matches the meaning of the word *feint* is ____.
   a. disclose       c. pretense
   b. unconscious    d. impossible

17. Which of the following is most nearly opposite in meaning to *surge*?
   a. Save           c. Flow
   b. Fatigue        d. Decrease

18. In the lines from “Shoulders,” “We’re not going to be able/to live in this world,” the prepositional phrase that acts as an adverb is
   a. not going.      c. to live.
   b. in this world.  d. to be able.

**Essay Questions**

19. For what audience do you think Lillian Morrison intended “The Spearthrower?” Use specific examples from the poem to support your ideas about the audience to whom the poem is addressed.

20. Yusef Komunyakaa’s “Slam, Dunk, & Hook” depicts the role basketball played in his neighborhood during his youth. The poem is not just about basketball, and it is not just about sport. In what other activities might people involve themselves in the way the players involve themselves in basketball? Compare the ways people pursue these activities to the way Komunyakaa’s youths pursue basketball playing. Give specific examples from the poem for your comparisons.

21. At the end of her poem “Shoulders,” Naomi Shihab Nye writes, “We’re not going to be able/To live in this world/If we’re not willing to do what he’s doing/With one another.” Few would disagree that giving a child good care is important. In an essay, explain how that translates to all of us being able to live in the world. In what sense does her single example of tenderness speak to global survival? Give examples from “Shoulders” that support your ideas.
Critical Reading

In the blank, write the letter of the one best answer.
The questions below are based on the following selection.

In the following excerpt from Reviving Ophelia, psychologist-author Mary Pipher describes her goals for her clients.

I teach [young people] certain skills. The first and most basic is centering. I recommend that they find a quiet place where they can sit alone daily for ten to fifteen minutes . . . to focus on their own thoughts and feelings about the day . . .

Another basic skill is the ability to separate thinking from feeling. This is something that all healthy adults must be able to do. It's particularly difficult for teenagers because their feelings are so intense . . .

Making conscious choices is also part of defining a self. I encourage [young people] to take responsibility for their own lives. Decisions need to be made slowly and carefully. Parents, [friends] and peers may influence their decisions, but the final decisions are their own. The bottom-line question is, “Does this decision keep you on the course you want to be on?”

1. What does the author mean when she tells clients to take responsibility for their own lives?
   a. They should make decisions that they think and feel are right for them.
   b. They should sit alone daily for ten to fifteen minutes.
   c. They should separate thinking and feeling.
   d. They should think things out but rely on parents to tell them what to do.

2. Which of the following statements does not reflect the author's message to young people?
   a. Conscious choices require deciding what is important.
   b. It is good to get advice from parents and friends.
   c. Decisions need to be made quickly so people respect you.
   d. If people have goals, they can make decisions more easily.

3. Which of the following phrases has the meaning closest to the author's phrase “the course you want to go on”?
   a. The route you take to an important place
   b. Your memories of past accomplishments
   c. The way you are told to live your life
   d. The way you want to live your life

4. The author uses the word conscious to stress that young people need to
   a. be aware of the importance of their decisions.
   b. use dreams to help them make decisions.
   c. listen to friends to help them make decisions.
   d. make decisions only in quiet places.

5. Which of the following would be a purpose for reading this selection?
   a. To understand a psychologist's daily routine
   b. To understand a teenager's daily routine
   c. To learn about important life skills
   d. To find statistics about teenagers
6. Which of the following is an example of how the writer might use anecdotes to emphasize the points she wishes to make?
   a. She could use stories about individual clients.
   b. She could use figurative language to liven up her writing.
   c. She could use comparisons and contrasts to help people understand abstract ideas.
   d. She could include a table of contents.

7. This selection can be characterized as ___.
   a. fiction
   b. nonfiction
   c. a fable
   d. a news article

8. Judging from this selection, what inference can you make about many of the author's clients?
   a. They are elderly.
   b. They read a lot.
   c. They are well educated.
   d. They are teenagers.

9. The author encourages her clients to engage in what three activities?
   a. Reading, thinking, making quick decisions
   b. Centering, separating thoughts from feelings, making conscious choices
   c. Separating thoughts from feelings, influencing friends, finding quiet places
   d. Centering, making conscious choices, influencing friends

10. Which of the following would be a reader's most reasonable response to this passage from the selection?
   Another basic skill is the ability to separate thinking from feeling. This is something that all healthy adults must be able to do. It's particularly difficult for teenagers because their feelings are so intense. . . .
   a. Listing all the healthy adults he or she knows
   b. Memorizing important parts of the selection
   c. Recalling experiences with thinking and again with feeling
   d. Deciding that the statement must be true because it is in a book

**Vocabulary and Grammar**

Choose the word that best completes each sentence.

11. Because Ralph had kept note cards ___ for each of his sources, it was easy for him to complete the bibliography for his research paper.
   a. randomly
   b. cautiously
   c. meticulously
   d. carelessly

12. The program started late because the ____ bus had not returned from the debate tournament.
   a. students'
   b. student
   c. student's
   d. students
In the blank, write the letter of the one best answer.

13. In the word *mortified*, what is the meaning of the root *-mort-*?
   a. Life
   b. Death
   c. Wounded
   d. Humiliated

14. Which of the following sentences is punctuated correctly?
   a. She brought carrots, lettuce, and sesame seeds for the salad.
   b. She brought carrots, lettuce, and sesame seeds for the salad.
   c. She brought carrots lettuce and sesame seeds for the salad.
   d. She brought carrots lettuce, and sesame seeds for the salad.

15. Which of the following sentences contains a prepositional phrase?
   a. I'd like basketball season to last forever.
   b. We were hoping the game wouldn't last too long.
   c. As he stepped into the batter's box, he knew the coach would have him bunt.
   d. It was exciting to see her performance.

The questions below consist of a related pair of words in CAPITAL LETTERS followed by four lettered pairs of words. Choose the pair that best expresses a relationship similar to that of the pair in capital letters.

16. AMICABLY : DISCUSS ::
   a. hostile : take over
   b. cooperatively : kindly
   c. friendly : collaborative
   d. politely : negotiate

17. DESPOTIC : TYRANT ::
   a. desperate : helpless
   b. despise : dislike
   c. patriotic : patriot
   d. lethargic : lethargy

18. LONGEVITY : LIFETIME ::
   a. larger : big
   b. ability : hard
   c. stature : height
   d. quickly : fast

The questions below are based on the following sentence.

I spent last summer reading a Lincoln biography, which prepared me for my history course.

19. What is the independent clause in the sentence?
   a. which prepared me for my history course.
   b. I spent last summer reading a Lincoln biography.
   c. a Lincoln biography . . .
   d. my history course.

20. What is the subordinate clause in this sentence?
   a. which prepared me for my history course.
   b. I spent last summer reading a Lincoln biography.
   c. a Lincoln biography . . .
   d. my history course.
Essay Questions

21. Ordinary people sometimes become heroes when faced with a challenge. From among the individuals presented in this unit, choose the one whom you admire most. In an essay, explain the challenge that individual faces and how he or she meets it. What personal qualities enable the individual to rise to the challenge, and how does the experience change him or her?

22. A choice almost always leads to consequences. The speaker of "The Road Not Taken" by Robert Frost says at the end of the poem, "Two roads diverged in a wood, and I—/I took the one less traveled by./And that has made all the difference." Which choice of those presented in this unit has the most significant or farthest-reaching consequences? State your opinion in an essay, and explain what led you to that opinion.

23. When a person makes a choice, he or she cannot always be sure until later on whether the right choice was made. Choose an individual from the unit, such as Rosa Parks or Abraham Lincoln. In an essay, identify an important choice that this person made. What were his or her other options at the time? What were the reasons for the choice this person eventually made?

24. Most of the selections in this unit present individuals whose actions make them heroes in some way. Imagine a composite hero made up of the best qualities of the various individuals whom you have read about in this unit. In an essay, discuss the heroic qualities that the central character in each selection possesses and how these qualities contribute to your imagined composite. Is there one significant quality that all of these individuals share?

25. Every author writes for a particular purpose—to express an idea or feeling, to make the reader see something, to affect the world in some way. In several of the selections in this unit, the writer's purpose is to change an aspect of his or her society. Compare two of these selections in an essay identifying each writer's purpose and explaining how he or she encourages the reader to reflect on the need for change. Discuss which writer is more successful in communicating his or her purpose, and why.
Critical Reading In the blank, write the letter of the one best answer.

1. How was the author affected by the old woman’s comment, “how remarkable it is that children notice these things”?
   a. It caused him to become a naturalist when he grew up.
   b. It caused him to appreciate how the words of grown-ups affect children.
   c. It caused him to ask children questions.
   d. It caused him to use simple language when talking to children.

2. The author has learned that when he walks in the woods with children, he needs to
   a. say very little.
   b. take a guidebook.
   c. point out everything he sees.
   d. take their parents along.

3. Why does the author like to walk in the woods with children?
   a. He likes to tell them what he knows.
   b. He wants to help them discover the natural world.
   c. He doesn’t like to walk alone.
   d. He thinks children are better company than adults.

Read the following passage and answer questions 4-6.

I remember once finding a fragment of a raccoon’s jaw in an alder thicket. I sat down alongside the two children with me and encouraged them to find out who this was—with only the three teeth still intact in a piece of the animal’s maxilla to guide them.

4. It is accurate to conclude from the passage that
   a. the author didn’t know the fragment was a raccoon’s jaw until the children figured it out.
   b. the author told the children the fragment was a raccoon’s jaw.
   c. the author hid the raccoon jaw in the thicket to surprise the children.
   d. the author knew the fragment was a raccoon’s jaw but he wanted the children to examine it themselves.

5. What sort of relationship exists between the actions in the two sentences in the passage?
   a. Cause and effect
   b. Compare and contrast
   c. Greater or lesser importance
   d. Interpretation

6. This passage is an example of a(n) ___.
   a. opinion
   b. anecdote
   c. analogy
   d. statistic
7. Why does the author stop using his encyclopedic knowledge of the names of plants?
   a. He realizes that the children never remember the names.
   b. He is unsure of the names.
   c. He becomes more interested in animals than plants.
   d. He realizes that children are more interested in their discoveries than in learning names.

8. The author says his most moving experience with a child occurred when he
   a. found a raccoon's jaw bone in a thicket.
   b. looked up at the Douglas firs.
   c. ate camas bulbs.
   d. made handprints in the mud.

9. What kinds of information do writers use to support a central idea?
   I. fiction
   II. statistics
   III. anecdotes
   IV. arguments
   a. I and III
   b. I and IV
   c. II, III, and IV
   d. I, II, and III

10. Which of the following most accurately states the central idea of “Children in the Woods”?
    a. People who live among 150-foot-tall trees are more sensitive about nature than those who don’t.
    b. Children learn about nature most effectively by exploring it themselves.
    c. Children need an adult to teach them about nature.
    d. Things are disappearing so quickly that not much will be left when the children are grown.

Vocabulary and Grammar In the blank, write the letter of the one best answer.

11. When the author stops to “elucidate single objects” he
    a. picks them up for his collection.
    b. shines a flashlight on them.
    c. asks questions about them.
    d. explains them.

12. Are children ____ than adults to notice tiny details in nature?
    a. as likely
    b. more likely
    c. likeliest
    d. most likely

13. Another way to refer to the countless wonders of nature is to say
    a. myriad wonders.
    b. marvelous wonders.
    c. ineffable wonders.
    d. charged wonders.

14. Which of the following is the correct comparative form of the adjective straight?
    a. most straight
    b. more straight
    c. straighter
    d. straightest
15. Of the three trees in our yard, the ____ is the silver maple.
   a. taller
   b. more tall
   c. tallest
   d. most tall

**Essay Questions**

16. The author feels children benefit more from discovering nature by themselves than from being taught by adults. Do you agree? Write your opinion in an essay. Use an anecdote or some details from your own life to support your central idea.

17. Much of the writing in "Children in the Woods" reflects the author's careful observation of the natural world. Consider how his choice of details and words transmits his respect and admiration for nature. Cite at least four specific pieces of evidence. Explain why they represent or support the author's respect for nature.

18. Explain what the author means when he writes "... an extrapolation from a single fragment of the whole is the most invigorating experience I can share with them." How might this process apply to other learning situations? Use examples from the essay and from your own experience to support your explanation.
**Critical Reading**  In the blank, write the letter of the one best answer.

1. Why does Meimei's mother buy her a small bag of plums?
   - a. As a reward for completing her weekly chores
   - b. As a reward for practicing the art of invisible strength
   - c. Because Meimei requested them
   - d. Because Meimei won a chess tournament

2. How do Meimei and her brothers view the Chinatown alley where they live?
   - a. As a dull and spiritless place
   - b. As a frightening place
   - c. As an impoverished environment
   - d. As a place of adventure

3. Why does Meimei's mother tell Vincent to throw the chess set away?
   - a. She cannot play chess.
   - b. She wants Vincent to spend more time studying.
   - c. She thinks the gift is too extravagant.
   - d. She is too proud to accept charity.

4. Why does Meimei's mother believe it's important for her daughter to figure out the chess rules herself?
   - a. To beat her brother at the game
   - b. To retain her Chinese heritage
   - c. To compete successfully in America
   - d. To become a national chess champion

5. For Meimei, what is the real importance of chess "as a game of secrets in which one must show and never tell"?
   - a. It is a strategy she will use in dealing with other situations in life.
   - b. She will now be able to win at other games.
   - c. She will become the youngest grandmaster.
   - d. She will never reveal her true feelings about her life in Chinatown.

6. Why does Meimei tell her mother she doesn't want to play in the local tournament because "they would have American rules"?
   - a. She doesn't understand the American rules.
   - b. She's afraid of losing the tournament.
   - c. It's really a strategy so her mother will let her play.
   - d. It's a strategy to avoid traveling far from home.

7. Why does Meimei describe visiting the shops with her mother on market days as "the one duty I couldn't avoid"?
   - a. She would rather be playing with her brothers.
   - b. She hates the crowded market.
   - c. She doesn't enjoy the outing because she's embarrassed by her mother's behavior.
   - d. She had to skip a chess tournament in order to go shopping with her mother.
8. Why does Meimei find Mrs. Jong's behavior in the shops so embarrassing?
   a. People don't recognize Meimei even after Mrs. Jong tells them who she is.
   b. Meimei feels she is being paraded around to make her mother look good.
   c. Mrs. Jong talks very loudly and attracts too much attention.
   d. Meimei would rather be playing chess and resents the time spent away from the game.

9. How does Meimei feel about her mother's involvement in her success?
   a. Resentful
   b. Proud
   c. Happy
   d. Disgusted

10. Which of the following statements represents the principal cause of conflict between Meimei and Mrs. Jong?
   a. Meimei wears her hair in pigtails; Mrs. Jong keeps hers short.
   b. Meimei knows how to play chess; Mrs. Jong does not.
   c. Meimei dislikes going with her mother to the shops; Mrs. Jong enjoys taking Meimei with her.
   d. Meimei understands and wants to live by "American rules"; Mrs. Jong does not.

11. What is the real significance of Meimei's success for her mother?
   a. She is instrumental in helping her daughter learn the chess rules.
   b. Meimei achieves the success within the American system that her mother cannot.
   c. Meimei is offered a scholarship.
   d. Meimei's success enhances the family's status in their village in China.

12. Choose the order in which these events happen in the story.
   I. Meimei learns about opening chess moves.
   II. Vincent receives a chess set.
   III. Meimei's brothers lose their interest in chess.
   IV. Meimei uses her Life Savers as replacements for the missing chess pieces.
   a. I, III, II, IV
   b. I, IV, II, III
   c. II, IV, I, III
   d. III, I, IV, II

13. Which of the following is an example of a concession made by Meimei's family so that she can practice chess?
   a. Mrs. Jong teaches Meimei the art of invisible strength.
   b. Mrs. Jong agrees not to throw the instruction book away.
   c. Meimei's brothers sleep in a bed in the living room.
   d. Mrs. Jong allows Meimei to go home from the market by herself.

14. Which of the following represents a generational conflict between Meimei and her mother?
   a. Meimei is allowed to leave rice in her bowl; her brothers must empty their bowls.
   b. Meimei is allowed to learn chess in spite of the fact that she is a girl.
   c. Mrs. Jong's English is less fluent than Meimei's.
   d. Mrs. Jong is angry when Meimei appears to show disrespect toward her.

15. Understanding how a writer contrasts two characters helps the reader
   a. choose sides.
   b. follow the conflict in the story.
   c. follow the central idea in the story.
   d. see who wins.
16. What other game, besides chess, is being referred to in the title of this story?
   a. The conflict between Meimei's two brothers
   b. A strategy for achieving success in life
   c. A strategy for becoming a national chess champion
   d. The conflict between Meimei's parents

**Vocabulary and Grammar** In the blank, write the letter of the one best answer.

17. Which group of words in the following sentence is a subordinate clause?
   I was playing in a large high school auditorium that echoed with phlegmy coughs and the squeaky rubber knobs of chair legs sliding across freshly waxed wooden floors.
   a. I was playing in a large high school auditorium
   b. in a large high school auditorium
   c. that echoed with phlegmy coughs and the squeaky rubber knobs
   d. that echoed with phlegmy coughs and the squeaky rubber knobs of chair legs sliding across freshly waxed wooden floors

18. In which sentence is the independent clause correctly separated from the subordinate clause?
   a. I never visited the playground where the pigeons and the old men gathered.
   b. I never visited the playground where the pigeons and the old men gathered.
   c. I never visited the playground where the pigeons and the old men gathered.
   d. I never visited the playground where the pigeons and the old men gathered.

19. Identify the independent clause of the following sentence by choosing a, b, c, or d.
   I raced down the street, dashing between people, not looking back as my mother screamed shrilly, "Meimei! Meimei!"
   a. I raced down the street, dashing between people, not looking back
   b. dashing between people
   c. not looking back as my mother screamed shrilly, "Meimei! Meimei!"
   d. as my mother screamed shrilly, "Meimei! Meimei!"

20. When Meimei gives a retort she
   a. makes a clever reply.
   b. bites her tongue.
   c. screams.
   d. answers meekly.

**Essay Questions**

21. Consider Meimei's relationship with her mother. Examine how they treat each other and what they think about each other. Describe their differences. What do you think causes the conflicts that occur between them? Write your answer in a brief essay.

22. Identify the aspects of generational and cultural conflict in the story. How do these conflicts add interest to the story? How do they create tension? Cite specific incidents from the story to support your answer.

23. The setting of a story is the time and place in which the story takes place. Setting contributes to the atmosphere or mood of the story and helps give the characters and events their own special "flavor." In an essay, describe the significance of the setting of "Rules of the Game." Support your opinions with specific examples from the story.
Critical Reading In the blank, write the letter of the one best answer.

1. The girl in "Checkouts" is unhappy at the beginning of the story because
   a. she has lost her job.
   b. she has no boyfriend.
   c. her parents confine her to the house.
   d. she has been forced to move.

2. When the narrator of "Checkouts" says, "It is a difficult work, suffering, and in its own way, a kind of art," she means the girl is
   a. becoming ill after the move.
   b. trying to adjust but failing.
   c. exaggerating her grief.
   d. hoping to become an artist.

3. The girl likes to shop for groceries because
   a. she can be alone with her thoughts.
   b. she hopes to meet someone.
   c. she plans to run away.
   d. she can make her parents regret their actions.

4. When the narrator says that it was not safe for the girl's parents to know her inner thoughts, she means
   a. the parents did not care about the girl.
   b. the girl felt that her parents could not understand her.
   c. the parents might have forbidden her trips to the supermarket.
   d. the parents were unaware of the dangers of the new city.

5. Why is it ironic that "she emerged from the beautiful house and fell in love with a bag boy at the supermarket"?
   a. The sentence makes love seem trivial.
   b. She had not wanted to leave the house at all.
   c. A bag boy at the supermarket is a foolish character.
   d. The sentence is not true.

6. Why does she want to see the bag boy again?
   a. She enjoys making him feel uncomfortable.
   b. She is attracted to his physical appearance.
   c. His awkwardness contrasts with her perfect house.
   d. She knows it would annoy her parents.

7. When the bag boy and the girl meet again, they don't speak. Why not?
   a. She is angry with him for not having called.
   b. People sometimes don't act on their desires.
   c. They decide that they hate each other.
   d. They know that the relationship will not work.
8. What is the irony of the ending of "Checkouts"?
   a. They never meet again.
   b. They overcome their anxieties to meet in other circumstances.
   c. Losing the bag boy helps her adjust to city life.
   d. They never get together and she adjusts easily.

9. What does the narrator of "Fifteen" find at the beginning of the poem?
   a. A wrecked but running motorcycle
   b. A shortcut through the willows to the bridge
   c. An exhausted rider who has lost his way
   d. A man unconscious in the grass

10. What does the boy in "Fifteen" consider doing?
    a. Exploring the end of Seventeenth Street
    b. Avoiding involvement in the mystery
    c. Riding off on the motorcycle
    d. Going for help

11. The poem "Fifteen" describes
    a. a growing awareness of the physical dangers adults face.
    b. a moment between childhood dreams and adult decisions.
    c. nostalgia for a lost neighborhood of the 1950's.
    d. the speaker's desire to escape his town.

**Vocabulary and Grammar** In the blank, write the letter of the one best answer.

12. The word *perverse* means ___.
    a. backward
    b. by chance
    c. hateful
    d. contrary

13. Which describes the function of the word *children* in the following sentence?
    This is often the way of children, when they truly want a thing, to pretend that they don't.
    a. The subject of the sentence
    b. The antecedent of the two *they* pronouns
    c. The antecedent of the pronoun *this*
    d. An antecedent of a pronoun not in this sentence

14. The word *intuition* means ___.
    a. insight
    b. anxiety
    c. inspiration
    d. expense

15. What error does the following sentence contain?
    If a person discovers a surprising thing, they often ponder it for years.
    a. Pronoun reflex
    b. Pronoun agreement
    c. Pronoun gender
    d. Pronoun reference
Essay Questions

16. In “Checkouts,” the girl dreams of the boy, and the boy dreams of the girl. For weeks after their first meeting, they watch and hope every day that they will meet again. Yet when they do, neither makes a move toward the other. In fact, the girl deliberately chooses another line to check out. Their refusal to acknowledge each other leads to their moving away from each other forever. Why do you think they do this? Write an essay in which you explain why you think they do not act on the one thing they both want. Be sure to give examples from the story to support your explanation.

17. William Stafford’s poem “Fifteen” describes an event that captured his imagination in a powerful way at a particular time. Would this poem have been the same if the boy had been twelve? If he had been eighteen? Why is the age of fifteen the choice that Stafford makes? Write an essay that discusses the title of the poem. What makes the age of fifteen appropriate for what occurs in the poem? Explain your reasoning with examples and evidence from the poem.

18. In what ways do these two selections reflect the theme of identity? Consider “Checkouts” and “Fifteen” from the perspective of discovering identity. Write an essay that explains which selection you find more effective and why. Be sure to cite evidence from the works to support your opinion.
“Sympathy” by Paul Laurence Dunbar (text page 246)
“Caged Bird” by Maya Angelou (text page 247)
“We never know how high we are” by Emily Dickinson (text page 249)
from *In My Place* by Charlayne Hunter-Gault (text page 250)

**Selection Test**

**Critical Reading** In the blank, write the letter of the one best answer.

1. “Sympathy” is mostly about
   a. men imprisoned behind bars.
   b. people who live without freedom.
   c. a poet who feels trapped and confined.
   d. a bird kept in a cage.

2. The speaker in “Sympathy”
   a. understands how the caged bird feels.
   b. thinks birds should be kept in cages for their own protection.
   c. doesn’t like birds.
   d. thinks birds don’t mind being caged.

3. In “Sympathy,” the bird beating its wings against the bars of the cage is a symbol of
   a. cruel punishment.
   b. hopeful prayer.
   c. wild rejoicing.
   d. useless struggle.

4. What is the poet’s purpose in “Sympathy” for using words and phrases such as *cruel bars, bruised, sore, and old, old scars*?
   a. He wants the reader to feel and to visualize the pain of captivity.
   b. He wants the reader to feel sorry for him.
   c. He wants to make the reader angry enough to take action.
   d. He wants the reader to set a goal.

5. What idea is expressed in the following lines from “Caged Bird”?
   a bird that stalks/down his narrow cage/can seldom see through/his bars of rage
   a. Anger sharpens our dreams.
   b. Dreams should be nurtured.
   c. Negative thinking can defeat our dreams.
   d. Freedom is a state of mind.

6. According to the speaker in “Caged Bird,” who or what “dares to claim the sky”?
   a. The free bird
   b. A king
   c. The caged bird
   d. The fat worms

7. In “Sympathy” and “Caged Bird,” what do the bars of the birdcage symbolize?
   a. Despair and surrender
   b. Illness and injury
   c. Slavery and imprisonment
   d. Care and protection
8. What does the "dawn-bright lawn" in "Caged Bird" symbolize?
   a. Happiness
   b. A new beginning
   c. Familiarity
   d. Nature

9. Which of the following statements best explains why the bird sings in "Caged Bird"?
   a. He sings because it is his only way of expressing himself.
   b. He sings because he is glad to be alive.
   c. He sings because he is bored.
   d. He sings because he wants to make others happy.

10. The speaker in "We never know how high we are" believes that dreaming
   a. is a waste of time.
   b. leads to false hopes.
   c. enables us to achieve greatness.
   d. should be discouraged.

11. In "We never know how high we are," the skies symbolize
   a. self-confidence.
   b. success.
   c. limitless possibility.
   d. wishful thinking.

12. Which conclusion can one draw from the following in "We never know how high we are"?
    "The Heroism we recite/Would be a normal thing/Did not ourselves the Cubits
    warp/For fear to be a King—"
   a. Even ordinary people can perform heroic acts.
   b. We prevent ourselves from reaching our goals when we listen to our fears.
   c. We can reach even the loftiest goal if we set our minds to the task.
   d. We often reach for what lies just beyond our grasp.

13. How did many white students react to Charlayne Hunter-Gault's first day on the University of Georgia campus?
   a. They ignored her.
   b. They quietly accepted her.
   c. They formed mobs and staged a riot.
   d. They passed a law to exclude the enrollment of African American students.

14. What evidence would support the conclusion that the author of In My Place is a determined, goal-minded individual?
   a. She witnessed a riot outside her dormitory.
   b. She registered for classes.
   c. Although the Brown v. Board of Education decision was made in 1954, the first African American students could not enroll at the University of Georgia until 1961.
   d. She spent two and a half years in court to earn the right to enroll at the University of Georgia.

15. Which quotation best illustrates the idea that aspiring to a dream shapes one's identity?
   a. "A free bird leaps/on the back of the wind"
   b. "... if we are true to plan/Our statures touch the skies"
   c. "I know why the caged bird sings, ah me"
   d. "I was not socially, intellectually, or morally undesirable. I was black."
Vocabulary and Grammar  In the blank, write the letter of the one best answer.

___ 16. The best synonym for *imbued* is ____.
   a. sharpened
   b. distorted
   c. insulted
   d. inspired

___ 17. Which sentence demonstrates an appropriate use of *except*?
   a. The writers, except Dunbar, are women.
   b. Does Angelou except Dunbar's view of the caged bird?
   c. Please except this book of poetry as thanks for your hospitality.
   d. An open-minded teacher can except different conclusions, if they're based on reasonable evidence.

___ 18. When beliefs are *perpetuated*, they are ____.
   a. preserved
   b. prolonged
   c. scattered
   d. twisted

___ 19. In which sentence is *accept* used correctly?
   a. Before 1961, the University of Georgia would not except black students.
   b. Accept for Hunter-Gault and Holmes, all students at the university were white.
   c. Hunter-Gault would not accept the university's exclusionary policies.
   d. Legally, black students could have attended the university after 1954, accept school officials fought the law.

___ 20. The best synonym for *warp* is ____.
   a. dock or pier
   b. worry
   c. bend or twist
   d. labor

Essay Questions

21. The poets of "Caged Bird" and "Sympathy" use a caged bird as a central image in their poems. What effect does this image have on the poems? How do you feel about the caged bird in each? Explain your answers.

22. The poets of "Sympathy" and "Caged Bird" repeat phrases and lines in their poems. Each of the three stanzas in "Sympathy" begins with a similar sentence: "I know what the caged bird feels, alas"; "I know why the caged bird beats his wing" and "I know why the caged bird sings, ah me." In the first and last stanzas of "Caged Bird," the first line includes the phrase "free bird." In an essay, analyze the effect of these repetitions, and draw conclusions about the meaning of each poem, based on this evidence.

23. The experiences described by the author of *In My Place* differ vastly from those of the reclusive Emily Dickinson, poet of "We never know how high we are." How do the writers' views on the value of dreaming compare? Do the lives of these two women support the ideas they express in their writing? Write an essay in which you compare and contrast the viewpoints presented in each writer's work.
"The Interlopers" by Saki (H. H. Munro) (text page 262)

Selection Test

Critical Reading In the blank, write the letter of the one best answer.

1. The main lesson of "The Interlopers" concerns the
   a. foolishness of petty quarrels.
   b. danger of the winter woods.
   c. excitement of hunting.
   d. benefits of friendship.

2. What atmosphere does the author create at the beginning of the story?
   a. Desperate and anxious
   b. Dark and foreboding
   c. Light and cheerful
   d. Horrible and frightening

3. How is Ulrich portrayed at the beginning of the story?
   a. Excited and eager for the hunt
   b. Timid and wishing to end the feud
   c. Upset at being out in the cold
   d. Angry and hoping to find his enemy

4. What prompted Ulrich to go into the woods on the night of the story?
   a. He hoped to find Georg and reconcile their differences.
   b. He needed to go hunting for food.
   c. He suspected that Georg would be poaching in the forest.
   d. He wanted to drive the wolves away from his land.

5. The main conflict in the story is an
   a. external conflict between characters.
   b. internal conflict within Georg.
   c. external conflict between man and nature.
   d. internal conflict within Ulrich.

6. Which of these is the result of an internal conflict?
   a. Poachers are hunting Ulrich's game.
   b. The two men are trapped by a tree.
   c. Ulrich does not shoot Georg when they meet.
   d. The two men's families hate each other.

7. How do Ulrich and Georg's feelings toward each other change during the story?
   a. From dislike to gratitude
   b. From hatred to friendship
   c. From disregard to respect
   d. From disrespect to sympathy

8. What causes Ulrich to cry out in joy?
   a. The drink of wine
   b. The offer of hospitality
   c. The reconciliation with Georg
   d. The figures coming down the hill
9. What is the first indication that the men may end the feud?
   a. Georg is caught by Ulrich on Ulrich's land.
   b. Ulrich offers Georg a drink of his wine.
   c. Georg and Ulrich together call for help.
   d. Ulrich laughs as figures come toward them.

10. What makes the end of the story surprising?
    a. Despite Ulrich and Georg's reconciliation, it seems the feud will continue.
    b. The two men are trapped by a tree they both claim to own.
    c. The figures in the woods are not what they appeared to be.
    d. Ulrich laughs at the danger the two men face.

11. The cause of conflict between the von Gradwitz family and the Znaeym family is a land dispute, and the effect of this conflict is
    a. friendship between Georg and Ulrich.
    b. years of feuding between the families.
    c. a wolf attack.
    d. a tradition of family feasts.

12. Which of these is an example of external conflict?
    a. Ulrich threatening Georg
    b. Ulrich trying to decide if he should share wine with Georg
    c. Georg trying to decide if he should accept Ulrich's offer of friendship
    d. Ulrich deciding not to shoot Georg

13. The cause of conflict between the beech tree, or nature, and the men is a violent storm, and the effect of this conflict is
    a. the entrapment of the men beneath the tree.
    b. an argument between the men.
    c. the darkness of the woods.
    d. the arrival of the wolves.

14. Which of the following correctly identifies causes and effects in "The Interlopers"?
   I. Cause: land dispute; effect: lifelong feud
   II. Cause: strong wind; effect: fallen tree
   III. Cause: shouts for help; effect: arrival of wolves
   IV. Cause: pack of wolves; effect: desire to end feud
    a. I, II, and III
    b. I, II, and IV
    c. II, III, and IV
    d. I, II, and IV

15. Why did Ulrich stray away from the watchers the night he found Georg in the woods?
   a. He thought he heard footsteps.
   b. He wanted to be alone.
   c. He wanted no witnesses to what he planned to do.
   d. He lost his way.
Vocabulary and Grammar  In the blank, write the letter of the one best answer.

16. Which of the following sentences contains an error in the use of *between* or *among*?
   a. There is a feud between the two families that has lasted for generations.
   b. Georg Znaeym and Ulrich von Gradwitz lay wounded among the tangled branches.
   c. If Georg and Ulrich make friends, peace might also exist between their many relatives.
   d. Ulrich noticed that there was unrest among the creatures in the forest.

17. Ulrich crept through the forest with his gun, searching for ____.
   a. condolence
   b. marauders
   c. succor
   d. friends

18. Georg and Ulrich lay beneath the tree branches in pain and ____.
   a. succor
   b. medley
   c. condolence
   d. languor

19. Which of the following sentences contains an error in the use of *between* or *among*?
   a. The fight between the families began with a lawsuit.
   b. There was finally agreement among the two men.
   c. They hoped for peace among the forester folk.
   d. There was to be conflict between the men and the wolves.

20. The word that comes closest in meaning to *precipitous* is ____.
   a. timely
   b. steep
   c. precious
   d. before

Essay Questions

21. In "The Interlopers," a violent storm causes a tree to fall on longtime enemies Georg and Ulrich. As a result, the men are caught beneath the tree and fear that their lives are in serious danger. In what way does this frightening situation cause the men to rethink life and their bitter feud? What changes take place in the men as a result of being trapped together? Why do you think these changes occur? In an essay, explain your answers to these questions.

22. At the beginning of "The Interlopers," Saki writes that before Georg or Ulrich has a chance to act on his hatred for the other, "Nature's own violence overwhelmed them both." In an essay, describe how "Nature's own violence" overwhelmed the men at this point in the story and at the end of the story. Why might Saki have chosen to have nature destroy the men, rather than have the men destroy themselves? What message might the author be conveying about the role of nature and the role of human plans and wishes?

23. If "interlopers" are people who intrude on the affairs of others, what are two possible interpretations of the story's title? Explain these interpretations in an essay using details from the story.
Selection Test

Critical Reading  In the blank, write the letter of the one best answer.

1. When Michener first views Zaqir's rugs he notices right away that they are
   a. old and tattered.
   b. too expensive.
   c. strikingly beautiful.
   d. plain and uninteresting.

2. Readers can infer from Zaqir's repeated visits to Michener's hotel that Zaqir is ___.
   a. lonely
   b. persistent
   c. employed by the hotel
   d. wealthy

3. What can you infer from the fact that Michener continues to talk with Zaqir, even though he is not interested in buying his rugs?
   a. Michener is in need of company.
   b. Michener wants to learn more about local people.
   c. Michener begins to enjoy talking with Zaqir.
   d. The hotel will not stop Zaqir from pestering Michener.

4. When Michener presents reasons for not buying the rugs, Zaqir
   a. becomes hurt and angry.
   b. good-naturedly challenges his reasons.
   c. begins to get discouraged.
   d. offers to remove the rugs from Michener's room.

5. Zaqir is willing to give Michener the rugs and wait for payment. What does this reveal about Zaqir's character?
   a. He is trusting and able to recognize an honest person.
   b. He is overly anxious as a salesperson.
   c. He is foolish.
   d. He desperately wants people to like him.

6. Michener has no checks and feels distressed that he cannot accept Zaqir's bargain price for four rugs. What does his distress say about Zaqir's abilities as a salesperson?
   a. Michener had been totally against buying rugs, but Zaqir is able to change his mind in just a few days.
   b. When trying to make a sale, Zaqir is too eager to lower the prices of his rugs.
   c. Zaqir is not completely effective as a salesperson.
   d. Zaqir mistakenly tries to sell his rugs to people who cannot afford them.

7. What is Michener trying to convey about Zaqir's character by describing his creation of the bank check?
   a. That money is not important to Zaqir
   b. That Zaqir likes travelers
   c. That Zaqir has no business sense at all
   d. That Zaqir is clever, trusting, and willing to go to great lengths to sell his rugs
8. Which of the following details from the story reveals Michener's trust in Zaqir?
   a. He wonders why his check has not been cashed.
   b. Over the course of five years, he continues to send payments for the shipment of the rugs.
   c. He reads many letters from customers who have bought rugs from Zaqir.
   d. He thinks about the other travelers that Zaqir meets.

9. What was the reason for Zaqir's delay in depositing the check?
   a. He knew Michener had not yet received the rugs.
   b. Banks would not honor the check.
   c. He lost the check.
   d. He was using the check as an advertisement.

10. Why do the rugs seem to hold special meaning for Michener?
    a. They cost him well over five hundred dollars.
    b. They are beautifully designed.
    c. They remind him of Zaqir.
    d. They remind him of the old mosque in Afghanistan.

11. What overall impression of Zaqir does Michener try to give readers?
    a. He is a man who likes to travel.
    b. He is honest, persistent, and clever.
    c. He has wonderful taste in rugs.
    d. He is slow in delivering his rugs.

Vocabulary and Grammar  In the blank, write the letter of the one best answer.

12. Zaqir's camel is always _____ with heavy rugs.
    a. improvised
    b. encompassed
    c. ingenious
    d. laden

13. Which of the following sentences contains an error in the use of like or as/as if?
    a. The rugs made Michener's room look like a museum.
    b. It seemed as if Zaqir would never stop trying to sell the rugs.
    c. The merchant seemed like an honest man.
    d. Michener eventually received his rugs like he fully expected he would.

14. Michener could have taken the rugs without paying, but he did not want to _____.
    a. improvise
    b. impose
    c. encompass
    d. impart

15. Which of the following sentences contains an error in its use of like or as/as if?
    a. Michener received a letter from a man serving as the Italian ambassador.
    b. Zaqir always behaved as a true salesperson.
    c. It seemed for awhile like the rugs would never arrive.
    d. Zaqir sold rugs to people who spent time as travelers.
Essay Questions

16. In the final paragraph of “The Rug Merchant,” Michener says “Especially do I remember the man who spent four days ingeniously persuading me to buy.” Write an essay in which you describe why Zaqir is ingenious in getting Michener to buy the rugs. In your essay, address the following questions: What is Michener’s attitude toward buying the rugs at the beginning of the story? How does Zaqir steadily work to change this attitude? Why do you think Zaqir is so convincing?

17. According to Michener, he consistently sent checks to shipping agents over the course of five years because he figured “I’ve invested so much in it already, I may as well risk a little more.” Based on what you know about Michener’s opinion of Zaqir, write an essay explaining why Michener continued to send money. In your essay, address the following questions: Would Michener continue sending money for the rugs over the course of five years if he truly believed he was taking a risk? In what way might he enjoy keeping Zaqir in his life through the strange shipping agent letters?

18. In writing an autobiographical essay, an author often reveals a great deal about his or her character and values. As a reader, you can make inferences about the writer’s character and values based on his or her descriptions of events and portrayals of people. Write an essay in which you make inferences about James Michener based on his description of his experience with the rug merchant. What can you tell about Michener’s character, based on the things he values in Zaqir?
“Combing” by Gladys Cardiff (text page 282)
“Women” by Alice Walker (text page 283)
"maggie and milly and molly and may" by E. E. Cummings (text page 284)
"Astonishment" by Wisława Szymborska (text page 285)

Selection Test

Critical Reading In the blank, write the letter of the one best answer.

1. The speaker in Gladys Cardiff’s “Combing” considers women’s relationships while
   a. combing her own hair.
   b. combing her mother’s hair.
   c. having her hair combed by her mother.
   d. combing her daughter’s hair.

2. When the speaker in “Combing” says “I take her place,” she means
   a. she remembers her own childhood by watching her daughter.
   b. she imagines her mother’s feelings in the same circumstance.
   c. she and her daughter trade places, and the daughter combs.
   d. she understands what her grandmother went through.

3. Which of the following best explains the meaning of “Combing”?
   a. Women understand each other because they take care of each other’s hair.
   b. Combing hair has always eliminated tension between generations.
   c. Through acts as simple as combing hair, women are bound to each other through time.
   d. Hair styles and techniques have changed, but women’s hair has always been important to them.

4. In Alice Walker’s “Women,” the best overall description of the women would be ____.
   a. hopeful
   b. respectful
   c. aggressive
   d. determined

5. When Walker writes about how women led “Across mined/Fields/Booby-trapped/Ditches” she is referring to
   a. World War II technology.
   b. assistance given to the military to restore order.
   c. the danger of pursuing education in the segregated South.
   d. specific terrorist tactics used by those opposed to desegregation.

6. At the end of “Women,” the poet points out that the women’s efforts toward education were all the more remarkable because
   a. they valued education deeply without having it.
   b. there were more difficulties than they could have imagined.
   c. books and desks were hard to come by in the segregated South.
   d. they had so little chance of success.
7. What kind of feeling is conveyed by the lapses in rhyme in "maggie and milly and molly and may"?
   a. Calm
   b. Dramatic
   c. Haunting
   d. Playful

8. In "maggie and milly and mollie and may," when "molly was chased by a horrible thing," the thing she saw was probably a _____.
   a. starfish
   b. seagull
   c. crab
   d. storm

9. One girl came home with a stone "as small as a world and as large as alone." The poet intends to suggest that the girl
   a. left the beach early to bring home a trivial thing.
   b. ignored the real beauty of the ocean in favor of shore objects.
   c. reflected on the whole world and her feelings while viewing the stone.
   d. tried to preserve things while the other girls did not.

10. Which of the following best interprets the meaning of "maggie and milly and molly and may"?
    a. A day at the beach is only a waste of time.
    b. The seashore is a place of rediscovery.
    c. Friends don't always enjoy the same pursuits.
    d. It is easy to make new friends at the beach.

11. When the speaker in "Astonishment" says "At home. not in a nest." she means
    a. Why was I born human and not a bird?
    b. Why am I safe when so many others are not?
    c. Why do I remain inside when I could be out in nature?
    d. Why is the concept of home so basic?

12. When the speaker in "Astonishment" considers her life after "many epochs of absence," she means
    a. that she has been away a long time.
    b. that when she dies she is gone forever.
    c. that she was not here in all time before her life.
    d. that her life has been a long story of loneliness.

13. Ending "Astonishment" with a "growling thing that is called a dog" suggests
    a. that the speaker is startled back to reality.
    b. that nature is hostile to humans.
    c. that daily life is more important than these questions.
    d. that the same questions apply to all things.

14. What is the speaker of "Astonishment" questioning about her existence?
    a. The humorous quality of her life
    b. Its lack of purpose
    c. Its lack of value
    d. Its randomness

15. How does the speaker of "Astonishment" feel about her life?
    a. She has no connection with other people.
    b. It cannot be fully explained or understood.
    c. She feels that she should have lived in another time period.
    d. She feels that she should have lived in another country.
Vocabulary and Grammar  In the blank, write the letter of the one best answer.

16. The word *plaiting* means ___.
   a. mournful  
   b. weaving  
   c. begging  
   d. performing

17. In the following sentence, which label correctly describes *ourselves*?
   We consider ourselves lucky to have known our great-grandparents.
   a. A relative pronoun  
   b. A reflexive pronoun  
   c. An interrogative pronoun  
   d. An intensive pronoun

18. The word *stout* has more than one meaning. Two of its meanings are
   a. thick and loud.
   b. courageous and violent.
   c. loyal and uneducated.
   d. sturdy and brave.

19. In the following sentence, which label correctly describes *yourself*?
   Fix it yourself.
   a. A demonstrative pronoun  
   b. An intensive pronoun  
   c. A reflexive pronoun  
   d. A direct object

20. In this sentence, *ourselves* is
   We ourselves, and no one else, are responsible for our actions.
   a. an intensive pronoun.
   b. an indefinite pronoun.
   c. a reflexive pronoun.
   d. a possessive pronoun.

Essay Questions

21. In “Women,” Alice Walker describes the struggle of her mother’s generation to gain education for their children “Without knowing a page/Of it themselves.” Clearly, these women must have felt strongly about what their children needed. What do you think the next generation “must know”? Write an essay describing what you think will be essential education in the future and explain why you think so.

22. Two of these poems are about ties between generations. In “Combing,” a mother looks at her daughter, and then her own mother and great-grandmother through the action of styling hair. In “Women,” a daughter praises her mother’s generation for fighting a difficult battle for their children. If your children or grandchildren were to write a poem about you someday, would you want them to write about something public, such as your contribution to society, or something more personal and private? Consider the kinds of thoughts the two poets express. Write an essay that explains what you’d like to pass on to the next generation. Explain why the ideas would be valuable to another generation.

23. In “Astonishment,” Wisława Szymborska poses questions about why she—or any of us—exists here and now, and not elsewhere or in some other time. If you could have existed at some other time from the past, what time would you pick, and why? In an essay, explain why you chose that time period.
Unit Test: Moments of Discovery

Critical Reading
In the blank, write the letter of the one best answer.
The questions below are based on the following selection.

_In this excerpt from Esmeralda Santiago's autobiography, When I Was Puerto Rican, a young girl makes an important discovery._

Every day after school, I went to the library and took out as many children's books as I was allowed. I figured that if American children learned English through books, so could I, even if I was starting later. By my fourth month in Brooklyn, I could read and write English much better than I could speak it, and at midterms I stunned the teachers by scoring high in English, History, and Social Studies. During the January assembly, Mr. Grant announced the names of kids who had received high marks in each class. My name was called out three times. I became a different person to the other eighth graders. I was still in 8-23, but they knew, and I knew, that I didn’t belong there.

1. Why did the author think she could learn English from books?
   a. The library let her borrow many books at one time.
   b. She had four months to learn English.
   c. American children learned English through books.
   d. Children's books are easy to read.

2. What conclusion can you draw about the author from this selection?
   a. She was born in America.
   b. She was shy.
   c. She was a good student.
   d. She speaks three languages.

3. Which of the following lines describes a moment of discovery?
   a. Every day after school I went to the library
   b. and took out as many children’s books as I was allowed
   c. I was still in 8-23, but they knew, and I knew, that I didn’t belong there.
   d. I could read and write English

4. Which of the following best describes the author’s progress in learning English after four months?
   a. She could read English but not write it.
   b. She could not understand English.
   c. She could speak Spanish.
   d. She could read and write English better than she could speak it.

5. Who announced the names of students who received high marks?
   a. Mr. Grant
   b. The History teacher
   c. The kids in 8-23
   d. The English teacher

6. Which of the following can you infer about section 8-23?
   a. It was for honors students.
   b. It met half days only.
   c. It was for students who did not get high grades.
   d. It was for students who started in January.
7. From the action in the selection, who do you think Mr. Grant might be?
   a. The History teacher
   b. The school principal
   c. The eighth-grade teacher
   d. The English teacher

8. Why do you think teachers were stunned by the author’s high grades?
   a. She could speak English better than she could read and write it.
   b. She had done well, even though at the start of the year she didn’t know English.
   c. The teachers thought she didn’t like History or Social Studies.
   d. She had had difficulty in school.

9. The author says that after her name was called three times, she became a different person to the other eighth graders. Why do you think this is so?
   a. They were jealous of her high grades.
   b. Until her name was announced, they hadn’t realized how well she read and wrote English.
   c. She made a point of letting everyone know how high her scores were.
   d. She wanted to be associated only with other students who got high marks.

10. What can you learn about the author from this selection?
    a. She prefers reading fiction to nonfiction.
    b. The work at her school in Brooklyn was easier than the work at her old school.
    c. She wanted to learn English.
    d. She had a difficult time in her physical education classes.

Vocabulary and Grammar

The questions below consist of a related pair of words in CAPITAL LETTERS followed by four lettered pairs of words. Choose the pair that best expresses a relationship similar to that of the pair in capital letters.

11. CONDOLENCE : SYMPATHY ::
    a. pain : headache
    b. happiness : contentment
    c. loss : sad
    d. editorial : feature

12. DISHEVEL : DISHEVELMENT ::
    a. appointment : appoint
    b. radiate : radiating
    c. disillusion : disillusionment
    d. reluctant : reluctance

In the blank, write the letter of the one best answer.

13. Which of the following is an example of a complex sentence?
    a. I see a chess set, and I remember her story.
    b. After arriving at the tournament, she took a seat.
    c. Which trophy was her favorite?
    d. When I talk to a child, I realize how much has changed.

14. Which of the following contains an example of a reflexive pronoun?
    a. The girl was angry at herself for not checking out at the boy’s line.
    b. They avoided each other.
    c. She, herself, was the only person to blame.
    d. She chose not to stand in his line: it was too long.
Choose the word(s) that best complete(s) each sentence.

15. ______ Ted and May, who is the ___ chess player?
   a. Among . . . best
   b. Among . . . better
   c. Between . . . best
   d. Between . . . better

16. ______ all the team members, who do you think is ____ likely to excel?
   a. Among . . . more
   b. Among . . . most
   c. Between . . . more
   d. Between . . . most

17. In the word **extrapolate**, the prefix **extra** means ___.
   a. information
   b. conclusion
   c. outside
   d. inside

18. Playing without sheet music, the saxophone player ____ his solo during the concert.
   a. revised
   b. improvised
   c. memorized
   d. envisioned

The following questions are based on the sentence below.

Although I was taller than my brothers, my sister was the tallest child.

19. Which adjective is in the comparative form?
   a. I
   b. My
   c. Taller
   d. Tallest

20. Which adjective is in the superlative form?
   a. I
   b. My
   c. Taller
   d. Tallest

**Essay Questions**

21. Often the words **Eureka** or **Ah ha** signal a moment of discovery; in cartoons, a light bulb often serves that purpose. Identify the **Ah ha** or **Eureka** moment in one of the selections in this unit. Write an essay that points out the moment of discovery; explain the events leading up to it and how that moment affects the character(s) in the story.

22. In some of this unit's selections, relationships between members of different generations lead to discoveries about the continuity of life and the similarities and differences among people of different ages. Choose a selection in which characters of different generations interact—for example, "Combing," "Women," "Rules of the Game," or "Children in the Woods." Write an essay describing what each generation learns from the other, and in the chosen selection, which perspective is emphasized more—that of the younger or of the older generation.
23. Contact between people of different cultures or races can lead to discoveries and new growth, but it can also lead to misunderstanding and conflict. Choose a selection in which such contact occurs, and write an essay explaining whether the outcome is positive or negative, and why.

24. Writers make characters come alive on the page and turn them into real people by describing their mannerisms, gestures, tone of voice, and facial expressions. From the selections in this unit, choose a vivid character, such as Waverly's mother in "Rules of the Game" or Muhammad Zaqir in "The Rug Merchant." Write an essay in which you describe the character's personality and explain how that personality is revealed through details such as mannerisms, gestures, and facial expressions.

25. Some characters dream of a world that is different from the world in which they live. Choose a selection from the unit such as "Both Sides Now," "Checkouts," "Sympathy," "Caged Bird" or "In My Place." Write an essay in which you describe a character's dream and how that dream relates to the problems the character faces. Indicate whether the dream ultimately makes the character's life better or worse.
"The Secret Life of Walter Mitty" by James Thurber (text page 299)

**Selection Test**

**Critical Reading** In the blank, write the letter of the one best answer.

1. The author begins "The Secret Life of Walter Mitty" with a daydream in order to
   a. describe the setting.
   b. introduce the characters.
   c. establish the point of view.
   d. make the reader curious.

2. When Mitty imagines he is about to fly a bomber on a dangerous mission, he sees himself as a figure of ____.
   a. strength
   b. resourcefulness
   c. courage
   d. humor

3. If you were to read between the lines of the following passage, what might you decide?
   "Remember to get those overshoes while I'm having my hair done," she said. "I don't need overshoes," said Mitty. She put her mirror back into her bag. "We've been all through that," she said, getting out of the car. "You're not a young man any longer."
   a. Walter Mitty is older than his wife.
   b. Mrs. Mitty believes her husband needs to be taken care of.
   c. Walter Mitty doesn't feel the weather is bad enough to require overshoes.
   d. Mrs. Mitty is expecting bad weather.

4. The parking-lot attendant offers to park Mitty's car because the attendant
   a. wants to do Mitty a favor.
   b. wants to show off his skills.
   c. thinks Mitty is taking too long.
   d. doesn't trust Mitty's driving.

5. "Why does Mitty race the engine as his wife gets out of the car?" is an example of
   a. finding cause and effect.
   b. setting a purpose for reading.
   c. expecting the unexpected.
   d. asking questions as you read.

6. The specific details in each of Walter Mitty's daydreams are triggered by
   a. problems in his life.
   b. memories of his past.
   c. errands he is trying to remember.
   d. sights and sounds around him.

7. The characters in Mitty's daydreams treat him with
   a. confusion and misunderstanding.
   b. scorn and impatience.
   c. admiration and respect.
   d. fear and nervousness.
8. What feeling does the author want the reader to have toward Mitty?
   a. Admiration for his inventiveness
   b. Sympathy for his unhappiness
   c. Scorn for his retreat from life
   d. Amusement at his difficult marriage

9. Which phrase best describes Mrs. Mitty's feelings about Walter?
   a. Concerned about his health
   b. Irritated by his absentmindedness
   c. Curious about his daydreams
   d. Proud of his accomplishments

10. Walter Mitty daydreams because he is ___.
    a. forgetful
    b. tense
    c. frustrated
    d. bored

11. Why does the author end his story with Mitty facing a firing squad?
    a. The firing squad reflects the hopelessness of Mitty's life.
    b. The behavior of his wife makes Mitty wish he were dead.
    c. The death of a character is a good way to end a story.
    d. It is the most exciting daydream Mitty has ever had.

12. "The Secret Life of Walter Mitty" is a story about a man who
    a. uses his imagination to escape from reality.
    b. lives a life of unusual adventures.
    c. marries a woman above his social class.
    d. believes his dreams are reality.

13. Walter Mitty's secret life
    a. arises because of his old age.
    b. keeps him away from home for days at a time.
    c. is unknown to his wife, who assumes he is just a mild-mannered man.
    d. is simply his habit of daydreaming about exciting things.

14. By taking readers inside the mind of Walter Mitty, the author
    a. shows how unpleasant Mrs. Mitty really is.
    b. demonstrates how the fantasies of an old, senile man work.
    c. shows how confused Mitty really is.
    d. reveals the imaginative thoughts of an unhappy man.

15. The effect of the limited third-person point of view is that
    a. readers get the opinions of someone who has seen how Mr. and Mrs. Mitty treat each other.
    b. readers are led to sympathize with Walter Mitty.
    c. readers get a biased version of the real story.
    d. the narrator reveals only Walter Mitty's actions, words, and thoughts.

16. The limited third-person point of view is particularly effective in this story because
    a. it provides an unbiased account from an outside source.
    b. Mrs. Mitty has other opinions about Walter Mitty's daydreaming.
    c. much of the story takes place inside Walter Mitty's head.
    d. it allows readers to get to know all the characters.
Vocabulary and Grammar  In the blank, write the letter of the one best answer.

17. Choose the item that correctly identifies the pronouns and antecedents in the following sentence from Thurber's story.
   Walter Mitty stopped the car in front of the building where his wife went to have her hair done.
   a. his—car, singular masculine; her—hair, plural feminine
   b. where—building, singular masculine; done—hair, plural feminine
   c. his—Walter Mitty, singular masculine; her—wife, singular feminine
   d. his—car, singular neuter; her—wife, singular feminine

18. The District Attorney speaks insinuatingly to Walter Mitty in his daydream. This means he is
   a. questioning Mitty closely.
   b. hinting at something indirectly.
   c. boldly accusing Mitty of being guilty.
   d. speaking out of turn in the courtroom.

19. Choose the sentence in which all pronouns and antecedents agree in gender and number.
   a. Mitty's daydreams, in spite of their details, are pure folly for him.
   b. Either of the Mittys would be perfectly pleasant if you met them.
   c. If you saw Mrs. Mitty, you might recognize him from her husband's description.
   d. Mr. and Mrs. Mitty gave puppy biscuits to his dog.

20. In the word inscrutable, the root -scrut-, the prefix in-, and the suffix -able together give you hints that the meaning of the word has to do with
   a. someone who is unable to take care of himself.
   b. a table that has not been put together properly.
   c. a view that is blocked by something.
   d. something that cannot be examined.

Essay Questions

21. In an essay, compare and contrast how Walter Mitty is treated in his real life with how he is treated in his imaginary life. How do you account for the differences between the two lives? What conclusions can you draw from the content of Mitty's daydreams?

22. What do you know about Walter Mitty's personality? In an essay, support your opinions with examples from the story that draw on Mitty's real-life actions and daydreamed actions. Include in your essay any conclusions you drew by reading between the lines.

23. In an essay, define a limited third-person point of view, and explain why you think Thurber chose it for this story. How does Thurber use it? What effect does the limited third-person point of view have on the story?
Critical Reading In the blank, write the letter of the one best answer.

1. What is the true identity of the traveler?
   a. The new owner of the buffet  
   b. A tourist  
   c. The new inspector-general  
   d. The old inspector-general

2. What is the subject of the conversation between the driver and the traveler?
   a. The inspector-general  
   b. The quality of the food at the buffet  
   c. The accommodations available in town  
   d. The quality of the roads

3. Why does the inspector-general disguise his identity?
   a. He doesn't want the old inspector to know who he is.  
   b. He wants to surprise the townspeople with an unexpected inspection.  
   c. He is wanted by the police.  
   d. He is embarrassed to be seen in town.

4. Irony is
   a. a contrast between characters.  
   b. a contrast between an expected and actual outcome.  
   c. verbal humor.  
   d. an unexpected event in the plot.

5. How is information about the inspector-general's personal habits passed along to the townspeople?
   a. By anonymous letter  
   b. Through the post office  
   c. By telegraph  
   d. Through gossip by the inspector's servants

6. What is the purpose of the traveler's questions about the new inspector-general?
   a. To find out how much is known about his identity and his visit  
   b. To find out if the inspector-general is welcomed by the townspeople  
   c. To find out if the inspector-general is well liked  
   d. To find out if he has arrived yet

7. Which device (a–d) is used in the following passage?
   TRAVELER. So, what do you reckon? Any good, is he? (The DRIVER turns around.)
   DRIVER. Oh yes, he's a good one, this one.
   a. Double negatives  
   b. Dramatic irony  
   c. Verbal irony  
   d. Irony of situation

8. The word that best describes the character of the new inspector-general is _____.
   a. anonymous  
   b. ineffective  
   c. sly  
   d. incognito
9. In the following passage, what is ironic about the driver's description of the new inspector-general?

Well, now, he creeps out of his office, so none of them up there see him go. He hops on a train just like anyone else, just like you or me. When he gets off, he don't go jumping into a cab or nothing fancy. Oh, no. He wraps himself up from head to toe so you can't see his face, and he wheezes away like an old dog so no one can recognize his voice.

a. The driver describes him as a cat.
b. The inspector actually goes about his work quietly and anonymously.
c. Despite the inspector's efforts, everyone knows where and who he is.
d. He actually prefers traveling by train and cart.

10. In the following passage, why does the traveler say, "So I gather"?

TRAVELER. Wheezes? That's not wheezing! That's the way he talks! So I gather.

a. To act as if he knows very little about the new inspector
b. To try to cover up his verbal blunder about his speaking voice
c. To defend the new inspector
d. To confuse the driver

11. How are the old and new inspectors-general alike?

a. They are respected government officials.
b. They are very good at their jobs.
c. They enjoy their work.
d. They are ineffective at their jobs.

12. What evidence in the following passage suggests that from the beginning the driver is aware of the traveler's identity?

DRIVER. Oh, no. The new one goes everywhere on the quiet. Creeps around like a cat. Don't want no one to see him, don't want no one to know who he is.

a. The driver says that he "creeps around like a cat."
b. The driver correctly describes the methods of the inspector who is incognito.
c. He knows that the new inspector goes everywhere.
d. He isn't afraid to describe the inspector's methods.

13. At the end of the play, why does the traveler order the driver to turn around?

a. He doesn't feel well.
b. His visit would be useless.
c. He realizes that neither his identity nor his visit is a surprise.
d. He doesn't want to run into the inspector-general.

14. Why is the traveler so startled to hear the driver describe the inspector's drinking habits?

a. The driver's description is inaccurate.
b. The inspector has never tried to conceal his drinking habits.
c. The inspector thought that he had effectively concealed his drinking habits.
d. The inspector doesn't drink alcohol.

15. In the following passage, why is the driver's closing remark ironic?

Though if I know the old devil, he's like as not turned around and gone home again himself.

a. The driver incorrectly assumes the inspector has returned home.
b. The driver knows that the inspector must return home due to the unexpected failure of his disguise.
c. The inspector has fooled everyone, including the driver.
d. The inspector's visit is complete.
Vocabulary and Grammar In the blank, write the letter of the one best answer.

16. Identify the two sentences that are correct revisions of the sentence, "He don't make no trouble."
   I. He doesn't make no trouble.
   II. He doesn't make any trouble.
   III. He don't make any trouble.
   IV. He makes no trouble.
   a. I and II
   b. II and III
   c. II and IV
   d. III and IV

17. The word anonymous means
   a. in disguise.
   b. without a known or acknowledged name.
   c. infamous.
   d. notorious.

18. Traveling __, the new inspector-general wore dark glasses and a long overcoat.
   a. anonymous
   b. synonymous
   c. infamous
   d. incognito

19. The word trundle means
   a. to roll along.
   b. to travel.
   c. to wear a disguise.
   d. to serve refreshments.

20. Which sentence in a-d correctly revises the double negatives in this sentence, "The traveler thinks that nobody knows nothing about him"?
   a. The traveler doesn't think that anyone knows nothing about him.
   b. The traveler thinks that anybody knows anything about him.
   c. The traveler thinks that nobody knows anything about him.
   d. The sentence is correct.

Essay Questions

21. Chekhov withholds the traveler's identity but gives key details that allow you to draw a conclusion about his identity. Write an essay listing the details that reveal the traveler's identity and explain why they reveal it.

22. In his play, Chekhov uses three kinds of irony: verbal irony, dramatic irony, and irony of situation. In an essay, provide one example of each type of irony used in the play and explain why Chekhov might have created such irony.

23. Consider the many details Chekhov includes about the methods and function of the inspector-general and his relationship to daily life in a Russian village. How might the old and new inspectors-general symbolize for Chekhov the role of government in village life? How would you characterize that role with regard to the performance of each inspector? How do the villagers regard and respond to their presence? In an essay, answer these questions and support your thinking with examples from the play.
"Go Deep to the Sewer" by Bill Cosby (text page 318)
"Fly Away" by Ralph Helfer (text page 324)

Selection Test

Critical Reading  In the blank, write the letter of the one best answer.

1. In "Go Deep to the Sewer," Bill Cosby writes about
   a. modern congestion in his native Philadelphia.
   b. sanitation concerns that affected his childhood.
   c. childhood games in unusual locations.
   d. the early athletic career that brought him success.

2. When Cosby writes that he was “hoping that a football would hit me before a Chevrolet did,” he is referring to
   a. the abnormal setting and the way children love to play.
   b. his hopes for an athletic scholarship to Temple University.
   c. his mother’s objection to his use of the family car.
   d. his poor athletic skills and fear of traffic.

3. Junior Barnes was always the quarterback because
   a. he was occasionally crazy as Albert said.
   b. he knew how to diagram plays with trash.
   c. he was the oldest boy and the leader.
   d. he was the best passer on the street.

4. Why couldn’t Cosby catch passes with “the easy grace” of his heroes?
   a. He could only dream of a career at Temple University.
   b. There was no room to run the sweep.
   c. His mother was concerned he would be hit by traffic.
   d. He was too small to grab the ball firmly.

5. One serious issue underlying Cosby’s humorous remembrance is
   a. the lack of safe conditions for the boys.
   b. the hopelessness of their poverty.
   c. unsolved traffic problems in urban areas.
   d. the way childhood has changed since his youth.

6. What is a Spaldeen?
   a. A worn out baseball
   b. A warning cry
   c. A pink rubber ball
   d. An unusual brand name

7. What game is most closely related to stickball?
   a. Street hockey
   b. Baseball
   c. Lacrosse
   d. Football

8. When Junior hits a “two-sewer shot,” he has
   a. hit the ball a long distance.
   b. hit the ball into the sewer.
   c. hit the ball too far to be recovered.
   d. hit a foul ball.
9. Why is it funny when the car drives off leaving no third base?
   a. The car narrowly misses being hit by the ball.
   b. One of the players has gone into the car.
   c. The ball flew through the car window.
   d. Real baseball has no rule for such a situation.

10. A central truth of "Go Deep to the Sewer" is
    a. the conditions of less advantaged people should be improved.
    b. childhood is a time of play regardless of circumstance.
    c. the world has changed dramatically since those days.
    d. children face potential danger even at play.

11. Ralph Helfer, author of "Fly Away," is primarily
    a. an animal trainer.
    b. an entomologist.
    c. a writer.
    d. a film director.

12. Why won't conventional training methods work for Helfer's task?
    a. There is not enough time to prepare.
    b. There are too many flies required.
    c. The flies are required to do two separate things.
    d. Flies are not trainable in the usual sense.

13. What is unusual or unexpected about Helfer's feat?
    a. That anyone could get a fly to perform on cue
    b. Helfer's cleverness in getting an entomologist's help
    c. The film director's amazement at Helfer's success
    d. How Helfer builds suspense in the story

14. Why does Helfer not tell the film crew how he's going to manage the flies?
    a. He has only enough flies for two attempts.
    b. He is unsure whether his scheme will work.
    c. He makes the feat seem even more miraculous.
    d. The director might not double the fee.

Vocabulary and Grammar In the blank, write the letter of the one best answer.

15. The "fields" allowed little "lateral movement." This statement means that
    a. the players could not run forward.
    b. the players had to move slowly.
    c. there was no room to go sideways.
    d. the "fields" were always crowded.

16. A decoy is a
    a. sign
    b. lure
    c. plan
    d. gesture

17. In the following sentence, which is the adjective clause?
    ... he had thrown the ball to someone who should have been catching it with a
    butterfly net.
    a. he had thrown the ball
    b. to someone who
    c. with a butterfly net
    d. who should have been catching it with a butterfly net.
18. Which statement correctly describes the following sentence?

The essence of childhood, of course, is play, which my friends and I did endlessly on streets that we reluctantly shared with traffic.

a. This sentence has no adjective clauses.
b. This sentence has one adjective clause.
c. This sentence has two adjective clauses.
d. This sentence has three adjective clauses.

19. In the following sentence, which phrase correctly describes the clause “that they were all hybrid”?

An added plus was the fact that they were all hybrid, incapable of breeding.

a. An adjective clause modifying hybrid
b. An adjective clause modifying fact
c. An adjective clause modifying plus
d. An adjective clause modifying breeding

20. The word **skeptical** means ____.

a. ambiguous
b. unbelieving
c. unstable
d. puzzled

**Essay Questions**

21. When you hear the word “sports,” what comes to your mind? For some people, watching or participating in organized sports offers pleasure and interest. For others, jogging or playing Frisbee—playing for the fun of it with no games or goals—is ideal recreation. Write an essay explaining whether you prefer organized or informal sports, and why.

22. “Go Deep to the Sewer” and “Fly Away” contain very different approaches to humor, yet both offer memorable and enjoyable reading. In what ways are they different? In what ways are they alike? Compare and contrast these two humorous remembrances in an essay and identify what makes the writing funny.

23. Many writers and comedians have found childhood to be a gold mine of humorous material. Bill Cosby is one of the most well known, but others, such as Ray Romano and Rosie O'Donnell, have made careers drawn from childhood memories. What is it about childhood that makes it such a rich source of humor? Write an essay that explores this topic. Use examples from the selection and from your own experience to support your ideas.
Critical Reading In the blank, write the letter of the one best answer.

1. What is the author's main reason for visiting entomologist Louis Sorkin?
   a. She is interested in studying the habits of insects with an expert.
   b. She wants Sorkin to identify the insects in her home and explain how she might get rid of them naturally.
   c. She is collecting insects for a project.
   d. She wants Sorkin to suggest strong pesticides that will not be toxic to her.

2. What is the author's attitude toward insects when she first visits Sorkin?
   a. She despises all insects and always has.
   b. She is terrified of insects.
   c. She is both fascinated and repulsed by insects.
   d. She thinks of insects as her friends and wants them to thrive.

3. When the author says "Bugs are microcosms and microcosms are metaphors," she means that
   a. bugs are small versions of the world.
   b. bugs are annoying.
   c. there are too many bugs in the world.
   d. bugs are poetic.

4. If your purpose for reading "An Entomological Study of Apartment 4A" is to gather scientific facts about insects, which of the following lines would stand out to you?
   a. A black crawly thing with more legs than the Rockettes had staked out the north bedroom wall.
   b. Sorkin's desk is littered with dental tools, mail, baby food jars and mugs with spoons—roach heaven.
   c. Sorkin explains that roaches have a three-stage metamorphosis, going from egg to wingless nymph to adult.
   d. The next morning, while I'm getting coffee, a juvenile roach heads for the food processor.

5. Instead of learning how to start "biological warfare" against insects in her apartment, what does the author seem to learn during her first visit to Sorkin's office?
   a. She learns that she must move from her apartment.
   b. She learns that Sorkin does not know as much about insects as she thought he would.
   c. She learns how to find more cockroaches and houseflies in her home.
   d. She learns to view insects as complicated and interesting beings.

6. What is significant about the fact that the author finds poignancy in a dead cockroach carrying an egg case?
   a. She is beginning to identify and sympathize with the insects in her apartment.
   b. She is obviously repulsed by the sight of dead cockroaches.
   c. She does not understand why Sorkin was unable to solve her problem immediately.
   d. She is no longer able to tolerate the insects in her apartment.
7. "An Entomological Study of Insects" is a typical feature article because it
   a. describes the habits of insects.
   b. reveals the thoughts and feelings of the author.
   c. entertains readers and provides information about an interesting subject.
   d. describes a problem using humor.

8. The author is most impressed with Sorkin's
   a. office.
   b. friendliness.
   c. willingness to help.
   d. knowledge of insects.

9. Which of the following passages adds human interest to the article?
   a. Chilopoda have their front legs modified to inject venom.
   b. There are two species of certain follicle mites around the nose and forehead.
   c. Normally I admire bugs... As a child, I collected them in glass cigar tubes my
      father brought home from his restaurant.
   d. A strawberry root weevil. It's an outdoor weevil that sometimes comes into homes
      as it migrates.

10. What does the author mean by the following comment?
    "That's when it hits me: I've neglected my prime bug habitat."
    a. She needs to go back to the museum immediately.
    b. She realizes that there are more insects than ever before in her apartment.
    c. She realizes that she must destroy the insect world in her apartment.
    d. She realizes that she has not fully explored the insect world in her apartment.

11. If your purpose for reading "An Entomological Study of Apartment 4A" is to get an
    ordinary person's perspective on living with insects, which of the following lines
    would interest you most?
    a. This is a belostomadid, or true water bug, from Thailand.
    b. Centipedes don't have a hundred legs.
    c. Living close to nature, even on a tiny scale, is a privilege in a city.
    d. Sorkin is encyclopedic.

12. Which of the following lines best shows that "An Entomological Study of Apartment
    4A" is an informative feature article?
    a. It would not destroy the balance of nature if all pest species were eliminated from
       apartments, since that's not their natural habitat anyway.
    b. Sorkin shows me a jar of preserved insects saved at the 100th anniversary dinner
       of the New York Entomological society.
    c. The phone rings. It rings all day. Louis Sorkin is the 911 of insect emergencies.
    d. I head home wondering about the strawberry root weevil.

13. Which of the following passages demonstrates most the author's use of humor in her
    article?
    a. "So, if I introduce more Chilopods, they'll get rid of the roaches?"
    b. Sorkin checks sweepings from the back-room closet shower.
    d. Even though we find them that way, insects don't always die on their backs.

14. How does the author feel after her last meeting with Sorkin?
    a. Satisfied with the interesting information she received
    b. Angry that Sorkin did not solve her problem
    c. Hopeless
    d. Eager to spray pesticides again
15. According to the author, what is significant about the insect ritual of tapping each other with antennae "to check out who they're dealing with"?
   a. It shows that insects are dangerous.
   b. It is similar to some human rituals such as shaking hands.
   c. It shows that insects live together peacefully.
   d. It shows that insects are intelligent.

16. Which of the following statements summarizes the main point of the article?
   a. Entomology is a complicated and difficult field of study.
   b. Insects need to be eliminated from the world.
   c. Insects breed in filthy environments.
   d. The insect world is interesting and quirky, not unlike the world of humans.

Vocabulary and Grammar In the blank, write the letter of the one best answer.

17. Which of the following sentences contains a participial phrase?
   a. The narrator visits the American Museum of Natural History.
   b. Scratching his arm, Sorkin tells the narrator that German cockroaches are called Belgian cockroaches in Germany.
   c. Together they study immature German cockroaches.
   d. He carefully studies a bug in a colander, under some grapes.

18. Sorkin's tarantula seems ready to pounce like "a furry ball of ________ ."
   a. microcosm
   b. malevolence
   c. metaphors
   d. tranquillity

19. Which of the following sentences contains a participial phrase?
   a. The narrator shows Sorkin a bug suspended in liquid.
   b. Sorkin helps the narrator load containers back into the shopping bag.
   c. She retrieves hundreds of insects from a glass ceiling fixture.
   d. Sorkin shows the narrator a furry tarantula.

20. Sorkin was ________ as an entomologist after his discovery of a previously unknown parasitic moth mite.
   a. imagined
   b. immortalized
   c. bored
   d. malevolent

Essay Questions

21. The narrator’s attitude toward the insects in her apartment is changed by what she learns from Louis Sorkin. In a short essay, describe how she shows this change in attitude.

22. In an essay, describe why “An Entomological Study of Apartment 4A” can be considered a human interest story. As you write, answer the following questions: What parts of the story focus on interesting aspects of the narrator and of entomologist Louis Sorkin? Why is this article called a human interest story and not an essay about the insect world?

23. Throughout “An Entomological Study of Apartment 4A,” the author makes comparisons between the world of insects and the world of humans. What are some of the comparisons she makes? What is the author trying to say about the two worlds by making these comparisons? Answer these questions in an essay.
Selection Test

Critical Reading  In the blank, write the letter of the one best answer.

1. What warning is given to the boy in the poem "Jabberwocky"?
   a. Beware of the borogoves.
   b. Beware of the Jabberwock, the Jubjub bird, and the Bandersnatch.
   c. Be careful with the vorpal sword.
   d. Do not be late in getting home.

2. In "Jabberwocky," what draws the boy into the "tulgey wood"?
   a. The mimsy borogoves.
   b. The need to hunt and gather food.
   c. The wish to slay his longtime foe.
   d. The need to find his missing sword.

3. What makes "Jabberwocky" a humorous poem?
   a. The descriptions of the boy and his father
   b. Its adventure theme
   c. The boy's fighting techniques
   d. Nonsense words and descriptions of unusual creatures

4. How is the boy feeling when he returns to his father after meeting with the Jabberwock?
   a. Discouraged
   b. Triumphant
   c. Frightened
   d. Angry

5. What is the best description of Lewis Carroll's "Jabberwocky"?
   a. A nonsense poem
   b. An adventure story
   c. An ironic criticism
   d. A ballad

6. The most likely reason Eliot wrote the poem "Macavity: The Mystery Cat" was to
   a. attack the methods of the English police.
   b. explain the poet's well-known love of cats.
   c. make a serious study of feline behavior.
   d. write a funny poem about a make-believe cat.

7. Eliot repeats the line "Macavity's not there!" to
   a. identify who committed the crimes.
   b. give a clue to Macavity's location.
   c. emphasize the frustration of the police.
   d. explain why Macavity is never caught.
8. Which of the following lines features a humorous contrast between the formal diction of the speaker and the actual behavior of Macavity?
   a. He's outwardly respectable. (They say he cheats at cards.)/And his footprints are not found in any file of Scotland Yard's.
   b. His coat is dusty from neglect, his whiskers are uncombed.
   c. Macavity's a Mystery Cat: he's called the Hidden Paw—
   d. He's broken every human law, he breaks the law of gravity.

9. Which of the following lines is humorous because it combines serious details with ridiculous, amusing details?
   a. And when the Foreign Office find a Treaty's gone astray,/Or the Admiralty lose some plans and drawings by the way,/There may be a scrap of paper in the hall or on the stair.
   b. You'll be sure to find him resting, or a-licking his thumbs,/Or engaged in doing complicated long-division sums.
   c. Macavity, Macavity, there's no one like Macavity.
   d. He always has an alibi, and one or two to spare.

10. According to the speaker, what do people say about other cats who are guilty of wicked deeds?
    a. They will replace Macavity when he leaves town.
    b. They try to find Macavity and beat him at his own game.
    c. They outsmart Macavity.
    d. They are nothing more than agents for Macavity, who controls their operations.

11. What makes Macavity "The Napoleon of Crime"?
    a. His appearance
    b. The fact that he would like to be an emperor
    c. The fact that he is a leader in the criminal world
    d. His ability to get away with it

12. According to the campesino in "Problems With Hurricanes," what should people fear during hurricanes?
    a. Flying fruits
    b. Flooding
    c. Strong winds
    d. The destruction of buildings

13. Which of the following lines from "Problems With Hurricanes" is humorous because it combines serious details with ridiculous, amusing details?
    a. With hurricanes it's not the wind/or the noise or the water.
    b. The campesino takes off his hat—as a sign of respect/toward the fury of the wind
    c. Death by drowning has honor/If the wind picked you up/and slammed you/Against a mountain boulder/This would not carry shame
    d. How would your family/feel if they had to tell/The generations that you/got killed by a flying/Banana.

14. On what does the campesino in "Problems With Hurricanes" place great importance?
    a. Having a noble death
    b. Surviving hurricanes
    c. Protecting one's home during a hurricane
    d. Respecting the strength of a hurricane
15. What makes “Problems With Hurricanes” a humorous poem?
   a. The Campesino’s mannerisms
   b. Language describing the wind of a hurricane
   c. Language describing fruit as frightening and dangerous
   d. The idea of a destructive hurricane

Vocabulary and Grammar  In the blank, write the letter of the one best answer.

16. Considering both the sound of the word and the way it’s used in the phrase “shun the frumious Bandersnatch,” what does the word frumious mean?
   a. Fraudulent
   b. Frumpy
   c. Frustrated
   d. Furious

17. What part of speech is the word beamish in the following line?
   Come to my arms, my beamish boy!
   a. Noun
   b. Verb
   c. Adjective
   d. Adverb

18. What part of speech is borogoves in the following line?
   All mimsy were the borogoves . . .
   a. Verb
   b. Adjective
   c. Noun
   d. Adverb

19. Although Macavity is a cat, people know him as a monster of crime and terrible
   a. suavity
   b. levitation
   c. depravity
   d. bafflement

20. Objects become ________ in the strong winds of a hurricane.
   a. fruit
   b. projectiles
   c. plantains
   d. projects

Essay Questions

21. In a short essay, describe the character of Macavity the Mystery Cat. What details does T. S. Eliot use to show Macavity’s personality and appearance? How do people feel about Macavity?

22. In Lewis Carroll’s poem “Jabberwocky,” why does the young boy want to kill the Jabberwock? What kind of creature is the Jabberwock? How can you tell? Why do you think the boy returns to his father with the Jabberwock’s head? What does this action show about his true reason for wanting to slay the monster? Answer these questions in an essay.

23. Write an essay describing how the writers of the poems “Jabberwocky,” “Macavity: The Mystery Cat,” and “Problems With Hurricanes” create humor by contrasting serious details and events with amusing and ridiculous details and events.
Critical Reading  In the blank, write the letter of the one best answer.

1. What talks to the farmer first?
   a. A dog
   b. A cow
   c. A yam
   d. A stone

2. Which statement best characterizes the farmer?
   a. He is a simple person.
   b. He believes that animals and nature are his possessions.
   c. He obeys authority.
   d. Rather than face his fears, he runs from them.

3. Why does the fisherman run?
   a. He is alarmed by the farmer's story.
   b. He is frightened when his fish trap speaks to him.
   c. He believes the farmer is crazy.
   d. He is rushing to the chief to tell him his story.

4. The weaver responds calmly to the farmer's and fisherman's stories because he
   a. is accustomed to objects that talk.
   b. is trying to trick the men.
   c. believes the men are crazy and is simply humoring them.
   d. is crazy himself.

5. Which is the best explanation of why the animals and objects suddenly begin to talk?
   a. They have fallen under a spell.
   b. They are tired of being subjected to the whims of humans.
   c. They are characters in a drama.
   d. They want to rise up against humans.

6. Which aspect of human nature does "Talk" ridicule?
   a. Lack of imagination
   b. Refusal to believe anything not known through personal experience
   c. Rural life
   d. Fear of the unknown

7. Which situation involving the bather is illogical?
   a. He is bathing in the ford in the river.
   b. He responds to the stories by asking, "Is that why you're running?"
   c. The river answers his question with a question.
   d. He jumps out of the water and begins running.

8. As characters in a folk tale, the farmer, fisherman, weaver, bather, and chief might represent
   a. varying social positions in the culture.
   b. different emotions.
   c. the different geographical regions of the country.
   d. periods of cultural development within the culture.
9. The short, simple narrative and repeated dialogue are clues indicating that “Talk”
a. features humorous characters.
b. contains illogical situations.
c. originated in West Africa.
d. is a folk tale.

10. The chief believes that “Nonsense like that upsets the community” because
a. only he should determine the community’s rules.
b. like most humans, he has difficulty accepting the unexplained.
c. community members cannot think for themselves.
d. he lacks a sense of humor.

11. Why does the story end with the chief and his talking stool?
   a. The chief is the smartest and most logical of all the human characters.
   b. The stool makes the funniest and most illogical statement.
   c. As the human character with the most authority, the chief demonstrates that
even respected people can be narrow-minded.
   d. Only an authority figure such as the chief can halt the chain of increasingly illogical situations.

12. Which is the best summary of “Talk”?
   a. People become frightened when animals and inanimate objects begin speaking to them.
   b. A farmer becomes angry, and then afraid, when his possessions start talking back to him.
   c. The chief tells the men of his village to stop spreading wild stories, only to hear his own stool talk after the men leave.
   d. A series of frightening situations occurs outside the city of Accra.

13. Which event is an example of an illogical situation from “Talk”?
   a. The frightened farmer runs toward his village.
   b. The fisherman throws his fish trap on the ground.
   c. The weaver’s bundle speaks.
   d. The chief listens patiently to the men’s stories.

14. Which element best defines “Talk” as a humorous folk tale?
   a. The setting
   b. The stool
   c. The farmer
   d. The far-fetched situations

Vocabulary and Grammar In the blank, write the letter of the one best answer.

15. Before he reaches the chief, the farmer will ___ his story several times.
   a. refrain
   b. revise
   c. recite
   d. refer

16. Which part of the following sentence is an adverb clause?

   “The man became angry, because his dog had never talked before . . . .”

   a. The man became angry
   b. because his dog had never talked before
   c. became angry
   d. dog had never talked
17. Which sentence contains an adverb clause that tells *when*?
   a. While he was digging, one of the yams said to him, "Well, at last you're here."
   b. The farmer turned around and looked at his cow in amazement.
   c. The man was getting very upset about the way things were going.
   d. On the way he met a fisherman going the other way with a fish trap on his head.

18. In which sentence does *refrain* mean "a repeated verse or group of verses"?
   a. As hard as I tried, I couldn't remember the words of the refrain.
   b. Please refrain from whistling in the library.
   c. What could refrain the objects from speaking?
   d. I had to refrain from giving away the story's ending.

19. Which sentence contains an adverb clause?
   a. The cow was chewing her cud and looking at him.
   b. He put the branch down gently on a stone.
   c. Wouldn't you run if you were in their position?
   d. They ran down the main street of the village to the house of the chief.

20. Choose the word or phrase that is closest in meaning to the word *refrain*.
    a. Offer
    b. Limit
    c. Stop
    d. Ration

**Essay Questions**

21. A humorous folk tale uses simple characters and far-fetched situations to make a point about human nature. Do you think "Talk" is a successful humorous folk tale? In a brief essay, support your opinion with evidence from the story.

22. The illogical situations in "Talk" give you clues that the story is fantasy. What do the illogical situations add to the story? How might they be distracting? Consider the effects of illogical situations on the story, and write a brief essay analyzing those effects.

23. The human characters in "Talk" believe they are grounded in reason. However, their responses to unexpected situations reveal otherwise. In a brief essay, examine the importance of illogical situations in conveying the story's theme; use specific examples from the story to support your opinions.
Critical Reading In the blank, write the letter of the one best answer.

1. Which of the following best describes Mr. Johnson's attitude and appearance in the opening paragraph of the story?
   a. He seems completely satisfied with himself and the day.
   b. The weather makes him happy, but his feet hurt.
   c. He feels very good, but the sky looks ominous.
   d. He was optimistic about the day but slightly embarrassed by his tie, which was too bright.

2. To help the woman who is moving to Vermont, Mr. Johnson watches her little boy and
   a. makes sure the movers don't scratch her furniture.
   b. provides peanuts and candy for the boy to eat on the train.
   c. recommends a good place to look for an apartment in Greenwich.
   d. gives her the name of a good friend in Greenwich on whom she can call if she needs help.

3. The fact that Mr. Johnson purposely tries "his winning smile" on Miss Kent indicates that
   a. he has seen other people use this technique.
   b. he uses this technique on other people to get his way.
   c. Miss Kent has just tried her winning smile on him.
   d. he thinks that Miss Kent is about to knock him down again.

4. What leads Mr. Johnson to offer to pay Miss Kent for her time?
   a. Miss Kent is crying when Mr. Johnson encounters her on the sidewalk.
   b. Miss Kent is dressed so poorly that Mr. Johnson assumes she really needs the money.
   c. Miss Kent wrongly assumes Mr. Johnson is a beggar; he wants to set her straight.
   d. Miss Kent expresses concern about being late and not getting paid.

5. In the following passage, what motivates Mr. Johnson to choose this particular man?
   a. The man looks successful, which makes Mr. Johnson want to introduce him to Miss Kent.
   b. The man bumps into Mr. Johnson, just as Miss Kent did.
   c. The man is sloppily dressed and Mr. Johnson wants to stop him from going to his office, where he would look foolish.
   d. The man looks hurried and Mr. Johnson wants to get him to relax.

6. Why is the following statement inconsistent with Mr. Johnson's previous actions or statements?
   "That's what bothers me most about people nowadays," Mr. Johnson complained broadly to the people passing. "No matter whether they've done anything or not, they always figure someone's after them. . . ."
   a. Mr. Johnson does not usually talk to strangers.
   b. Other people on the street haven't figured "someone's after them."
   c. This is the only time Mr. Johnson tries to knock someone down.
   d. This is the first time Mr. Johnson does anything negative like complain.
7. Mr. Johnson helps Miss Kent and Mr. Adams by
   a. introducing them to each other.
   b. showing them how to get someone’s attention on a busy sidewalk.
   c. pointing out that they should take time to enjoy themselves.
   d. giving them money, which they both need very much.

8. Why does Mr. Johnson assume that Miss Kent and Mr. Adams will go somewhere together instead of just taking his money and going to work?
   a. Mr. Adams thinks of running off, but he stops to ask Mr. Johnson about it.
   b. They have already agreed to go somewhere together.
   c. Miss Kent looks too honest to take someone’s money.
   d. Mr. Adams assumes the money is counterfeit so he would not benefit by running off.

9. Why is the sleeping mother amused by Mr. Johnson?
   a. He is feeding candy to her children.
   b. He is surrounded by pigeons who are eating his peanuts.
   c. He appears to be a kind, harmless gentleman who has watched over her children.
   d. He is carrying her children around on his shoulders, making them laugh.

10. Mr. Johnson has a difficult time catching a taxi because
    a. he allows other people who are in more of a hurry to go first.
    b. the traffic is so heavy.
    c. there are few taxis passing by.
    d. other people keep pushing him aside.

11. What seems to motivate most of Mr. Johnson’s actions?
    a. He is a busybody who can’t resist getting involved in people’s affairs.
    b. He is genuinely helpful and friendly.
    c. He is insecure and needs to interact with strangers to boost his self-esteem.
    d. He is jobless and has to stay out of the house all day so his wife won’t find out.

12. How does this passage hint that Mr. Johnson is not what he seems?
    “You take that ten dollars and I’ll give you another ten dollars to go with it, and you go right ahead and bet that money on any Thursday on any horse that has a name indicating...let me see, Thursday...well, grain. Or any growing food.”
    a. It tells us that Mr. Johnson gambles, though we haven’t seen him gambling.
    b. It indicates that Mr. Johnson is superstitious, though he has not displayed superstitious behaviors prior to this.
    c. It reveals a knowledge of mythology and astrology.
    d. It reveals an apparent approval of and knowledge about betting on horses, which does not seem to fit with the behaviors we have seen so far.

13. The ending of the story comes as a surprise because
    a. Mr. Johnson seems so genuinely pleasant and the title has told us that this is an ordinary day.
    b. the narrator had not indicated that Mr. Johnson was married.
    c. after being nice all day, Mr. Johnson is unpleasant to his wife.
    d. Readers still expect Mr. Johnson to arrive at his office building.

14. Which of the following sentences from the story could have hinted at the surprise ending, if you had been looking for hints?
    a. He remembered to fill his pockets with candy and peanuts, and then he set out to get himself uptown.
    b. He did not follow the same route every morning, but preferred to pursue his eventful way in wide detours, more like a puppy than a man intent upon business.
    c. “Nothing at all,” said Mr. Johnson gallantly. “Where in Vermont are you going?”
    d. He tried his winning smile on her but it did no more than keep her, he suspected, from knocking him down again.
15. In "One Ordinary Day, With Peanuts," the author includes commentary on a certain aspect of big-city life. Which of the following passages illustrates this commentary?
   a. The kitten, regardless now of danger, raced back to its home.
   b. Moving with comparative laziness, he was passed on either side by people hurrying and frowning, and people brushed past him going the other way, clattering along to get somewhere quickly.
   c. The young man accepted the bill dazedly, but said, "Probably counterfeit," to the young woman out of the side of his mouth.
   d. The man wanting a dime took the peanut because Mr. Johnson had wrapped a dollar bill around it, but the bus driver took the peanut and asked ironically, "You want a transfer, Jack?"

Vocabulary and Grammar  In the blank, write the letter of the one best answer.

16. Mr. Johnson is buffeted from either side by people walking along the sidewalk. This means he is
   a. passed by.
   b. offered food.
   c. bumped.
   d. knocked down.

17. When Mrs. Johnson accuses the bus driver of being impertinent, she means he is ___.
   a. late    c. lingering
   b. rude    d. driving too slowly

18. Someone who has an insatiable appetite
   a. is unable to eat.
   b. never eats.
   c. is only occasionally hungry.
   d. is always hungry.

19. Choose the sentence in which proper nouns and common nouns are correctly capitalized or not capitalized.
   a. Perhaps Shirley Jackson’s most well-known novel is The Haunting of Hill House.
   b. If you have ever read Jackson’s Short Story, “the Lottery,” you would remember it.
   c. Jackson published her last novel, We Have Always Lived In The Castle, in 1962.
   d. In 1953, Jackson published a humorous Commentary titled Life among the Savages.

20. Choose the proper noun that is capitalized correctly.
   a. Whitney museum of American art
   b. The Road Through the Wall (a novel by Shirley Jackson)
   c. Lincoln Center For the Performing Arts
   d. Museum of the city of New York

Essay Questions

21. What is the significance of the title? How does it affect you, as a reader? In an essay, explain why it is or is not an ordinary day for Mr. Johnson. Give examples to support your opinion.

22. Now that you know the truth, what clues does the story contain that might have prepared you for the ending? In an essay, cite actions, statements, or details that give you clues to the ending, and explain why each one hints at the truth about Mr. Johnson.

23. Mrs. Johnson and her actions are not discussed in depth, but she has great significance in the story. In an essay, explore Mrs. Johnson’s personality and actions and the impact her character has on the story.
Critical Reading

In the blank, write the letter of the one best answer.

The questions below are based on the following selection.

The following selection is from The Adventures of Tom Sawyer, a novel by Mark Twain. At this point in the story, Tom has been ordered to whitewash (paint) a fence as a punishment from his Aunt Polly.

Tom surveyed his last touch with the eye of an artist; then he gave his brush another gentle sweep, and surveyed the result, as before. Ben ranged up alongside of him. . . . [Tom] stuck to his work. Ben said: . . . "Say, I'm going in a-swimming, I am. Don't you wish you could? But of course you'd druther work, wouldn't you? 'Course you would!"

Tom contemplated the boy a bit, and said: "What do you call work?"

"Why, ain't that work?"

Tom resumed his whitewashing, and answered carelessly: "Well, maybe it is, and maybe it ain't. All I know is, it suits Tom Sawyer."

"Oh, come now, you don't mean to let on that you like it?"

The brush continued to move.

"Like it? Well, I don't see why I oughtn't to like it. Does a boy get a chance to whitewash a fence every day?"

That put the thing in a new light. Ben stopped nibbling his apple. Tom swept his brush daintily back and forth—stepped back to note the effect—added a touch here and there . . .—Ben watching every move, and getting more and more interested, more and more absorbed. Presently he said: "Say, Tom, let me whitewash a little."

Tom considered—was about to consent; but he altered his mind: "No, no; I reckon it wouldn't hardly do, Ben. You see, Aunt Polly's awful particular about this fence. . . . I reckon there ain't one boy in a thousand, maybe two thousand, that can do it the way it's got to be done."

"No—is that so? Oh, come now; lemme just try, only just a little. I'd let you, if you was me, Tom. . . Oh, shucks; I'll be just as careful. Now lemme try. Say—I'll give you the core of my apple."

"Well, here. No, Ben; now don't; I'm afeared—"

"I'll give you all of it!"

Tom gave up the brush with reluctance in his face but alacrity in his heart.

1. Which of the following best describes the probable relationship between Tom and Ben?
   a. Ben is Tom's boss.
   b. Ben and Tom are business partners.
   c. Ben and Tom are friends.
   d. Ben is a professional painter.
2. Why does Tom tell Ben at first that he can't help with the whitewashing?
   a. Tom wants to do the work all by himself.
   b. Tom knows that Ben can't whitewash.
   c. Tom thinks it will slow the work down if Ben helps.
   d. Tom is trying to make Ben think that whitewashing is a privilege.

3. Who owns the fence that is being whitewashed?
   a. Tom
   b. Ben
   c. Aunt Polly
   d. Tom's father

4. Ben agrees to help Tom paint the fence even though he was on his way
   a. to work.
   b. to go fishing.
   c. to school.
   d. to paint his own aunt's fence.

5. Based on what you know from reading the selection, how do you think Tom feels about Ben’s apple?
   a. He's afraid that Ben will drop the apple into the whitewash.
   b. He thinks an apple is not a good breakfast.
   c. He wants the apple.
   d. He doesn't want to give Ben the brush until Ben has finished the apple.

6. Which question would you ask after reading the following sentence?
   Tom considered—was about to consent; but he altered his mind.
   a. Why did Tom change his mind?
   b. Is Ben going to finish his apple?
   c. How do you whitewash a fence?
   d. What got the fence dirty?

7. Which question would you ask after reading the following line?
   Ben watching every move, and getting more and more absorbed.
   a. Is Ben getting whitewash on himself?
   b. Is Ben becoming interested in whitewashing?
   c. Is Ben having trouble understanding how to whitewash?
   d. Is Ben losing interest in whitewashing?

8. This selection is told from a third-person point of view, meaning that
   a. we see the action through Tom's eyes.
   b. the action shifts from Tom's point of view to Ben's point of view.
   c. the action is described by someone outside the action.
   d. we see the action through Ben's eyes.

9. Which of the following lines shows how diction contributes to humor?
   a. Tom contemplated the boy a bit.
   b. The brush continued to move.
   c. "I reckon there ain't one boy in a thousand, maybe two thousand, that can do it the way it's got to be done."
   d. Tom gave up the brush with reluctance in his face but alacrity in his heart.
10. Which of the following statements best clarifies the meaning of the sentence below?

Tom gave up the brush with reluctance in his face but alacrity in his heart.

a. Even though Tom pretended he didn’t want to let Ben paint, he was really happy to let Ben do the work.
b. Tom tried to make Ben think that he was happy to let him help.
c. Tom didn’t want Ben to know how hard it was to let someone else paint the fence.
d. Ben knew that Tom was getting tired, even though he appeared to be enjoying himself.

Vocabulary and Grammar

Choose the word that best completes each sentence.

11. Punji thought Anna was joking but her ___ expression made it difficult to tell what she was feeling or thinking.

a. angry
b. smiling
c. inscrutable
d. disgusted

12. He made it clear that he didn’t want ___ to follow him.

a. anyone
b. no one
c. nothing
d. nobody

13. Even though he had read the article to each of us individually, he insisted on ___ it, so we heard again about his brilliant performance.

a. introducing
b. rereading
c. ending
d. silencing

In each blank, write the letter of the one best answer.

14. Which of the following passages contains two examples of correct pronoun-antecedent agreement?

a. Walter Mitty asked his wife a question.
b. Walter Mitty’s wife was concerned. She thought Walter was acting strange.
c. Walter Mitty had daydreams. He enjoyed them.
d. Walter bought the overshoes but didn’t put them on.

15. Which of the following sentences contains two proper nouns?

a. He met Robin Williams on the set of his latest movie.
b. Jeff’s favorite movie star is Brad Pitt.
c. The actress was from Denver, which explains why she knows so much about western birds.
d. Sharon enjoyed the movie because it was exciting.
Questions 16 and 17 are based on the following sentence.

After putting down the telephone, she opened the envelope that her mother had left on the table holding the day’s mail.

16. What is the adjective clause modifying envelope?
   a. putting the telephone down
   b. she opened the envelope
   c. holding the day’s mail
   d. that her mother had left on the table holding the day’s mail

17. What is the participial phrase modifying the noun table?
   a. putting the telephone down
   b. she opened the envelope
   c. holding the day’s mail
   d. that her mother had left on the table holding the day’s mail

The following questions consist of a sentence with a word in italics. Choose the word or words from a–d closest in meaning to the word in italics.

18. He wanted to remain anonymous so he wouldn’t be pestered by reporters.
   a. Unidentified  b. Famous  c. Generous  d. Quiet

19. We talked Jerry’s little brother into being a decoy to keep his mother busy while we called the pizza parlor.
   a. Leader  b. Telephone operator  c. Distraction  d. Son

20. As I read about the basketball game, I chortled over the descriptions of the coaches.

Essay Questions

21. Surprise can be a rich source of humor. Choose one selection from this unit that surprises you with unexpected twists—for example, “The Secret Life of Walter Mitty” or “Talk.” Write an essay explaining how the writer takes you by surprise. Describe what you expected, what the selection delivers, and why that particular surprise is funny. Support your analysis with details from the selection.

22. Sometimes people under pressure say they would cry if they didn’t laugh. Choose a selection from this unit that looks at a serious problem from a humorous point of view, such as “Problems With Hurricanes” or “Go Deep to the Sewer.” In an essay, identify the problem, and explain what the writer does to create a humorous perspective on it. What point does the author seem to be making about the problem?

23. Situational humor arises from actions that take place in inappropriate circumstances or with unusual props. In “Go Deep to the Sewer,” for example, much of the humor comes from kids playing sports in places never meant for these activities. Choose two selections from this unit, and compare their use of situational humor. Support your analysis with examples from the selections. Which instance of situational humor struck you as funniest?

24. Writers create verbal humor by using invented words, funny-sounding expressions, puns, or words that are wildly inappropriate to the situation. Write an essay analyzing the use of verbal humor in one of the selections in this unit. Identify examples of verbal humor in the selection, and explain what makes them funny.

25. Some of the selections in this unit concern real events and people, while other selections describe events and characters that you would never see in the real world. Write an essay comparing the humor that comes from real life with humor that comes from fantasy situations. Which do you think is more effective? Support your ideas with examples from selections of each type in this unit.
Selection Test

**Critical Reading** In the blank, write the letter of the one best answer.

1. Choose the statement that most accurately describes the following sentence.
   When I was a kid, The Ed Sullivan Show came on at eight o’clock on Sunday nights.
   a. It is a personal detail that Gates includes to add interest.
   b. It is a fact that Gates uses to illustrate the popularity of television.
   c. It is part of a point that Gates makes about changes in family entertainment.
   d. It is a detail showing that Gates has always been interested in technology.

2. According to Gates, what is a disadvantage of conventional television?
   a. Television has been too large an influence in our lives.
   b. Viewers must watch the program at the time the network runs it.
   c. Television is an asynchronous communication medium.
   d. Family viewing patterns haven’t changed in thirty years.

3. What does Gates say you’re doing when you tape a television show or have an answering machine take a message?
   a. Converting synchronous communication to asynchronous
   b. Giving control of your schedule to technology
   c. Making use of the midband capacity of your “information appliance”
   d. Increasing the number of television shows or messages you can process

4. What question should a critical reader ask to test the accuracy of this opinion?
   One of the benefits the communications revolution will bring to all of us is more control over our schedules.
   a. Would most people agree with this?
   b. How will the communications revolution provide control over our personal schedules?
   c. What are the other benefits of the communications revolution?
   d. Where do we purchase the technology to make this happen?

5. Why should a critical reader question the following statement carefully?
   In some ways, though, television was just an enhancement of commercial radio, which had been bringing electronic entertainment into homes for twenty years.
   a. Gates reveals a misunderstanding of the technology.
   b. Gates reveals an unfavorable bias toward radio.
   c. Gates hides his opinion by following it with a related but nonsupporting fact.
   d. Gates states an opinion about television without supporting it.

6. What has to happen before video-on-demand can become readily available?
   a. Television networks must agree to send programs.
   b. Affordable new technology to send videos must be developed.
   c. Existing television sets must be modified to receive the signals.
   d. Servers and networks on the Internet have to be developed.

7. Why does Gates say that video-on-demand is an “obvious development”?
   a. Gates believes television is losing its influence.
   b. The technology for broadband networks is ready at an affordable price.
   c. He believes videocassette recorders are an unreliable technology.
   d. Consumers already rent videocassettes to watch films whenever they want.
8. When video-on-demand is available, Gates says that countless movies and television shows will be stored on “servers.” What are servers?
   a. Directories that users can dial up
   b. Ways to gain access to a large network
   c. Distribution centers
   d. Computers with capacious disks

9. Choose the statement that most accurately describes the following sentence from *The Road Ahead.*
   The digitized data will be retrieved from the server and routed by switches back to your television, personal computer, or telephone—your “information appliance.”
   a. It is an opinion based on Gates’s estimate of future technology.
   b. It is a personal detail about how Gates’s company can send data to your home.
   c. It is a prediction Gates makes based on his knowledge of the technology.
   d. It is a biased statement intended to persuade people to buy into the supposed convenience of the technology.

10. According to Gates, what is a “killer application”? 
    a. A program designed to destroy data on computers, commonly called a “virus”
    b. The ownership of a successful technology by only one company
    c. A technology so successful that it makes the invention using the technology nearly indispensable
    d. An advanced network of computers and servers.

11. Why might Bill Gates be biased about the benefits of the technologies he describes? 
    a. Because he owns a technology company that will profit from the development and sale of these technologies
    b. Because people who understand a technology are not critical of it
    c. Because he has been correct in all his predictions
    d. Because he is the inventor of video-on-demand technology

12. Which question should a critical reader ask about the following passage? 
    But no broadcast medium we have right now is comparable to the communications media we’ll have once the Internet evolves to the point at which it has the broadband capacity necessary to carry high-quality video. 
    a. Is this a logical statement? 
    b. Does this statement hold my interest? 
    c. Is Gates biased with respect to evolving technologies? 
    d. Where did Gates get this fact?

13. In expository writing, writers 
    a. support facts with opinions.
    b. reveal private information about people’s lives.
    c. provide information or explain a process.
    d. express their opinions to persuade readers.

14. Which of the following is an example of expository writing? 
    a. An advertising brochure describing the benefits of Gates’s software products 
    b. A short story realistically set on Mars in 2132 
    c. A play dramatizing personal incidents of a tycoon’s life 
    d. An article in a magazine about the way computer networks change society
Vocabulary and Grammar  In the blank, write the letter of the one best answer.

15. Radio programs were precursors of television shows because
   a. they occurred at the same time.
   b. they came beforehand and paved the way for television.
   c. they predicted the future.
   d. they were analog devices.

16. Instead of saying “computer parlance,” Gates could have said “computer ________.”
   a. science  c. dimensions
   b. development  d. language

17. A computer disk could be described as spacious because
   a. it holds a lot of information.
   b. it is a popular computer game.
   c. people can use it easily.
   d. it can be reused.

18. Choose the sentence containing a singular, gender-neutral pronoun and its singular
   indefinite pronoun antecedent used correctly.
   a. Anyone who has used the Internet can offer their opinion as to its function.
   b. No one thought to bring his or her Internet report.
   c. All of the students wrote his or her Internet report on the computer.
   d. Not everyone views themselves as being a computer expert.

19. Which of the sentences below is not an acceptable revision of the following sentence?
    Every doctor cared for their own patients.
   a. Each doctor cared for his or her own patients.
   b. All the doctors cared for their own patients.
   c. All the doctors cared for the patients.
   d. Every doctor cared for her or his own patients.

20. Choose the sentence in which the pronoun and its indefinite pronoun antecedent
    agree in number and gender.
   a. Anyone who needs their computer checked should let me know.
   b. Neither of the computers has been removed from their boxes yet.
   c. Except for Angela, everyone has completed his or her survey.
   d. Each of the students was ready for their lesson well ahead of time.

Essay Questions

21. In The Road Ahead, Bill Gates states, “One of the benefits the communications revolution
    will bring to all of us is more control over our schedules.” Do you agree that more options
    mean more personal control, or do you think rapid technological change has lessened our
    individual control of our lives? In an essay, assess Gates’s statement. Support your an­
    swer with examples.

22. Technology has been changing since people began to use tools. However, for every advance
    in technology, there has been a cost. For instance, industrialization made people’s lives
    easier through the use of manufactured goods, but it contributed to global pollution. In an
    essay, assess the benefits and the costs of the communications revolution. Support your
    ideas with examples.

23. Some visions of the future have included personal flying vehicles for all people; efficient,
    nonpolluting fuels for transportation; and video-phones in every home. The technology for
    all these ideas is available, but most of these changes have not occurred on a wide scale. In
    an essay, explain why it might be that some predictions about the future of technology
    have not worked out. Support your ideas with examples.
“The Machine That Won the War” by Isaac Asimov (text page 394)

Selection Test

Critical Reading In the blank, write the letter of the one best answer.

1. In “The Machine That Won the War,” Multivac is
   a. a network of subsidiary computers on several planets.
   b. a central computer responsible for strategy decisions.
   c. a secure system of isolated underground chambers.
   d. a solid-state cryogenics laboratory.

2. The story is set
   a. in the future on Mars.
   b. in the recent past on Earth, Mars, and the moon.
   c. in the present on Earth.
   d. in the future on Earth.

3. What has caused the celebration at the beginning of the story?
   a. The war against the Denebians is over.
   b. Swift is now executive director of the Solar Federation.
   c. An interstellar warp has missed the planet.
   d. Multivac has circumvented the Denebian plans.

4. The responsibility for ultimate decisions about the war lay with
   a. Chief Interpreter Jablonsky.
   b. Multivac.
   d. Executive Director Swift.

5. Which of the following items is an element of science fiction?
   a. Swift’s discomfort with military uniform
   b. Henderson’s guilt about his actions
   c. The reasons for the computer problems
   d. Subsidiary computers on Titan

6. Henderson feels guilty because
   a. he thinks he is the only one who knows Multivac’s real role.
   b. his programs and subprograms make huge risks necessary for manned vessels.
   c. he is unauthorized by Jablonsky to use the Multivac Annex.
   d. he is supplying Multivac false data for personal career goals.

7. Why did Henderson suspect the data he was to provide to Multivac was no good?
   a. Titan’s results were always delayed.
   b. There were obvious impossibilities from the sources.
   c. He didn’t know what Jablonsky was doing.
   d. He didn’t trust that Multivac was operating correctly.

8. What means did Henderson use to decide how to alter the programming data for
   Multivac?
   a. Data from computers on the moon, Mars, and Titan
   b. Spy-Warp, until it is destroyed
   c. His own intuition
   d. Programming patterns from the Multivac Annex
9. What was Henderson's explanation for the erroneous data he received?
   a. Jablonsky never left Multivac and Swift didn't see everything.
   b. Group leaders elsewhere were making their groups look good.
   c. After Spy-Warp was destroyed, there was no Denebian data.
   d. Earth, Mars, Titan, and the moon could not coordinate their data.

10. Why did Jablonsky ignore the report about unauthorized use of the Multivac Annex?
   a. Programming was Henderson's responsibility.
   b. He assumed Swift had authorized it.
   c. He overlooked it because of the technician shortage.
   d. He didn't believe the data made any difference.

11. Why did Jablonsky also adjust Multivac's results?
   a. He couldn't tell whether the machine was working properly.
   b. He had figured out that Henderson's data was no good.
   c. He believed the public couldn't know about the absence of information about the
      Denebians.
   d. He knew that he could do it with Swift often gone on state visits.

12. Which of the following explanations of Multivac's problems is purely an element of
    science fiction?
    a. Humans are motivated by their need to look competent.
    b. Interstellar war will bring unforeseen uncertainties.
    c. Human error affects machines that are designed to prevent it.
    d. Technology and supplies modify the outcome of war.

13. What was Swift's reason for not relying on Multivac?
    a. He had known all along what Henderson and Jablonsky were doing.
    b. As the Executive Director, he was the only one not responsible for Multivac.
    c. Old men find it hard to abandon the habits of youth.
    d. The consequences and responsibility for decisions were too great.

14. Why did the three men keep their real actions secret from each other?
    a. Each felt his own position would be lost if the truth came out.
    b. Each knew what the others were doing, but believed his own actions were
       undetected.
    c. Each lacked the knowledge in the others' area to suspect what was really happening.
    d. Each feared he was doing something wrong, but felt he had to act to save the war
       effort.

15. What theme reflects the concerns of this science-fiction story?
    a. Ultimately, man's capacity for technology resolves situations in spite of human
       error.
    b. Whether a machine is complicated or simple, complex human issues affect hu-
       mans' relationship to technology.
    c. Humans will take war into the reaches of space because of the basic nature of
       human beings.
    d. Neither the simple nor the complex machine really determines the outcome of the
       war.

Vocabulary and Grammar In the blank, write the letter of the one best answer.

16. The word **grisly** means ________.
    a. tough
    b. weathered
    c. horrifying
    d. tenacious
17. The correct form of the contraction for the words does not is _____.
   a. doesn't
   b. dosen't
   c. doesn’t
   d. does n’t

18. The word erratic means _____.
   a. inconsistent
   b. unexplainable
   c. exciting
   d. mistaken

19. In a contraction, the apostrophe
   a. replaces the space between the original two words.
   b. appears at the end of the word.
   c. replaces the letter or letters dropped out.
   d. is used only in formal writing.

20. Contractions should be used
   a. in as few places as possible.
   b. in sentences that require a formal tone.
   c. in informal writing.
   d. in complex sentences.

**Essay Questions**

21. In “The Machine That Won the War,” it was not the blinking, humming, calculating Multivac that resolved the issue. Swift used a far simpler device to make the toughest decisions. Multivac, it turned out, was simply not reliable for a number of reasons. Do you think the engineers who designed Multivac would have been happy with what happened? Was Multivac really at fault for its uselessness? Write an essay explaining what caused the failure of Multivac, and whether you think it was an avoidable flaw. Use details from the story to support your ideas.

22. In “The Machine That Won the War,” Multivac is charged with the responsibility for calculating, predicting, planning, scheduling, and making decisions about a war in which humanity’s survival is at stake. Multivac is not quite up to the challenge, so human intuition and the element of luck play prominent roles. However, computers are getting better all the time. They fly most planes, run the banks, guide and direct our missile systems, and have defeated the world champion in chess since this story was written. In your opinion, what is Asimov’s point about the relationship between humans and computers, and does it still hold true? Will it always hold true? Use details from the story to support your ideas.

23. The term “science fiction” is a relatively recent one, which dates from 1929. However, stories about travel to strange, almost unimaginable places, including the moon, date back twenty centuries or more. Great advances in mechanical technology were made in the nineteenth century, and their effects on humanity became a subject of literary exploration. In the twentieth century, science fiction evolved to its current form. For the last fifty years, people have been eagerly reading all manner of science fiction, and interest in sci-fi television shows and movies has never been higher. Write an essay explaining to what you attribute the increasing and enduring appeal of science fiction. Use examples from “The Machine That Won the War” to illustrate your points.
“Fire and Ice” by Robert Frost (text page 412)
“All Watched Over by Machines of Loving Grace” by Richard Brautigan (text page 413)
“There Will Come Soft Rains” by Sara Teasdale (text page 414)
“The Horses” by Edwin Muir (text page 415)

Selection Test

Critical Reading In the blank, write the letter of the one best answer.

  1. What emotions does the speaker in “Fire and Ice” associate with fire and ice?
     a. Love and compassion
     b. Desire and hatred
     c. Excitement and happiness
     d. Indifference and uneasiness

  2. In his discussion of fire and ice, what does the poet want readers to realize about human nature?
     a. Humans are capable of destroying themselves with hatred and desire.
     b. Humans are capable of starting fires and causing other disasters.
     c. The world will definitely be destroyed by fire and ice.
     d. People need to prepare for natural disasters.

  3. In “Fire and Ice,” Frost uses alliteration to
     a. create a mood.
     b. rhyme his lines.
     c. express his fear.
     d. frighten readers with his subject.

  4. In “There Will Come Soft Rains,” why are humans absent from the world Teasdale describes?
     a. Technology keeps humans from being close to nature.
     b. Humans are destroyed by nature.
     c. Humans have destroyed themselves in war.
     d. Humans have left Earth.

  5. What was Teasdale's purpose in describing the peacefulness of nature?
     a. To show the beauty of nature
     b. To show nature's Indifference to the affairs of humans
     c. To show the habits of birds and frogs
     d. To show the selfishness of the natural world

  6. What sound is created by alliteration in the following line?
     There will come soft rains and the smell of the ground,/And swallows circling with their shimmering sound.
     a. A cry
     b. A harsh siren
     c. A growl
     d. A gentle whisper

  7. What is the central message of “There Will Come Soft Rains”?
     a. Humankind may destroy itself in war, but nature will go on.
     c. Even during war, spring is the most beautiful season.
     d. War is as destructive to nature as it is to humankind.

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8. According to the speaker in "All Watched Over by Machines of Loving Grace," what two things should exist together in harmony?
   a. Deer and people
   b. Water and sky
   c. Mammals and computers
   d. Computers and machines

9. According to the speaker in "All Watched Over by Machines of Loving Grace," how can computer technology bring people closer to nature?
   a. By making travel easier
   b. By freeing people of their labors
   c. By improving communication
   d. By cleaning the environment

10. What is the poet's purpose in referring to computers as "machines of loving grace"?
    a. He wants readers to use computers for entertainment.
    b. He wants readers to see that computers do not belong in nature.
    c. He wants readers to take better care of computers in their homes.
    d. He wants readers to view computers as loving caretakers that will efficiently take over human tasks.

11. Why might the ideas about technology presented in "All Watched Over by Machines of Loving Grace" be seen as unusual or contradictory?
    a. Technology is usually seen as something that takes people away from the natural world.
    b. Computers could never control the lives of people.
    c. Computers are not graceful.
    d. People would not be happy being closer to animals and nature.

12. What is the most frightening effect of war on the world as described in "The Horses"?
    a. The arrival of wild animals
    b. Being without radio announcements
    c. Death, destruction, and silence
    d. Being without computers

13. What does the speaker in "The Horses" mean when he says that if they "speak again" on the radio "we will not listen"?
    a. He is giving up radio and other aspects of technology forever.
    b. He no longer wants to listen to people representing a world that was able to destroy itself so quickly.
    c. He does not want to know what is going to happen next.
    d. He does not believe that the war has ended.

14. Which of the following lines from "The Horses" contains an example of alliteration?
    a. We heard a distant tapping on the road
    b. Late in the summer the strange horses came.
    c. We had sold our horses in our fathers' time/To buy new tractors.
    d. Our life is changed; their coming our beginning.

15. What was the poet's main purpose in describing the arrival of the horses?
    a. To show that society was still in danger
    b. To show that people had been wrong to sell the horses
    c. To remind people that farming is an important job
    d. To show the potential for postwar society's rebirth
16. What does each of the four poems describe?
   a. Visions of the future
   b. The problems of technology
   c. The natural world
   d. Visions of natural disasters

**Vocabulary and Grammar** In the blank, write the letter of the one best answer.

17. For destruction, the speaker in "Fire and Ice" feels ice will ______.
   a. suppose
   b. confound
   c. perish
   d. suffice

18. In the world described in "All Watched Over by Machines of Loving Grace," deer _____ peacefully beside computers in a meadow.
   a. laid
   b. lie
   c. lain
   d. lying

   a. couches
   b. contorts
   c. steeds
   d. confounds

20. The speaker sees rusty ploughs that had been ____ aside.
   a. lay
   b. lain
   c. laid
   d. laying

**Essay Questions**

21. In an essay, explain the poet's view of the relationship between humans and nature in "There Will Come Soft Rains." In what ways do the worlds of people and nature seem to differ? What effect do the lives of people have on the natural world? What does the poem seem to say about the importance of human problems and endeavors? Give examples from the poem to support your opinions.

22. In the poem "Fire and Ice," what is the poet's purpose in describing the destruction of the earth by fire and ice? What human failings is he trying to emphasize? What attitude does he express toward the world? Answer these questions in an essay.

23. In an essay, compare and contrast "All Watched Over By Machines of Loving Grace," and "The Horses." What ideas concerning the natural world and human existence do the poems share? In what ways do their approaches to this idea differ?
Critical Reading In the blank, write the letter of the one best answer.

1. In “If I Forget Thee, Oh Earth . . .,” what effect does the author create by describing Marvin’s journey up to the servicing chamber?
   a. Gloom
   b. Fear
   c. Adventure
   d. Sadness

2. The residents of the Colony seldom go Outside in “If I Forget Thee, Oh Earth . . .,” because the
   a. environment is radioactive.
   b. moon’s surface is too rough for travel.
   c. moon’s atmosphere lacks oxygen.
   d. residents lack appropriate vehicles.

3. Marvin’s description of his father’s reckless drive across the plain in “If I Forget Thee, Oh Earth . . .,“ indicates that his father finds living in the Colony ______.
   a. stifling
   b. exhilarating
   c. relaxing
   d. terrifying

4. People are living in the Colony in “If I Forget Thee, Oh Earth . . .” because they
   a. lost a war on Earth.
   b. prefer the Colony to Earth.
   c. got lost while exploring outer space.
   d. cannot live in the Earth’s environment.

5. In “If I Forget Thee, Oh Earth . . .,” Marvin’s father plans the trip Outside to
   a. give Marvin a lesson about living in space.
   b. pass on a dream about returning to Earth.
   c. teach Marvin that stars don’t twinkle.
   d. show Marvin how to drive.

6. Which of the following quotations from “If I Forget Thee, Oh Earth . . .” reflects Marvin’s understanding of why his father has brought him Outside?
   a. “He would never walk beside the rivers of that lost and legendary world . . .”
   b. “It seemed so peaceful beneath those lines of marching cloud.”
   c. “The sun was now low behind the hills on the right; the valley before them should be in total darkness.”
   d. “And even at this distance, he could see the glitter of sunlight on the polar ice.”
7. In “If I Forget Thee, Oh Earth . . .,” what current phenomenon could be responsible for what the author describes as “the radioactive aftermath of Armageddon”?
   a. The increasing threat of global nuclear warfare
   b. The devastating effects of long-term pollution on the environment
   c. The sharp increase in the occurrence and severity of crude oil spills
   d. The threat of adverse consequences from global warming

8. What is the exhortation in “If I Forget Thee, Oh Earth . . .”?
   a. Colonizing outer space
   b. Passing down knowledge from father to son
   c. Preserving the earth for future generations
   d. Surviving in a hostile environment

9. Choose the statement that most accurately describes the following sentence.
   You could see at a glance that all the stars shone with the same steady, unwavering light.
   a. It is a fact that can be proved.
   b. It is a gimmick that science fiction writers use when they describe “other worlds.”
   c. It is an opinion of what stars look like from the moon.
   d. It is a detail added to heighten the suspense in the story.

10. In Silent Spring, in the town in the heart of America, the doctors are puzzled by
    a. increasing numbers of children born with birth defects.
    b. new kinds of sicknesses and some unexplained deaths.
    c. people reacting violently to bee stings.
    d. an increase in the number of animal bites.

11. Why did the author of Silent Spring invent a town in which so many things go wrong?
    a. Inventing an example was the only way she could make her point.
    b. It was easier than listing the real towns where these things happen.
    c. The author was primarily a fiction writer.
    d. The fictional town calls attention to the changes occurring in many towns across America.

12. What is Rachel Carson’s exhortation in Silent Spring?
    a. Overpopulation of wildlife will result in a sudden, drastic decline.
    b. If we allow tourism to continue at such a high level, the environment will suffer.
    c. Every town in America will experience these symptoms of decline.
    d. People are responsible for causing damage to the environment and to themselves.

13. Why did Woolley write the essay “To The Residents of A.D. 2029”?
    a. To ensure his reputation as a science fiction writer
    b. For a library to be installed on a United States space station
    c. For a time capsule to be opened in 2029
    d. For an international symposium on global warming

14. Which of the following statements from “To The Residents of A.D. 2029” is a fact?
    a. We’ve had so much of everything, in fact, that we’ve thought our supplies of the essentials of life—land, food, air, water, fuel—would last forever, and we’ve been wasteful.
    b. If man ever stops laughing at himself, he can no longer endure life.
    c. Sometimes we’ve even been wasteful of human life itself.
    d. We continue to depend on unrenewable resources—petroleum, natural gas, and coal—for most of the fuel that heats and cools our homes . . .
15. Which of the following statements from "To the Residents of A.D. 2029" is an opinion?
a. An uncertain future is no new thing.
b. Parts of our land are overcrowded.
c. Lately, though, a sense of decline has set in.
d. Without usable land, air, water, and fuel, food production would be impossible.

Vocabulary and Grammar In the blank, write the letter of the one best answer.

16. The residents of 2029 might be beleaguered because
   a. they might be involved in a nuclear war.
   b. they might inherit difficult environmental problems.
   c. they will be in the midst of a golden age.
   d. they will think the author's concerns are quaint.

17. Identify the sentence that contains correlative conjunctions.
   a. Any author or poet can use exhortation in his or her work.
   b. The moon inhabitants had to be inside either the Colony or a surface vehicle.
   c. Marvin and his father are both glad to be Outside.
   d. Carson wanted to study writing but she also wanted to study science.

18. Choose the sentence in which the following two sentences are correctly combined with correlative conjunctions.
   Sharon did not turn out the light. Mei did not turn out the light.
   a. Neither Sharon nor Mei turned out the light.
   b. Neither Sharon or Mei turned out the light.
   c. Sharon neither turned out the light, nor did Mei.
   d. Sharon did not turn out the light, neither did Mei.

19. The word with the root -ann- that means "occurring once in 200 years" is _____.
   a. biannual
   b. centennial
   c. binary
   d. bicentennial

20. If a plant is affected by a blight, it is most likely to
   a. grow better in direct sunlight.
   b. grow better indoors.
   c. stop growing and/or die.
   d. flower but not produce fruit.

Essay Questions

21. All three of these selections are exhortations. Decide which one is the most persuasive. Which author is the most effective in convincing you to believe what he or she exhorts you to believe? In an essay, state your choice and explain how that author persuaded you. Cite specific facts, opinions, or other details that led to your conclusion.

22. Bryan Woolley wishes four things for the residents of 2029. One of them is "a healing of the schism between man and the rest of nature." In an essay, describe what we can do—as individuals and in our communities—to begin to work toward ensuring that the schism is healed for the residents of 2029.

23. Environmentalists encourage us to view Earth as a web of life, with all the strands of the web dependent upon one another for survival. In an essay, explain how this idea fits into or applies to the three selections. Use details from the selections to support your explanation.
Critical Reading  In the blank, write the letter of the one best answer.

1. In “Glory and Hope,” what does Nelson Mandela refer to as a “pernicious ideology”?
   a. Communism
   b. The South African election system
   c. Racism and racial oppression
   d. Capitalism

2. What does Mandela say the new Interim Government of National Unity will do?
   a. Consider amnesty for certain prisoners
   b. Maintain peace in spite of “bloodthirsty forces” that oppose Mandela
   c. Preserve the inalienable rights of South Africans
   d. Establish diplomatic relations with the international guests

3. What message does this passage from “Glory and Hope” convey?
   We must therefore act together as a united people, for national reconciliation, for
   nation building, for the birth of a new world.
   a. Success requires united effort on the part of all South Africans.
   b. Expectations are very high, but the reality is that people will be satisfied with par­
      tial success.
   c. Further revolution is suggested with the phrase “the birth of a new world.”
   d. Mandela is threatening his opponents not to interfere with his goals.

4. What is the “glorious achievement” on which the sun will never set?
   a. Mandela’s election
   b. The South African people’s move from apartheid toward democracy
   c. The overthrow of Mandela’s opponents
   d. The South Africans’ triumph over poverty

5. What does Mandela mean when he says that South Africa will never again “experi­
   ence the oppression of one by another”?
   a. No country will ever oppress South Africa again.
   b. South Africa will never again oppress international visitors.
   c. In the new nonsexist system, spouses will not be allowed to oppress each other.
   d. No group or individual will be allowed to oppress another group or individual.

6. What word best describes the tone of this passage from Nelson Mandela’s speech?
   Let there be justice for all.
   Let there be peace for all.
   Let there be work, bread, water and salt for all.
   a. Inspirational  c. Demanding
   b. Repetitive  d. Relaxed

7. In what way does Mandela support his message of hope to South Africans?
   a. He reviews the wrongs and injustices of the system of apartheid.
   b. He points to the international guests and blames them for South Africa’s troubles.
   c. He shames his opponents by blaming them for all the troubles of the past.
   d. He reminds his audience that they have overcome difficulties and are on the verge
      of a new beginning.
8. The speaker in "Gifts" says that the dream of a pond is to mirror the sky and to
   a. catch raindrops when it rains.
   b. provide a home for plants and animals.
   c. let the willows and ferns suck it dry.
   d. flow into a river.

9. Which of the passages from "Gifts" conveys Shu Ting's desire to leave a message for
   others?
   a. My dream is the dream of a pond/Not just to mirror the sky
   b. Because I was dying to live.
   c. I will leave shining words/In the pupils of children's eyes
   d. I shall sing a song of green.

10. What word best describes the tone of this passage from "Gifts"?
    Flying from hardship and failure
    To a future of warmth and light.
    a. Good-humored
    b. Hopeful
    c. Grieving
    d. Sarcastic

11. In what passage of "Gifts" does Shu Ting express delight at being alive?
    a. And when leaves wither and fade
       I will refuse to mourn
    b. Whenever seedlings sprout
       I shall sing a song of green.
    c. I'm so simple I'm profound!
    d. There my blood-stained pinions
       On every human heart

12. In "Gifts," from where do the speaker's gifts come?
    a. From a pond
    b. From sunlight
    c. From birds
    d. From earth

13. Why does the speaker in "Gifts" wish to be a pond that the willows and ferns suck dry?
    a. So that she can climb from the roots to the veins
    b. So that she can sustain bird life among their branches
    c. So that she can cause life within the willows and ferns
    d. So that she can be filled up again with rain water

14. When analyzing tone, readers should consider a writer's ________.
    a. feelings  b. style  c. structure  d. word choice

Vocabulary and Grammar In the blank, write the letter of the one best answer.

15. Mandela says that all South Africans have entered into a covenant. What does this
    mean?
    a. Dispute
    b. Legal contract
    c. Agreement
    d. Compromise
16. Apartheid is an example of an **ideology**, or
- a. the system by which leaders such as presidents are elected.
- b. the science of ideals, or what people believe to be ideals.
- c. the set of ideas that governs international relations among nations.
- d. the ideas on which a political, economic, or social system is based.

17. An **inalienable** right is a right that
- a. cannot be taken away.
- b. was established centuries ago.
- c. a group of people vote on.
- d. is written down.

18. Choose the sentence in which the subject and verb agree in number.
- a. In our country, condemnations of personal expression are difficult to imagine.
- b. After decades of struggle, South Africans of color begins to enjoy new freedoms.
- c. In China, the struggle for democracy continue.
- d. Personal expression are something Americans take for granted.

19. Choose the verbs that correctly complete the following sentence.
   In autumn the leaves of the maple **_** yellow and each of the sumacs **_** bright red.
   - a. turn . . . blaze  c. turns . . . blazes
   - b. turn . . . blazes  d. turns . . . blaze

20. Choose the sentence in which the subject and verb agree in number.
- a. The story of the struggle of black South Africans are long.
- b. The members of the African National Congress leads the struggle.
- c. Mandela, a lawyer and leader of black nationalists, was imprisoned for 27 years.
- d. Most of Mandela’s policies is nonviolent in nature.

**Essay Questions**

21. In an essay, explain whether you think “Gifts” is a happy or a sad poem. Is the poet in despair, optimistic, or somewhere in between? Give reasons for your answers.

22. Read the following passage from “Glory and Hope.” Then, in an essay, answer the questions that follow.
   We know it well that none of us acting alone can achieve success.
   We must therefore act together as a united people, for national reconciliation, for nation building, for the birth of a new world.
   Let there be justice for all.
   Let there be peace for all.
   Let there be work, bread, water and salt for all.

   How does this passage from “Glory and Hope” differ from the beginning of the speech? What is Mandela’s message in this passage? How does he convey his message? Why do you think he closes his speech with this message?

23. In “Glory and Hope” Nelson Mandela uses very different phrases to describe South Africa. In the past, the nation suffered an “extraordinary human disaster” and “the universal base of the pernicious ideology and practice of racism and racial oppression.” The new era, however, promises “newborn liberty,” “glorious life,” and “a common victory for justice, for peace, for human dignity.” In an essay explain what emotions the phrases evoke, what tone the phrases set, and how you think the audience most likely reacted to the speech.
Critical Reading

In the blank, write the letter of the one best answer.

The questions below are based on the following selection.

In this excerpt from a Florida government land-use study, the authors describe how humans need to recognize themselves as part of the ecosystem in which they live.

From a biological perspective, modern cities and suburbs resemble the noisy, crowded bird colonies scattered on offshore islands and rocky coastlands across the globe. In the animal kingdom, colonies are a fairly sustainable way of life, providing two basic conditions are met. First, colonies can persist, even thrive, if the demand for resources by the inhabitants does not exceed the supply readily available from surrounding areas. Second, colonies can be sustained if the waste they produce does not poison its inhabitants.

Like bird colonies, cities and suburbs draw heavily on the resources of the surrounding environment. What was once a relatively small stream of resources flowing into early cities, however, has in this century become a deluge. To satisfy resource-hungry human colonies, land is often stripped bare, trampled, or overgrazed, soil is subjected to erosion, and farmland is transformed into desert. Cities and suburbs also produce sizable amounts of waste. Air pollution, hazardous waste, sewage sludge, garbage, and other wastes pour out of our cities . . .

The problem with human colonies is that they violate the conditions required for sustainability. Metropolitan areas are out of balance with the environment upon which they depend. . . . The ever persistent spread of cities will continue to devour valuable farmland, forests, and pasture. Gobbling up land and polluting the water and air upon which all life depends, our cities are on a collision course with the future.

1. The authors compare human life in modern cities to
   a. wolf colonies in forests.
   b. schools of fish in lakes.
   c. bird colonies on offshore islands.
   d. human life in rural areas.

2. Which danger is not addressed in this selection?
   a. As cities expand, they cover valuable farmland.
   b. Overcrowding in cities may lead to violence.
   c. Cities produce air and water pollution.
   d. Farmland is often stripped or overgrazed to supply cities with food.

3. With which of the following statements would you expect the authors of this selection to agree?
   a. Humans should be banned from Earth.
   b. Cities should be restructured so that fewer people can live there.
   c. Human colonies need to meet certain conditions so people can continue to live there.
   d. Birds in colonies react more intelligently than humans in cities.

4. Which line from the selection expresses the main idea?
   a. From a biological perspective, modern cities and suburbs resemble the noisy, crowded bird colonies.
   b. . . . colonies are a fairly sustainable way of life . . .
   c. . . . cities and suburbs draw heavily on the resources of the surrounding environment.
   d. Metropolitan areas are out of balance with the environment upon which they depend.
5. Which of the following facts from the selection supports the idea that "cities and suburbs draw heavily on the resources of the surrounding environment"?
   a. colonies can persist ... if the demand for resources ... does not exceed the supply readily available ...
   b. To satisfy ... human colonies, land is often stripped bare or trampled ...
   c. Cities and suburbs also produce sizable amounts of waste.
   d. . . . our cities are on a collision course with the future.

6. The authors of the selection are trying to warn readers to
   a. protect offshore islands inhabited by birds.
   b. relocate from cities and suburbs to rural areas.
   c. bring metropolitan areas more into balance with the environment.
   d. learn a lesson from how birds treat their colonies.

7. Which word best describes the overall tone of the selection?
   a. Humorous
   b. Educational
   c. Warning
   d. Despairing

8. Which of the following professionals would most likely have contributed to this selection?
   a. Environmentalists
   b. Poets
   c. Physicians
   d. Attorneys

9. What detail do the writers use to express how the quality of soil is changed?
   a. What was once a relatively small stream of resources flowing into early cities . . . has . . . become a deluge.
   b. . . . wastes pour out of our cities.
   c. farmland is transformed into desert
   d. colonies can persist . . . if the demand for resources . . . does not exceed the supply . . .

10. Which sentence or phrase from the selection expresses an opinion?
    a. In the animal kingdom, colonies are a fairly sustainable way of life, providing two basic conditions are met.
    b. Like bird colonies, cities and suburbs draw heavily on the resources of the surrounding environment.
    c. Cities and suburbs also produce sizable amounts of waste.
    d. . . . our cities are on a collision course with the future.

Vocabulary and Grammar
Choose the word(s) that best complete(s) each sentence.

11. He ____ the last brick in the wall and then, exhausted, went home to ____ down for a few minutes.
    a. lie ... lie
    b. laid ... lay
    c. laid ... lie
    d. lay ... lay
12. Often, readers of "The Machine That Won the War" _____ to read more stories by Isaac Asimov because they discover that works of science fiction _____ to them.
   a. decides . . . appeals
   b. decide . . . appeal
   c. decides . . . appeal
   d. decide . . . appeals

13. There had been several unexplained deaths _____ among adults, _____ among children, who would be stricken suddenly while at play.
   a. if . . . then
   b. not only . . . but even
   c. but . . . but
   d. struck . . . dead

14. My dream is the dream of a pond/ _____ to mirror the sky/ _____ let the willows and ferns/ Suck me dry
   a. and . . . and
   b. either . . . neither
   c. when . . . if
   d. whether . . . but

15. She wanted the dance rehearsal and the chorus rehearsal to go on _____ but many chorus members were also in the dance group, and they couldn't attend both rehearsals at the same time.
   a. simultaneously
   b. tremulously
   c. alternately
   d. efficiently

The questions below consist of a related pair of words in CAPITAL LETTERS followed by four lettered pairs of words. Choose the pair that best expresses a relationship similar to that of the pair in capital letters.

16. CIRCUMVENT : AVOID ::
   a. door : wall
   b. vent : air
   c. advance : progress
   d. circle : geometry

17. TREMULOUS : CALM ::
   a. dangerous : safe
   b. house : home
   c. afraid : uninterested
   d. shiver : cold

18. PERENNIAL : YEARLY ::
   a. annual : daily
   b. perfect : flawless
   c. fragrant : perfume
   d. blooming : lilies

19. IDEOLOGY : IDEAS ::
   a. creativity : art
   b. biology : life
   c. philosophy : intelligent
   d. numbers : mathematics
In the blank, write the letter of the one best answer.

___ 20. Which of the following sentences is an example of correct agreement between a pronoun and an indefinite pronoun antecedent?
   a. Each person cast their vote.
   b. Anyone could make a mistake filling out their forms.
   c. The students are tired of having their school closed because of snow.
   d. Each person must decide what they can do to help.

**Essay Questions**

21. Some authors write about the future in order to warn people about problems that may arise. Often such warnings are based on the writer's concerns about the present state of the world. Choose one selection from this unit that you think is a good example of a warning—for example, Sara Teasdale's "There Will Come Soft Rains," Wooley's "To the Residents of A.D. 2029," or Clarke's "If I Forget Thee, Oh Earth." Write an essay summarizing the nature of the warning and explain what circumstances in the present-day world may have prompted it. Include in your essay specific details that give substance to the warning.

22. When writing about the future, authors may choose to present their visions in the form of fantasy or realistic fiction. Choose two selections from the unit, one that presents the future in the form of fantasy, and one that portrays the future in realistic terms. Write an essay contrasting these two portrayals. Decide which one seems more effective, and explain why.

23. Some forward-thinking writers focus on the need to protect the Earth and its resources, as in the introduction to *Silent Spring* and "If I Forget Thee, Oh Earth." Choose the selection in the unit that you think deals with this issue most persuasively. Write an essay in which you explain the writer's central idea; identify the most convincing elements in the selection and describe why they are so convincing.

24. Several of the selections in this unit offer a negative view of the future, while others portray the future more positively. Write an essay contrasting two selections—one negative and one positive. For example, you may choose the excerpt from *The Road Ahead* or Nelson Mandela's "Glory and Hope" as a selection with a positive view and "To the Residents of A.D. 2029" as one with a negative view. Describe each author's view of the future, and compare how each uses facts or opinions to support his or her views.

25. The poetry selections in this unit are described as "wake-up calls," intended to draw attention to something the poet finds troubling or thought provoking. Write about one poem that you think sounds a powerful wake-up call. You might choose a selection such as "Fire and Ice," "Gifts," "The Horses," "All Watched Over by Machines of Loving Grace," or "There Will Come Soft Rains." To what is the poet trying to alert the reader? Why might the poet be concerned about this situation, and what language in the poem makes the alarm sound loud and clear?
Selection Test

Critical Reading  In the blank, write the letter of the one best answer.

1. O. Henry's purpose in writing "The Gift of the Magi" was to
   a. retell the Christmas story in a modern setting.
   b. poke fun at people like Jim and Della.
   c. create sympathy for the poor.
   d. show that the best gifts come from the heart.

2. Della saves her money by "bulldozing the grocer and the vegetable man and the butcher until one's cheeks burned with the silent imputation of parsimony." Which statement best describes Della's relationship with the shopkeepers?
   a. She is angry at the shopkeepers for accusing her of stealing.
   b. She is embarrassed to think that the shopkeepers considered her a miser.
   c. The shopkeepers are embarrassed when they see how poor she is.
   d. She argues with the shopkeepers about their prices until her face turns red.

3. From which of these statements can you best draw a conclusion about the story's theme or central message?
   a. "Twenty dollars a week doesn't go far. Expenses had been greater than she had calculated. They always are."
   b. "A very thin and very agile person may, by observing his reflection . . . obtain a fairly accurate conception of his looks."
   c. "Eight dollars a week or a million a year—what is the difference? A mathematician or a wit would give you the wrong answer."
   d. "She . . . went to work repairing the ravages made by generosity added to love."

4. Which statement helps you predict events to come in the story?
   a. "The 'Dillingham' had been flung to the breeze during a former period of prosperity . . . ."
   b. "She had been saving every penny she could for months, with this result."
   c. "... there were two possessions of the James Dillingham Youngs in which they both took a mighty pride."
   d. "Her eyes were shining brilliantly, but her face had lost its color within twenty seconds."

5. When O. Henry wrote that "life is made up of sobs, sniffles, and smiles, with sniffles predominating," he was making a statement about
   a. the overall sadness of life.
   b. what a crybaby Della is.
   c. how often people get ill.
   d. the way women express emotion.

6. Jim's reaction to Della's gift reveals that he is ________.
   a. hot-tempered
   b. unappreciative
   c. disapproving
   d. forgiving
7. Which of the following best describes Della’s dilemma in this story?
   a. How to deal with Jim’s reactions
   b. How to get money for a gift
   c. How to deal with unreal expectations
   d. How to return the watch chain

8. O. Henry describes Jim and Della’s flat in these words: “It did not exactly beggar description, but it certainly had that word on the lookout for the mendicancy squad.” Which of the following sentences best explains that description?
   a. The flat needs a paint job.
   b. Beggars feel at home in the flat.
   c. Police come to the flat looking for beggars
   d. The flat is fairly nondescript.

9. What is the plot of a story?
   a. The high point of a story
   b. A series of related events
   c. A story’s resolution
   d. The climax or central conflict

10. Jim’s “peculiar expression” when he sees Della’s haircut is a result of
   a. his anger with her for cutting her hair.
   b. his confusion about why she looks different
   c. the recognition that the combs he bought for her are useless.
   d. the loss of physical attraction to her.

11. What event in the story intensifies the action?
   a. The approaching Christmas holiday
   b. Della’s decision to have her hair cut
   c. Della’s purchase of the watch fob
   d. Jim’s response to Della’s gift

12. From which statement can you best infer how Jim and Della feel about each other?
   a. “But whenever Mr. James Dillingham Young came home and reached his flat above he was called ‘Jim’ and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della.”
   b. “If Jim doesn’t kill me,’ she said to herself, ‘before he takes a second look at me, he’ll say I look like a Coney Island chorus girl.’”
   c. “Poor fellow, he was only twenty-two—and to be burdened with a family!”
   d. “And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house.”

13. How is the story’s conflict resolved?
   a. Jim, furious with Della for cutting her hair, walks out.
   b. They wisely save their money for next Christmas.
   c. Jim and Della each make a foolish and dear sacrifice to buy the other a gift.
   d. They agree not to buy Christmas gifts for each other.

14. O. Henry considered Jim and Della to be wise because they chose gifts that
   a. were true expressions of their love.
   b. they knew the other would like.
   c. could not be exchanged.
   d. were worth a lot of money.
Vocabulary and Grammar  In the blank, write the letter of the one best answer.

15. Which of the following words most closely matches in meaning the word tactful?
   a. Discreet
   b. Chaste
   c. Depreciate
   d. Meretricious

16. The word chaste means ________.
   a. tactful
   b. pure
   c. quiet
   d. ornate

17. Which phrase is most nearly the same in meaning as deprecate?
   a. Inflation of price
   b. Failure to appreciate
   c. Reduce in value
   d. Cost increase

18. Which of the following is a sentence fragment?
   a. One dollar and eighty-seven cents.
   b. Three times Della counted it.
   c. Suddenly she whirled from the window and stood before the glass.
   d. Jim was never late.

19. Which of the following sentences corrects the sentence fragment "Della’s beautiful hair"?
   a. Della’s beautiful hair—a brown cascade.
   b. Della’s beautiful hair, shining like a brown cascade.
   c. Della’s beautiful hair rippled like a brown cascade.
   d. Della’s beautiful hair, what a shame!

20. Which of the following sentences corrects the sentence fragment "A furnished flat at $8 per week"?
   a. A furnished flat at $8 per week—shabby couch and all.
   b. A dismal future in a furnished flat at $8 per week.
   c. For Jim and Della a furnished flat at $8 per week.
   d. They rented a furnished flat at $8 per week.

Essay Questions

21. At the beginning of the story, descriptive details create a specific picture of Jim and Della’s living situation. Write an essay explaining what that situation is, which key details create it, and what conclusion can be drawn about Jim and Della from those details.

22. O. Henry described Jim and Della as “two foolish children.” He also described them as “the wisest of all.” In what ways are Jim and Della foolish? In what ways are they wise? How is it possible for them to be both foolish and wise? Answer these questions in an essay, supporting your responses with evidence from the story.

23. The plot of "The Gift of the Magi" is made up of a series of related events. In an essay, summarize the plot of the story in the following five parts: exposition, rising action, climax, falling action, and resolution.
"Sonata for Harp and Bicycle" by Joan Aiken (text page 470)

Selection Test

Critical Reading  In the blank, write the letter of the one best answer.

1. What is Jason Ashgrove’s position at Moreton Wold and Company?
   a. Advertising copywriter
   b. Established Staff
   c. Security guard
   d. Manufacturer of Oat Crisps

2. Who is Miss Golden?
   a. Mr. Manaby’s assistant
   b. William Heron’s daughter
   c. Ashgrove’s secretary
   d. Miss Bell’s niece

3. Why does the staff leave promptly each day at five o’clock?
   a. The design of the building makes it dark by five.
   b. It is Directorial policy to keep work areas neat.
   c. The office building is supposedly haunted.
   d. Invoices and statistical abstracts are kept secret.

4. Which of the following sentences is most likely to build a sense of rising action?
   a. But that was not the real reason.
   b. Gaunt and sooty, Grimes Buildings lurched up the side of a hill toward Clerkenwell.
   c. Darkness infested the building like a flight of bats returning to roost.
   d. “All papers into cases, please,” the voice warned, five minutes later.

5. Which of the following details would lead you to predict that something strange is going on in the Grimes Buildings?
   a. Although the building is designed to admit light to each office, darkness is prevalent.
   b. The timed, insistent loudspeaker announcements seem odd.
   c. Letters, invoices, and discarded copy are stacked neatly.
   d. The chimes from St. Biddulph’s-on-the-Wall can be heard more clearly than St. Paul’s.

6. When is Jason supposed to learn the secret of Grimes Buildings?
   a. When Mr. Manaby feels it’s safe to tell him
   b. Never
   c. When he has earned Miss Golden’s confidence
   d. When he is taken onto the Established Staff

7. Miss Golden tries to avoid discussing the secret of the offices because
   a. she is attracted to Ashgrove.
   b. she is frightened of the secret.
   c. she fears they will not finish the Oat Crisp work on time.
   d. she does not yet know him well enough for such a disclosure.
8. In the first remark from Jason to Miss Golden, he asks her about the five o'clock policy. This fact leads one to predict
   a. that the characters will soon fall in love.
   b. that Jason’s curiosity will lead him into trouble.
   c. that the plot will follow the mystery of the policy.
   d. that Jason’s rebellious nature will create a central conflict.

9. Miss Golden is crisp and formal until
   a. Ashgrove asks what she wants for her birthday to get her to talk.
   b. Ashgrove recites a couple of rude and witty rhymes when he is annoyed.
   c. Ashgrove hints that he’ll ask her out for coffee if she’ll share the secret.
   d. Ashgrove says he’ll do something desperate if she doesn’t tell.

10. After they leave the building, Ashgrove stands undecided until he hears
    a. a bicycle bell.
    b. Miss Golden’s bus leave.
    c. a siren wailing on the river.
    d. a scream from the Grimes Buildings.

11. What does the following passage represent?
    He was looking into two eyes carved out of expressionless air; he was held by two
        hands knotted together out of the width of dark.
    a. The climax of the story
    b. A description of William Heron
    c. A description of Miss Golden
    d. A prediction of death

12. When Miss Golden finally explains the mystery, why is it necessary that Jason and she resolve the dilemma?
    a. He will be fired for being in the Grimes Buildings after dark.
    b. They must find a way to restore Jason’s youth.
    c. All who see the ghost die within five days.
    d. They cannot marry until the spirits are satisfied.

13. A story’s **climax** is its
    a. highest point of action or interest.
    b. rising action through development.
    c. ending.
    d. message or theme.

14. When Jason and Miss Golden return to the Grimes Buildings, what will most likely happen?
    a. They will meet the ghosts and flee.
    b. They will meet their deaths because of the curse.
    c. They will somehow unite the lost lovers.
    d. They will hear the ghosts but see nothing.

**Vocabulary and Grammar** In the blank, write the letter of the one best answer.

15. The word *engendered* means ________.
    a. empowered
    b. sexist
    c. risked
    d. caused
16. Which of the following items punctuates its interrogative element correctly?
   a. "... there is the liberty of the individual to be considered don't you think?
   b. "... there is the liberty of the individual to be considered, don't you think?"
   c. "... there is the liberty of the individual to be considered, don't you think."  
   d. "... there is the liberty of the individual, to be considered don't you think?

17. The word encroaching means ______.
   a. nearing 
   b. encouraging 
   c. loading 
   d. intruding 

18. The word gossamer means ______.
   a. flimsy 
   b. ghostly 
   c. spiderlike 
   d. airborne 

19. Which of the following sentences with interrogative elements is punctuated incorrectly?
   a. The story is humorous, don't you agree?
   b. Miss Golden could hardly be expected to jump, too could she?
   c. It should end differently to be frightening, though, shouldn't it?
   d. Not all stories of the supernatural are light, are they?

20. The word furtive means ______.
   a. fruitful 
   b. subsequent 
   c. coated 
   d. sneaky 

**Essay Questions**

21. Readers do not have to believe in the supernatural to enjoy "Sonata for Harp and Bicycle." Even those who think the story could never have happened are still swept away by the author's witty narration and skillful storytelling. How does she keep our interest? How does she move the tale along so that readers keep reading? Write an essay that identifies several of the points of rising action in "Sonata for Harp and Bicycle," and explain how they are linked together to build suspense.

22. Ghost stories are supposed to be scary. Although "Sonata for Harp and Bicycle" is suspenseful at times, few would argue that the story is frightening. Even though the tale includes eerie buildings, spirits, a tense moment on a fire escape, and a daring plan, we sense all along that this is a lighthearted tale. In an essay, explain how the author signals the reader that "Sonata for Harp and Bicycle" is a happy story. Use examples from the selection in your response.

23. From ancient mythologies to the latest Hollywood films, accounts of abnormal and unsettling events have continued to captivate us. Even when treated lightly, as in "Sonata for Harp and Bicycle," stories of metaphysical events attract us. In an essay, explain the enduring appeal of these tales and why they enthral us. Use examples from "Sonata for Harp and Bicycle" to illustrate your points.
"The Scarlet Ibis" by James Hurst (text page 484)

**Selection Test**

**Critical Reading** In the blank, write the letter of the one best answer.

1. Why was the narrator’s brother three months old before he was named?
   a. His parents could not agree on a name.
   b. It was traditional to wait three months.
   c. Everybody thought the baby would die.
   d. The baby first had to be baptized in the church.

2. What in the story indicates the point of view of the narrator?
   a. The use of “he” indicates that the narrator is not part of the action.
   b. The use of “we” and “I” indicates that the narrator is part of the action.
   c. No names are used, so there is no evidence of the narrator’s identity.
   d. The tone indicates that the narrator is someone who is detached from the people involved.

3. The narrator feels his brother’s name should be changed because
   a. people expect too much of someone named William Armstrong.
   b. the little boy resents the name.
   c. William Armstrong is too formal and old-fashioned.
   d. the little boy doesn’t answer to William Armstrong.

4. What prompts the narrator to show Doodle the coffin?
   a. He thinks his brother will find it amusing.
   b. He intends to close him inside the coffin as a joke.
   c. He has a cruel streak that surfaces occasionally.
   d. He wants to impress on Doodle how surprised they all were that he survived.

5. The narrator is motivated to persist with Doodle’s development program by his
   a. pride in his own accomplishments.
   b. pride in Doodle.
   c. sympathy for Doodle.
   d. defiance of his parents.

6. The feeling of triumph is best illustrated by the quotation:
   a. “... I put him on his feet at least a hundred times each afternoon.”
   b. “And before I'll help you down from the loft, you're going to have to touch it.”
   c. "Finally, I could see I was licked. Doodle was my brother and he was going to cling to me forever . . ."
   d. “There wasn't a sound as Doodle walked slowly across the room and sat down at his place at the table.”

7. How does the weather contribute to the feeling of the story?
   a. The weather creates a feeling of confinement.
   b. The weather seems oppressive and endless.
   c. The weather seems threatening and unpredictable.
   d. The weather creates a feeling of lightheartedness.
8. From the relationship of the two brothers, a reader who identifies with the characters could
   a. learn to appreciate a sibling.
   b. learn how to have a lying contest.
   c. learn how to teach someone to walk.
   d. learn how to tease a sibling.

9. The narrator is recalling the events of his own childhood and Doodle's. What effect does this have on the story?
   a. He views his childhood as a "golden" time, which alters his memories.
   b. He remembers events only vaguely because so much time has passed.
   c. He knows how the story ends even before it starts, which may affect how he retells the story.
   d. He still carries his boyhood resentment, which affects his memories.

10. Which of these passages conveys a feeling of optimism?
   a. "Hope no longer hid in the dark palmetto thicket but perched like a cardinal in the lacy toothbrush tree, brilliantly visible."
   b. "Then when the slanted rays of the sun burned orange in the tops of the pines, we'd drop our jewels into the stream and watch them float away toward the sea."
   c. "... as I sit in the cool, green-draped parlor, the grindstone begins to turn, and time with all its changes is ground away . . ."
   d. "... the peacock spread his magnificent tail, enfolding the boy gently like a closing go-to-sleep flower, burying him in the gloriously iridescent, rustling vortex."

11. What is the main idea of "The Scarlet Ibis"?
   a. Memories remain clear even with the passing of time.
   b. Pride can cause people to be cruel even to those they love.
   c. The world of nature is fragile and must be protected.
   d. Close friendships are rare among family members.

12. In what way does Doodle disappoint his brother?
   a. Doodle is not able to be the playmate his brother had hoped for.
   b. Doodle won't try to walk with enough determination to suit his brother.
   c. Doodle dies.
   d. Doodle tells his mother when his brother accidentally tips over the go-cart.

13. A reader who is trying to identify with a character might ask which of the following questions?
   a. What would other characters have done had they known this?
   b. What would I have done in that situation?
   c. How would I have written this section?
   d. Where would I have set this story?

14. Identifying with a character allows a reader to
   a. pretend to be that character.
   b. relate to characters and situations in a personal way.
   c. imagine having written the story from that character's point of view.
   d. choose a favorite character and keep track of him or her throughout the story.

Vocabulary and Grammar In the blank, write the letter of the one best answer.

15. The plural form of the noun vortex is ______.
   a. vortexes
   b. vortex's
   c. vortices
   d. vortices
16. What are the infinitives and infinitive phrases in the following passage?
   As long as he lay all the time in bed, we called him William Armstrong, even though it was formal and sounded as if we were referring to one of our ancestors, but with his creeping around on the deerskin rug and beginning to talk, something had to be done about his name. It was I who renamed him. When he crawled, he crawled backwards, as if he were in reverse and couldn’t change gears. If you called him, he’d turn around as if he were going in the other direction, then he’d back right up to you to be picked up.
   a. “to one of our ancestors” and “to be done about his name”
   b. “to talk” and “to be picked up”
   c. “to one of our ancestors,” “to talk,” and “to be done about his name”
   d. “to talk,” “to be done about his name,” and “to be picked up”

17. What are the infinitive phrases in the following sentence?
   Doodle was my brother and he was going to cling to me forever, no matter what I did, so I dragged him across the burning cotton field to share with him the only beauty I knew, Old Woman Swamp.
   a. “to cling” and “to me forever”
   b. “to cling” and “to me forever” and “to share”
   c. “to cling to me forever” and “to share”
   d. “to cling to me forever” and “to share with him the only beauty I knew, Old Woman Swamp”

18. When Doodle is able to stand by himself, the narrator is sure that success is imminent. This means that success is
   a. unlikely, since walking is much harder than standing.
   b. likely to happen soon.
   c. absolutely sure to happen.
   d. a miracle.

19. Doodle believes in his brother’s infallibility—that is, his
   a. genius.
   b. imagination.
   c. ability to lie creatively.
   d. inability to fail.

20. Choose the statement that correctly identifies the infinitive phrase and its function in the following sentence.
   But he learned to crawl (it was his third winter), and we brought him out of the front bedroom.
   a. to crawl—noun, object of learned
   b. to crawl—adverb, modifying learned
   c. out of the front bedroom—adjective modifying him
   d. out of the front bedroom—adverb modifying brought

Essay Questions

21. A symbol is something that stands for or represents something else. In the story, the scarlet ibis is a symbol for Doodle. In an essay, compare the bird and Doodle. Consider all facets of what you know about the character of Doodle as you explain this symbolism.

22. The narrator in “The Scarlet Ibis” relates the history of his relationship with his brother. In an essay, tell how that relationship develops and changes. Then explain how you can apply something you learned from their relationship to a relationship in your own life.

23. “The Scarlet Ibis” is told from the first-person point of view of Doodle’s brother. In an essay, explain what insights the brother is able to provide, and, then, how a third-person narrator would have affected the story. Include specific examples to support your ideas.
"Blues Ain't No Mockin Bird" by Toni Cade Bambara (text page 498)
"Uncle Marcos" by Isabel Allende (text page 504)

Selection Test

Critical Reading
In the blank write the letter of the one best answer.

1. In "Blues Ain't No Mockin Bird," why doesn't Granny answer the twins when they ask her whether the man jumped off the bridge?
   a. She wants to get back to work.
   b. The suspense is part of her story.
   c. The twins are driving her crazy.
   d. She has already made her point.

2. In "Blues Ain't No Mockin Bird," how does the detail of the story "about this lady Goldilocks who barged into a house that wasn't even hers" help a reader understand Cathy's character?
   a. It shows that she likes to make the twins laugh.
   b. It points out how she keeps the twins from bothering Granny.
   c. It reveals her interest in storytelling.
   d. It illustrates that she likes to follow Granny's example.

3. In "Blues Ain't No Mockin Bird," Granny's habit of addressing her husband as "Mister Cain" is a sign of ______.
   a. superiority
   b. distance
   c. dislike
   d. respect

4. When Bambara, in "Blues Ain't No Mockin Bird," describes the cameraman "duckin and bendin and runnin and fallin, jigglin the camera and scared," what tone is she conveying?
   a. Anger       b. Ridicule      c. Pity       d. Disinterest

5. In "Blues Ain't No Mockin Bird," what detail is most responsible for Granddaddy's appearance of great power and strength?
   a. His feet       b. His hands       c. His height       d. His cool manner

6. In what way is Granny and Granddaddy's relationship in "Blues Ain't No Mockin Bird" similar to that of the hawks?
   a. Both have been wounded by outsiders.
   b. Both have moved from place to place.
   c. Both live on nature's abundance.
   d. Both are fiercely loyal to each other.

7. "Blues Ain't No Mockin Bird" has to do with
   a. an old man's violent anger toward a pair of hawks.
   b. an old woman's strict manner with her grandchildren.
   c. an old woman's fury at not being treated with respect.
   d. a family's rudeness to a pair of reporters.
8. In "Uncle Marcos," which word best describes Clara's father Severo?
   a. Kindhearted
   b. Conservative
   c. Imaginative
   d. Disreputable

9. Allende writes, "Nieve wept disconsolately and lit candles to San Antonio, patron of lost objects." This is an example of
   a. external conflict.
   b. indirect characterization.
   c. direct characterization.
   d. first-person point of view.

10. The character trait that Uncle Marcos displays when he builds the airplane on the parade grounds is his
    a. commercial spirit.
    b. technical knowledge.
    c. invincible imagination.
    d. navigational skill.

11. The townspeople react in various ways to Marcos and his behavior. Which of Marcos's "adventures" did the townspeople find humorous?
    a. His death aboard ship
    b. His courtship of Cousin Antonieta
    c. His first airplane ride
    d. His fortune-telling business

12. Although Uncle Marcos and Clara are successful in their fortune-telling business, Uncle Marcos decides to close the business. What is the character trait that helps him to make the decision?
    a. His tendency to get bored
    b. His need for adventure
    c. His impatience with his niece
    d. His underlying integrity

13. Uncle Marcos sets out for home at the end of the story because he
    a. is getting tired of traveling.
    b. hopes his illness will be cured.
    c. wants to settle down.
    d. misses his nieces and nephews.

14. At the end of the story, a reader's impression of Uncle Marcos is that he is
    a. immature and superstitious.
    b. sincere and caring.
    c. reliable and organized.
    d. unconventional and likeable.

15. Which of the following passages from "Uncle Marcos" best represents or sums up the author's attitude about Marcos's character?
    a. "He had lost his airplane and had to return on foot, but he had not broken any bones and his adventurous spirit was intact."
    b. "Marcos thought no woman in her right mind could remain impassive before a barrel-organ serenade."
    c. "But then Marcos announced that as soon as the weather cleared he planned to take off in his bird and cross the mountain range."
    d. "During the day, he slept in a hammock that he had strung between two columns in the hall, wearing only a loincloth that put Severo in a terrible mood . . . ."
16. "Uncle Marcos" is mainly the story of
   a. a young girl's memories of her remarkable uncle.
   b. an eccentric man's conflicts with his relatives.
   c. the discoveries of an old-fashioned explorer.
   d. one man's lasting impact on a small town.

Vocabulary and Grammar In the blank, write the letter of the one best answer.

17. Which of the following words is closest to the meaning of \textit{fetid}?
   a. Smelly
   b. Formal
   c. Dangerous
   d. Foolish

18. Choose the sentence in which the possessive noun is formed correctly.
   a. Uncle Marcos' manners were disgusting to Severo.
   b. His exercises were intended to strengthen the minds' control over the body.
   c. Marcos filled the courtyard with his sailors' trunk and assorted boxes.
   d. Whenever he visited his sister's home he stayed for months.

19. Which item shows the correct formation of a noun's singular possessive and plural possessive forms?
   a. reporter, reporter's, reporters'
   b. eyebrow, eyebrows' eyebrows's
   c. actress, actress', actress's
   d. child, child's, childrens'

20. An example of a \textit{formality} is
   a. holding a door open for someone.
   b. showing courtesy to a stranger.
   c. addressing someone older than you with the title "Miss," "Mrs.," "Ms.," or "Mr."
   d. nodding your head when you greet someone.

Essay Questions

21. In "Blues Ain't No Mockin Bird," Granny is angry with the reporters who do not respect her family's privacy. She tells a story about a photographer taking pictures of a man who is threatening to commit suicide. She says the photographer was "... takin up the whole roll of film practically. But savin a few, of course." In an essay, explain the point Granny is making by telling this story, and how the story relates to the reporters in the yard.

22. Granddaddy Cain is a powerful figure in "Blues Ain't No Mockin Bird." Readers are introduced to the character as he calms down his wife and loads up the truck, "madder than Granny in the first place." When readers finally meet Granddaddy Cain, he is described as "so tall and quiet and like a king." Then readers see how he deals with the hawk and the two reporters. In an essay, explain what you learn about Granddaddy Cain from each of these four incidents, and how each incident prepares you for the next. Support your statements with details from the story.

23. The narrator of "Uncle Marcos" relates several of Uncle Marcos's "adventures": the courtship of Cousin Antonieta, the building of and flight in the airplane, and the fortune-telling business. Choose one of these episodes from the story and, in an essay, explain how the circumstances and outcome of the episode reflect Marcos's character and the way that people respond to him.
Selection Test

Critical Reading In the blank write the letter of the one best answer.

1. “The Man to Send Rain Clouds” makes a statement about the
   a. demanding role of Christian missionaries.
   b. difficulty of resolving conflicts between cultures.
   c. Pueblo Indians’ refusal to accept Christian traditions.
   d. power of death to bring together different cultures.

2. In “The Man to Send Rain Clouds,” one can assume from Leon’s and Ken’s responses to finding Teofilo that the Pueblo Indians view death with______.
   a. joy
   b. sadness
   c. acceptance
   d. anger

3. Which of the following is the most important example of the cultural setting in which
   “The Man to Send Rain Clouds” takes place?
   a. The candles and medicine bags of the old men
   b. The brass lamp that hangs in Father Paul’s living room
   c. The missionary magazine that Father Paul reads
   d. The pickup truck that Leon and Ken drive out to the sheep camp

4. In “The Man to Send Rain Clouds,” what leads Louise to have Father Paul sprinkle holy water on Teofilo’s grave?
   a. Her concern for Teofilo
   b. Her desire to make the priest feel useful
   c. Her anger about how Teofilo died
   d. Her guilt about the lack of Christian ceremonies

5. The conflict between the Pueblo and Christian cultures in “The Man to Send Rain Clouds” is evident when
   a. Leon tells Father Paul the Last Rites weren’t necessary.
   b. Leon dresses Teofilo in a new flannel shirt and new jeans.
   c. Father Paul welcomes Leon into his house.
   d. Father Paul and Leon walk to the graveyard.

6. Which of the following is the most important reason why Father Paul refuses at first to bring holy water to the grave in “The Man to Send Rain Clouds”?
   a. He is afraid he will not be welcome.
   b. He has not performed the Last Rites.
   c. He is angry he wasn’t told about Teofilo’s death.
   d. He does not hold funeral Masses for Pueblos.

7. Which of the following statements reflects Father Paul’s relationship with the Pueblos in “The Man to Send Rain Clouds”?
   a. Both sides are eager to meet each other halfway.
   b. There is much warmth and understanding between Father Paul and the Pueblos.
   c. It is a relationship marked by tension and hostility.
   d. The relationship is rarely close and often difficult.
8. Of the following sentences from "The Man to Send Rain Clouds," which creates an image that appeals to your sense of touch?
   a. The people stood close to each other with little clouds of steam puffing from their faces.
   b. The priest stared down at his scuffed brown loafers and the worn hem of his cassock.
   c. His fingers were stiff, and it took him a long time to twist the lid off the holy water.
   d. Leon stared at the new moccasins that Teofilo had made for the ceremonial dances in the summer.

9. In what way are the Christian and Pueblo people in "The Man to Send Rain Clouds" alike?
   a. Both have special ceremonies for the dead.
   b. Both have rejected the past.
   c. Each respects the beliefs of the other.
   d. Both are concerned about the weather.

10. In "The Man to Send Rain Clouds," the reactions of Father Paul and Leon to the sprinkling of the holy water suggest that
   a. Leon has come to accept the importance of Christianity.
   b. Father Paul thinks Leon has played a trick on him.
   c. neither Leon nor Father Paul appreciates the other's point of view.
   d. the ceremony has narrowed the gap of understanding between the two men.

11. The plot of "The Invalid's Story" is based on confusion about
   a. how long the friend has been dead.
   b. what is in the box.
   c. what is in the stranger's bag.
   d. how the narrator lost his health.

12. The author set "The Invalid's Story" in winter to
   a. create a cheerless mood.
   b. describe how the narrator's friend died.
   c. provide more opportunity for exaggeration.
   d. explain why the train ride was slow.

13. From the narrator's point of view in "The Invalid's Story," the situation in the express car is _______.
   a. curious
   b. embarrassing
   c. shocking
   d. humorous

14. Of the following sentences from "The Invalid's Story," which creates an image that appeals to your sense of hearing?
   a. Presently I began to detect a most evil and searching odor stealing about on the frozen air.
   b. The expressman made a brisk remark or two about the tempest and the Arctic weather, slammed his sliding doors to ... and then went bustling around ... all the time contentedly humming ...
   c. Thompson sat down and buried his face in his red silk handkerchief, and began to slowly sway and rock his body like one who is doing his best to endure the almost unendurable.
   d. We puffed gingerly along for a while, and tried hard to imagine that things were improved.
15. Thompson’s attitude toward the corpse in “The Invalid’s Story” is best described as one of
   a. pleasure and affection.
   b. sympathy and surprise.
   c. disgust and ridicule.
   d. amazement and concern.

16. What is the main lesson of “The Invalid’s Story”?
   a. The inevitability and power of death
   b. The effect of mistaking appearance for reality
   c. The fatal danger of overexposure to cold
   d. The burden of fulfilling someone’s last wishes

**Vocabulary and Grammar**  In the blank, write the letter of the one best answer.

17. Which of the following lines of dialogue is punctuated correctly?
   a. “Good morning, Father.” said Leon.
   b. “Good morning, Father,” said Leon.
   c. “Good morning, Father, said Leon.
   d. “Good morning, Father” said Leon.

18. The narrator in “The Invalid’s Story” feels the heat of the stove will be ____ to his friend.
   a. desultory
   b. ominous
   c. judicious
   d. deleterious

19. Which of the following passages of dialogue is written correctly?
   a. “How long has your friend been dead, Cap?” “I don’t know,” I answered.
   b. “How long has your friend been dead, Cap?”
   “I don’t know,” I answered.
   c. “How long has your friend been dead, Cap? I don’t know,” I answered.
   d. “How long has your friend been dead, Cap?
   I don’t know” I answered.

20. In “The Invalid’s Story,” when Thompson stops humming, there is a(n) ____ silence.
   a. ominous
   b. desultory
   c. judicious
   d. deleterious

**Essay Questions**

21. In a short essay, describe the use of images of smell in “The Invalid’s Story.” Explain why the images of smell are humorous and how Thompson’s reactions to the smells add to the story’s humor.

22. In an essay, explain the importance of setting in “The Man to Send Rain Clouds.” Describe what you learn about the characters and their lives from the descriptions of the setting and how the setting relates to the main conflict.

23. In an essay, explain the conflict between Pueblo and Christian beliefs that is revealed in “The Man to Send Rain Clouds.” In what way do these beliefs come together at the end of the story? How is this bridging of traditions revealed through the reactions of the priest and Leon when holy water is sprinkled on Teofilo?
Critical Reading  In the blank write the letter of the one best answer.

1. At the beginning of "The Necklace," what is the reason for Madame Loisel's constant suffering?
   a. Her marriage  
   b. Her desperate wish to be wealthy  
   c. Her failing health  
   d. Her wish for more friends

2. What conclusion might you draw about Madame Loisel based on the life she craves?
   a. She enjoys working.  
   b. She cares most about her relationships.  
   c. She has simple needs.  
   d. She is materialistic and wishful.

3. Madame Loisel admires a society that values, above all, ________.  
   a. a work ethic  
   b. money and possessions  
   c. family  
   d. art

4. Madame Loisel treats her husband with ________.
   a. gentleness  
   b. affection  
   c. resentment  
   d. appreciation

5. What can you conclude about Madame Loisel's husband based on his treatment of her?
   a. He cares a great deal about his wife's happiness.  
   b. He is tired of listening to her complaints.  
   c. He cares too much about trifles.  
   d. He enjoys going to fancy receptions with her.

6. Which quotation best reveals Monsieur Loisel's attitude toward Madame Loisel?
   a. "What's the matter? You've really been very strange these last few days."  
   b. "Wait—you silly thing!"  
   c. "Well, all right, then, I'll give you four hundred francs. But try to get something really nice."  
   d. "You must write to your friend," he said, "and tell her that you've broken the clasp of the necklace and that you're getting it mended."

7. Why is Madame Loisel "filled with terrible anguish" when she asks to borrow the necklace?
   a. She is humiliated at having to borrow the necklace.  
   b. She dreads going to the reception.  
   c. She lacks confidence in her beauty.  
   d. Madame Forestier gives her too many pieces to choose from.
8. Madame Loisel's friendship with Madame Forestier is characterized by _____.
   a. equality
   b. companionship
   c. sympathy
   d. envy

9. The theme of “The Necklace” concerns the danger of
   a. attaching importance to wealth.
   b. trying to escape one’s fate.
   c. getting too deeply into debt.
   d. giving in to a spouse’s demands.

10. What feeling is created by the following description from the beginning of “The Harvest”?
    … there was something in the air the folks created, an aura of peace and death.
    The earth also shared that feeling.
    a. A sense of failure
    b. A sense of hope
    c. A sense of finality
    d. A sense of purposelessness

11. In “The Harvest,” how do the boys react when Don Trine gets angry with them for asking if they may follow him?
    a. They are amused.
    b. They are understanding.
    c. They are hurt.
    d. They are curious.

12. How do the workers react to the discovery of the holes dug by Don Trine?
    a. With horror
    b. With anticipation
    c. With shock
    d. With boredom

13. Why does Don Trine dig the holes in the ground?
    a. To make himself the focus of attention
    b. To amuse the workers
    c. To plant seedlings before the first frost
    d. To feel a connection with the earth

14. What can you conclude about the boy who decides to repeat the same procedure that Don Trine performed in the field?
    a. He needs to befriend Don Trine.
    b. He is sensitive and inquisitive.
    c. He wants to be accepted by the other boys.
    d. He has a mischievous nature.

15. Why will the boy “repeat what Don Trine did” the following October?
    a. He now understands nature’s regenerative cycle.
    b. He shares Don Trine’s need to perplex the other workers.
    c. He wants to farm the land.
    d. He and Don Trine are now close friends.

16. Which of the following is an important theme of “The Harvest”?
    a. The difficulties of living a quiet life
    b. The problems of small communities
    c. The importance of farming
    d. The importance of appreciating the cycles of nature
Vocabulary and Grammar  In the blank, write the letter of the one best answer.

17. Rather than feeling excitement about the reception, Madame Loisel is ___ about the fact that she does not have an evening gown.
   a. resplendent
   b. disheveled
   c. rueful
   d. indifferent

18. Identify the complete participial phrase in the following sentence: Planning to borrow jewelry, Madame Loisel visits her friend Madame Forestier.
   a. Madame Loisel visits
   b. her friend Madame Forestier
   c. to borrow jewelry
   d. Planning to borrow jewelry

19. In "The Harvest," when the youngsters spy on Don Trine more carefully, you could say that they are spying more ___.
   a. forcefully
   b. astutely
   c. appropriately
   d. artificially

20. Identify the word modified by a prepositional phrase in the following sentence: Don Trine was looking for money buried in the ground.
   a. Ground
   b. Don Trine
   c. Money
   d. Buried

Essay Questions

21. In an essay, explain the significance of the necklace in Guy de Maupassant’s story. In what way does the necklace symbolize Madame Loisel’s life? What might the necklace symbolize in Madame Loisel’s society? How does the necklace relate to the theme of the story?

22. In an essay, analyze the relationship between Madame Loisel and her husband by answering the following questions: How does Madame Loisel treat her husband? What does her treatment of him say about her values? How does her husband treat her? What can you conclude about his values, based on his relationship with her?

23. In an essay, analyze the reactions of the community to Don Trine’s mysterious behavior. As you write, keep the following questions in mind: What do people say about Don? What do their responses to his actions reveal about them? In what way is the boy who imitates Don Trine different from other people in the community? What do the boy and Don Trine understand that the others do not?
Critical Reading

In the blank, write the letter of the one best answer.

The questions below are based on the following passage.

_In the following passage from "Phineas," a short story by John Knowles, a high school student visits the sick room of a friend who was injured when they were climbing trees._

"Finn, ... what happened at the tree?..."

"I just fell." His eyes looked vaguely into my face. "Something jiggled and I fell over. I remember I turned around and looked at you... Funny expression you had. Very shocked, like you have right now."

"... Well, of course, I am shocked. It's terrible. I was right there, right on the limb beside you!"

"Yes, I know, I remember it all."...

"... Do you remember what made you fall?"

His eyes continued their roaming across my face. "I don't know. I must have just lost my balance... I did have this feeling that when you were standing there beside me, y—I don't know. I must have been delirious. ... I just fell, that's all." He turned away... "I'm sorry about that feeling I had."

I couldn't say anything to this sincere... apology for having suspected the truth. He was never going to accuse me.

1. Of what does the narrator expect Finny to accuse him?
   a. Causing him to fall
   b. Climbing too high
   c. Not doing anything to stop him from falling
   d. Not helping him after he fell

2. Why does Finny watch the narrator's expression so carefully?
   a. Because he is glad to see the narrator
   b. Because he is angry at the narrator
   c. Because he thinks that the narrator may be feeling sick
   d. Because he wants to know what the narrator is feeling

3. Which of the following is not a feeling the narrator feels about Finny's fall?
   a. Shocked
   b. Guilty
   c. Happy
   d. Sad

4. How do you think Finny feels about the narrator's actions at the tree?
   a. Angry and upset
   b. Guilty and ashamed
   c. Angry but forgiving
   d. Puzzled but forgiving
5. Which of the following details from the selection suggests that the narrator may feel guilty about Finny's fall?
   a. "Something jiggled and I fell over. I remember that I turned around and looked at you."
   b. "It's terrible. I was right there, on the limb beside you!"
      "Yes, I know, I remember it all."
   c. "I did have this feeling that when you were standing there beside me, y— I don’t know. I must have been delirious. I just fell, that's all."
   d. I couldn't say anything . . . to this sincere apology for having suspected the truth.

6. What part of the plot do you think this passage represents?
   a. Exposition
   b. Rising action
   c. Climax
   d. Falling action

7. From what point of view is the story told?
   a. First person
   b. Second person
   c. Third person
   d. Both second and third person

8. Most of what the author reveals about the narrator's character in this selection is shown through ____.
   a. plot
   b. setting
   c. direct characterization
   d. indirect characterization

9. What does the narrator imply when he says, "I couldn't say anything to this sincere . . . apology for having suspected the truth"?
   a. He thinks that Finny is trying to make him feel guilty.
   b. He thinks that Finny is a fool not to accuse him.
   c. He thinks that Finny is a better person than he himself is.
   d. He thinks that Finny is not really sincere in his apology.

10. What conclusion can you draw from this selection about the narrator's future actions?
    a. The narrator will tell the truth and apologize.
    b. The narrator will be angry at Finny from now on.
    c. The narrator will never tell Finny what happened.
    d. The narrator will tell Finny that Finny lost his balance.

Vocabulary and Grammar

Choose the word that best completes each sentence.

11. Even though she kept it in good condition, Alissa's car was worth less when she sold it than when she bought it because of ____.
    a. appreciation
    b. depreciation
    c. deterioration
    d. reciprocation

12. Because of one ____ tardiness, the ballet opened fifteen minutes late.
    a. dancer's
    b. dancers'
    c. dancers
    d. dancer
13. The defeat of his favorite soccer team left Antonio with a feeling of ___.
   a. dejection
   b. rejection
   c. deviation
   d. animation

In the blank, write the letter of the one best answer.

14. Which of the following words contains a suffix that means “full of”?
   a. Happiness
   b. Tantalizingly
   c. Iridescent
   d. Ominous

15. Which of the following lines is a sentence fragment?
   a. His fingers were stiff.
   b. One hundred dollars was just about the most money I ever had.
   c. It took him a long time to twist the lid off the money jar.
   d. “All wallets into pockets, please!”

The questions below consist of a related pair of words in CAPITAL LETTERS followed by four lettered pairs of words. Choose the pair that best expresses a relationship similar to that of the pair in capital letters.

16. VORTEX : VORTICES ::
   a. apple : oranges
   b. tornadoes : tornado
   c. appendix : appendices
   d. spandex : clothing

17. DELETERIOUS : HARM ::
   a. angry : rage
   b. enormous : size
   c. heavy : pounds
   d. perilous : danger

18. TREASURE : TANTALIZE ::
   a. monster : scare
   b. window : wash
   c. food : eat
   d. wedding : vow

The questions below are based on the following sentence.

   Jason could see two long passages in front of him, meeting at an acute angle where he stood.

19. Which of the following phrases from the sentence above is an example of a participial phrase?
   a. Jason could see
   b. two long passages
   c. meeting at an acute angle
   d. where he stood
20. Which of the following revisions includes an infinitive phrase?
   a. Jason could see that two long passages met at an acute angle where he stood.
   b. Jason could see two long passages coming toward him to form an acute angle
      where he stood.
   c. Jason could see two long passages coming toward him, forming an acute angle
      where he stood.
   d. Jason could see two long passages coming together in an acute angle where he
      stood.

essay questions

21. Many of the stories in this unit show characters taking action to solve a problem or make
    the best of a bad situation. Choose one of the stories in this unit, such as “The Gift of the
    Magi” or “The Scarlet Ibis,” and write an essay describing the problem that the main char­
    acter faces and how he or she tries to solve it. Explain what, if anything, the character
    seems to learn from the experience.

22. The events of a story make up its plot, which is traditionally divided into five parts: exposi­
    tion, rising action, climax, falling action, and resolution. Analyze the plot of one of the sto­
    ries in this unit. List which events in the story correspond to each of the five traditional
    plot elements. Does the story you chose have all of these elements? What is the story’s
    central conflict, and how is that conflict resolved in the climax, falling action, and resolu­
    tion of the plot?

23. The setting of a story is the place and time in which the story occurs. Choose one of the
    stories in the unit in which setting influences the action, such as “The Man to Send Rain
    Clouds,” “The Necklace,” or “The Harvest.” In an essay, briefly describe the story’s setting
    and assess the importance of the setting to the overall meaning and impact of the story.
    Could the same characters, plot, and theme be presented effectively in a different setting?
    Why or why not? Support your opinion with examples from the story.

24. The point of view is the vantage point from which a story is told. A third-person narrator
    does not participate in the action. A first-person narrator is one of the story’s characters
    and refers to himself or herself as “I.” Write an essay exploring the effect of point of view
    by imagining one of the stories in this unit as if it were written from a different point of
    view—for example, “The Harvest” written from Don Trine’s point of view or “The Scarlet
    Ibis” written in the third person. How would the change in point of view affect the reader’s
    impression of the characters and overall meaning of the story?

25. The stories in this unit cover a variety of themes, such as expressing love, dealing with
    death, and making the best of a bad situation. Choose two stories from this unit that deal
    with the same theme in different ways. Write an essay comparing and contrasting the two
    stories’ different presentations of this theme. Make specific references to the plot, charac­
    ters, setting, and point of view of each story to support your answer.
Selection Test

Critical Reading  In the blank, write the letter of the one best answer.

1. What is the main point in “Single Room, Earth View”?
   a. Space exploration advances human progress.
   b. Space travel provides a unique perspective of Earth.
   c. Astronauts are highly trained scientific observers.
   d. Pollution is endangering the Earth.

2. The author can easily lose track of her location because the
   a. space shuttle is flying at high altitudes.
   b. landforms are indistinct from space.
   c. brightness of the sun blocks her view.
   d. space shuttle is moving at a fast speed.

3. The author titled her essay “Single Room, Earth View” in order to emphasize
   a. her personal observations of the Earth from a small spacecraft.
   b. her discomfort of being in orbit for a long period of time.
   c. her fear of being confined to a small room.
   d. her isolation and distance from Earth.

4. Which of the following sentences provides the most vivid observation of the author’s
   view of land masses from space?
   a. “We could see smoke rising from fires that dotted the entire east coast of Africa. . . .”
   b. “Some cities look out of focus, and their colors muted, when viewed through a
      pollutant haze.”
   c. “Spectacular as the view is from 200 miles up, the Earth is not the awe-inspiring
      ‘blue marble’ made famous by the photos from the moon.”
   d. “The islands really do look as if that part of the world has been carpeted with a
      big page torn out of Rand-McNally. . . .”

5. One of the main points in the essay is that
   a. the view from the space shuttle is very different from the view from the moon.
   b. space travel creates new feelings, impressions, and insights.
   c. science has made great advances over the past fifty years.
   d. some experiences, such as a sunrise in space, cannot be described.

6. Which fact best supports the author’s description of “civilization’s more unfortunate
   effects on the environment”?
   a. Astronauts can trace thousand-mile-long condensation trails from airplanes flying
      across the Pacific Ocean.
   b. She could see lights twinkling along the entire eastern coast of the United States.
   c. A huge dust storm obscured the view of northern Africa.
   d. Oil slicks on the Persian Gulf can be viewed from space.

7. The detail, “Part of every orbit takes us to the dark side of the planet” helps create a
   strong feeling of
   a. anticipation and mystery.
   b. fear and desperation.
   c. hope and optimism.
   d. regret and disappointment.

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8. Which of the following details helps support the awe the author feels about the Earth?  
a. “I found Salina, Kansas . . .”  
b. “Scientists’ understanding of the energy balance in the oceans has increased significantly . . .”  
c. “It has carried even more sophisticated sensors in the payload bay.”  
d. “The drama set against the black backdrop of space and the magic of the materializing colors can’t be captured . . .”

9. What evidence supports the author’s point that “the view from overhead makes [plate tectonic] theory come alive”?  
a. “Several astronauts have marveled that the [Hawaiian] islands look just as they do on a map.”  
b. “The Great Wall of China is not the only man-made object visible from space.”  
c. “India really is crashing into Asia, and Saudi Arabia and Egypt really are pulling apart, making the Red Sea wider.”  
d. “Most of the Earth’s surface is covered with water, and at first glance it all looks the same: blue.”

10. The author’s discussion of photographs and observations of ocean dynamics best supports which of the following ideas?  
a. Future space missions should focus on the ocean currents.  
b. Scientific study on Earth must substantiate what astronauts observe.  
c. Space exploration has resulted in some unexpected scientific advances.  
d. Understanding is enhanced by distance from the subject.

11. The description of “ominous hurricane clouds expanding and rising like biscuits in the oven of the Caribbean”  
a. helps readers create a mental image of what the author sees from space.  
b. creates a suspenseful mood.  
c. supports the author’s point that describing space travel is difficult.  
d. contrasts with her description of a dust storm over Africa.

12. If you were reading “Single Room, Earth View” for a second time, you might scan it to  
a. fully understand the main points.  
b. find a description of lightning displays.  
c. compare and contrast the types of evidence Ride uses.  
d. fully comprehend a key passage.

13. In “Single Room, Earth View,” the author reveals herself to be  
a. skeptical and judgmental.  
b. intelligent but naïve.  
c. modest and appreciative.  
d. arrogant and self-centered.

14. Which of the following summarizes the author’s point of view?  
a. Certain questions about the universe are best left unanswered.  
b. Women can make a valuable contribution to the space program.  
c. Space exploration can benefit the understanding and preservation of Earth.  
d. The accomplishments of civilization are far more important than those of nature.

Vocabulary and Grammar In the blank, write the letter of the one best answer.

15. _____ easy to identify Lake Michigan from space because of _____ distinctive shape.  
a. It’s . . . it’s  
b. It’s . . . its  
c. Its . . . its  
d. Its . . . it’s
16. A __ pilot should be accompanied in the cockpit by a more experienced pilot.
   a. novice
   b. diffused
   c. surreal
   d. ominous

17. When the author says some scenes had a surreal quality she means the scenes were ___.
   a. strange
   b. subtle
   c. detailed
   d. muted

18. Which sentence contains the correct usage of the contraction it’s?
   a. The space shuttle completes it’s orbit of Earth in 90 minutes.
   b. It’s difficult to imagine orbiting the Earth that quickly.
   c. The moon casts it’s light in surreal patterns.
   d. All of the above

19. When __ clear and dark at night, __ possible to see thousands of stars.
   a. its . . . it’s
   b. it’s . . . its
   c. it’s . . . it’s
   d. its . . . its

20. It is possible to make out the patterns in the oceans because of the __ differences in water color.
   a. articulate
   b. ominous
   c. muted
   d. subtle

Essay Questions

21. In the beginning of “Single Room, Earth View,” the author notes that people want to know “What did it look like?” Write an essay describing how the author makes comparisons of views of Earth from space to everyday things to help readers understand her observations from space.

22. Write an essay stating the author’s main purpose in writing “Single Room, Earth View.” List key details that support her purpose.

23. Sally Ride is both a scientist and a writer with a literary background. Write an essay analyzing how Ride’s literary background affects her written observation of scientific phenomena. Provide evidence from Ride’s essay to support your analysis.
Selection Test

Critical Reading  In the blank write the letter of the one best answer.

1. In "The Washwoman," the author most admired the washwoman's
   a. clean linens.
   b. ability to tell stories.
   c. attitude toward motherhood.
   d. physical strength and dedication to her job.

2. Which of the following characteristics makes "The Washwoman" a narrative essay?
   a. The author's attitude toward his subject is obvious.
   b. It tells a story.
   c. It reflects on the author's feelings.
   d. It has a theme.

3. The concern shown by the author and his mother when the washwoman does not return reveals that
   a. they are concerned they will never get their laundry back.
   b. they are concerned about her welfare.
   c. they fear they will never find someone else to clean their linens.
   d. they fear she does not like them anymore.

4. What is the author's attitude toward the washwoman, as revealed in the following passage: "I cannot imagine paradise without this Gentile washwoman. I cannot even conceive of a world where there is no recompense for such effort."
   a. He feels responsible for the exhaustion that drove her to her death.
   b. He feels she wasted her life with her efforts.
   c. He feels she deserves to be given a proper funeral by her family.
   d. He feels she was an extraordinary person and deserves a final reward for her efforts on Earth.

5. Which part of "On Summer" is most characteristic of a persuasive essay?
   a. The physical description of the woman in Maine with cancer
   b. The memories the author has of her grandmother
   c. The comparison of the seasons at the conclusion of the essay
   d. The discussion of summers on the Southside

6. The author of "On Summer" would most likely agree with which of the following statements?
   a. Rural areas are better places than cities to raise children.
   b. The perceptions of children are inaccurate.
   c. People become less concerned about the weather as they grow older.
   d. People should not be afraid to revise their opinions.
7. In “On Summer,” the author attempts to persuade readers by examining the relationship between summer and  
   a. the places people visit.  
   b. the life cycle.  
   c. the games children play.  
   d. resistance to slavery.

8. Which of the following phrases best describes the character of the woman in “On Summer” whom the author meets in Maine?  
   a. Confident and contented  
   b. Forceful and unyielding  
   c. Harsh and cynical  
   d. Bitter and resigned

9. Which of the following sentences from “On Summer” best illustrates how the author attempts to persuade readers by appealing to their emotions?  
   a. "It also seemed to me, esthetically speaking, that nature had got inexcusably carried away on the summer question . . . ."
   b. "Those were, of course, the best times of all because the grownups were invariably reminded of having been children in rural parts of the country . . . ."
   c. " . . . watching her, I wished with all my power what I knew that she was wishing: that she might live to see at least one more summer."
   d. "The woman that I met was as wrinkled as a prune and could hardly hear and barely see . . . ."

10. What is the main point of “On Summer”?  
   a. No one wants to die in summer.  
   b. Life is often unfair.  
   c. People should live life to the fullest.  
   d. Women know best how to deal with death.

11. What is the most important subject the author reflects upon in “A Celebration of Grandfathers”?  
   a. His grandfather’s education  
   b. The importance of respecting our elders  
   c. The problems faced by many poor farmers  
   d. The difficulty of being a writer

12. In “A Celebration of Grandfathers,” the author’s description of his grandfather as “connected to the cycle that brought the rain or kept it from us” reveals his personal belief in the importance of  
   a. maintaining his grandfather’s village.  
   b. the four seasons.  
   c. participating in the natural order.  
   d. saving the environment.

13. In “A Celebration of Grandfathers,” what is the author’s attitude toward the values of young people in the modern world?  
   a. They resist aging and want to stay young and beautiful forever.  
   b. They have no respect for his grandfather.  
   c. They have helped progress in the world.  
   d. They have made a harmful break with past values and traditions.

14. According to “A Celebration of Grandfathers,” how does the author believe we must live in today’s society?  
   a. By following simple lessons of the past  
   b. By breaking with tradition  
   c. By satisfying our own interests  
   d. With a humorous acceptance of past mistakes
15. In “A Celebration of Grandfathers,” what does the expression “the autumn of life” refer to?
   a. Adolescence
   b. Old age
   c. Death
   d. Adulthood

16. What do the writers of “The Washwoman,” “On Summer,” and “A Celebration of Grandfathers” have in common?
   a. Their perspectives are changed and shaped by an older person.
   b. They like to reflect on nature.
   c. Their lives are quite different from those of their ancestors.
   d. They find the aging process difficult and painful.

Vocabulary and Grammar: In the blank, write the letter of the one best answer.

17. Which of the following is the best meaning of the word rancor as it is used in this sentence? “Surprisingly, the old woman told the story of her son’s behavior without rancor.”
   a. Affection
   b. Happiness
   c. Spite
   d. Emotion

18. Which of the following lines contains an error in its use of affect or effect?
   a. Singer is affected by the death of the washwoman.
   b. Singer and his mother wish they could effect a change in the life of the washwoman.
   c. Hard work never seems to have an effect on the washwoman.
   d. Does the cold affect the washwoman?

19. Which of the following words or phrases means the same as permeate?
   a. Flow throughout
   b. Last forever
   c. Allow
   d. Confuse

20. Which of the following sentences contains an error in its use of effect or affect?
   a. Grandfather’s stories had an affect on Anaya.
   b. Anaya’s grandfather was an effective storyteller.
   c. Have you ever been affected by a person from another generation?
   d. People respond in different ways to the effects of aging.

Essay Questions

21. In a short essay, discuss the admiration the author had for the washwoman in “The Washwoman.” Explain which of her characteristics stood out to the author and his mother, why he and his mother feel protective of the washwoman, and what significance the washwoman has for the author.

22. In an essay, explain the author’s attitude toward summer in “On Summer.” Consider what role the woman in Maine plays in changing the author’s attitude, and what summer represents to the author after meeting this woman.

23. In an essay, compare and contrast the lessons learned in “The Washwoman,” “On Summer,” and “A Celebration of Grandfathers.” Discuss the people who influenced the writers of the essays, and why these people had such influence.
from A White House Diary by Lady Bird Johnson (text page 586)
“Arthur Ashe Remembered” by John McPhee (text page 590)
“Georgia O’Keeffe” by Joan Didion (text page 592)

Selection Test

Critical Reading  In the blank write the letter of the one best answer.

1. The selection from A White House Diary is an example of autobiographical writing because it
   a. tells about factual events.
   b. contains details about real people.
   c. contains vivid details and direct quotations.
   d. relates the writer’s thoughts and feelings about her life.

2. Lady Bird Johnson thinks of her husband, Lyndon Johnson, as what type of person?
   a. Cautious and fearful
   b. Strong and reliable
   c. Regretful and mournful
   d. Lucky and grateful

3. Lady Bird Johnson is glad that Judge Sarah Hughes administers the oath of office to President Johnson because
   a. the Johnsons know and respect Judge Hughes.
   b. Judge Hughes behaves professionally.
   c. she believes that women should be treated equally.
   d. other judges are not available on short notice.

4. What legacy does Arthur Ashe’s mother pass on to her son?
   a. Athletic ability
   b. A sense of humor
   c. A controlled temper
   d. A hereditary disease

5. Which of the following best describes the author’s tone in “Arthur Ashe Remembered”?
   a. Admiring
   b. Skeptical
   c. Critical
   d. Controlled

6. In “Arthur Ashe Remembered,” lines such as “It was maddening, sometimes, to play against him” and “At the tensest moment, he goes for the all but impossible” make the main point that
   a. Ashe usually defeated his opponents.
   b. Ashe’s self-control in difficult situations was one of his greatest qualities.
   c. Ashe faced many difficult times in his life.
   d. Ashe was a talented tennis player and a fine human being.

7. Why might an autobiography of Ashe differ from the author’s view of the tennis player in “Arthur Ashe Remembered”?
   a. The author doesn’t know his subject very well.
   b. The author uses few direct quotations in his writing.
   c. Given his quiet demeanor, Ashe might not have praised himself as the author does.
   d. An autobiography would focus more on Ashe’s personal life than on his career.
8. In "Georgia O'Keeffe," the author places the anecdote about her daughter's visit to the museum at the beginning of the essay to show the
a. natural appreciation children have for O'Keeffe's work.
b. forcefulness of O'Keeffe's character and its effect on her art.
c. impact of art on the author's family.
d. simplicity of O'Keeffe's art.

9. How might the author’s background have influenced her view of O'Keeffe?
a. She came from a long line of pioneers.
b. Early in her career, she had aspired to be a painter.
c. She and O'Keeffe both lived in Texas for a time.
d. Editors criticized her writing as “sentimental.”

10. One of the main points in "Georgia O'Keeffe" is that
a. O'Keeffe explored different art styles.
b. young artists should imitate O'Keeffe's style.
c. O'Keeffe painted as well as the Impressionists did.
d. O'Keeffe enjoyed mocking the urban male establishment.

11. When the author describes O'Keeffe as "hard," she means that O'Keeffe
a. is harsh and unfriendly.
b. firmly adheres to her own sense of what is right.
c. creates works that are difficult to understand.
d. rejects the ideas of other painters.

12. What most impresses the author about O'Keeffe's art?
a. Her daring and innovative approaches
b. Her use of shadow and contrast
c. Her scenes from city life
d. Her ability to capture the essence of the West

13. O'Keeffe painted "Cow's Skull: Red, White and Blue" in order to
a. win the praise of American art critics.
b. prove her patriotism.
c. criticize the notion of "Great American" art.
d. acknowledge the contributions the pioneers made to America.

14. By ending her essay with the sentence "Ten watercolors were made from that star," the author is making the point that O'Keeffe
a. produced her paintings in great numbers.
b. had a keen and growing interest in astronomy.
c. perceived the same thing in many different ways.
d. had abandoned urban landscape painting.

Vocabulary and Grammar In the blank, write the letter of the one best answer.

15. Readers are moved by Lady Bird Johnson's _____ description of Jackie Kennedy waiting outside the operating room.
a. tumultuous
b. immutable
c. sentimental
d. poignant
16. Which of the following sentences contains an appositive phrase?
   a. "... Our Secret Service man, Rufus Youngblood, vaulted over the front seat...."
   b. "Senator Yarborough and I ducked our heads."
   c. "Mac Kilduff, the President's press man on this trip, and Kenny O'Donnell were coming and going."
   d. "I looked up and saw a sign, 'HOSPITAL.'"

17. Arthur Ashe's controlled and impassive style added to his ___.
   a. enigma
   b. rancor
   c. genesis
   d. implications

18. Which of the following sentences contains an appositive?
   a. Arthur Ashe, who died when his daughter was six, lost his own mother when he was six.
   b. Ashe's father described his son as quiet and kindhearted, like his mother.
   c. John McPhee, a writer of essays and other nonfiction works, greatly admired Arthur Ashe.
   d. Arthur Ashe displayed courage both on and off the tennis court.

19. Criticism of O'Keeffe's style only increased the artist's ____ for the art establishment.
   a. implications
   b. legacy
   c. enigma
   d. rancor

20. In which sentence is the appositive or appositive phrase underlined?
   a. "In Texas she had her sister Claudia with her...."
   b. "In Texas she had her sister Claudia with her...."
   c. "In Texas she had her sister Claudia with her...."
   d. "In Texas she had her sister Claudia with her...."

**Essay Questions**

21. The writers of these selections create compelling pictures of their subjects. Which selection most appealed to you? In an essay, explain why you liked a particular selection. Support your opinion with details from the selection you chose.

22. How do biographical and autobiographical writing present different views of their subjects? Using two of the selections, write an essay in which you contrast the manner in which the subjects are presented in autobiographical and biographical accounts. Consider how the writer's viewpoint affects your impression of the subject.

23. At different times in these selections, the writers make main points without stating them directly. From one of the selections, choose a main point that you find most compelling. In an essay, state this point, and analyze the techniques used to convey the writer's ideas indirectly.
Selection Test

**Critical Reading** In the blank, write the letter of the one best answer.

1. How did McCloud get “hooked” on comics?
   a. As a child, comics was all he ever read.
   b. His interest in drawing led him to comics when he was in tenth grade.
   c. He tried to improve his own drawings.
   d. A friend lent McCloud his comics collection to read.

2. One frame in McCloud’s essay says, “But whenever I tried to explain my feeling, I failed miserably.” The illustration shows a young McCloud being laughed at as he stammers, “But it—But it’s—Buh . . .” This frame is an example of a picture that
   a. signals the presentation of a fantasy.
   b. adds details that it would have taken many words to convey.
   c. adds humor to an apparently straightforward statement.
   d. conveys more meaning than the words do.

3. According to McCloud, people have a negative stereotype about comics because
   a. comics are full of bad art and stupid stories.
   b. people never give them a fair chance.
   c. people define them too narrowly.
   d. people are obsessed with them.

4. According to the essay, what turns a picture into a comic?
   a. Adding a caption
   b. Placing it into a sequence of pictures
   c. Adding dialogue in a balloon
   d. Having it convey a humorous message

5. What is the purpose of McCloud’s “world of comics” illustration?
   a. To show the variety and number of comics characters
   b. To show McCloud’s skill at depicting other artists’ characters
   c. To show how many different characters McCloud could think up
   d. To show how far from realistic most comics characters are

6. Why does McCloud think the potential of comics is “limitless and exciting”?
   a. Because there is so much variety in style and subject matter
   b. Because there have been so many interesting comics characters
   c. Because he has so many ideas for more comics
   d. Because he believes all topics should be conveyed by means of comics

7. McCloud uses Will Eisner’s definition as a starting point. He identifies Eisner as a
   “master comics artist.” This makes Eisner
   a. a biased contributor to McCloud’s argument.
   b. an expert whose opinion McCloud uses to support his own opinion.
   c. another comics artist whose opinion McCloud adds for variety.
   d. part of an anecdote because McCloud uses Eisner’s name to let readers know that he is acquainted with a “master comics artist.”
8. The point McCloud is making with the statement, "...never mistake the message for the messenger" is that
   a. all comics are different, so they can't actually be grouped together.
   b. readers should not confuse the personalities of comic characters with the personalities of the artists who draw them.
   c. one should never assume something is or is not a comic until it has been fully analyzed.
   d. one should not make generalizations about comics based on a single comic.

9. Which frame(s) is the best example of a picture that includes details which would have taken many, many words to convey?
   a. The frames with the starry sky in the background.
   b. The "film" frame that shows the speaker as if he is in a series of frames on a strip of movie film.
   c. The second to the last frame that reveals the final definition of comics.
   d. The "world of comics" frame that shows an enlarged globe with comic characters on it.

10. The visuals in McCloud's essay convey meaning by
    a. making the essay fun to read.
    b. supporting his argument that comics are varied, informative, and worthy of critical attention.
    c. showing that he is, indeed, a comics artist.
    d. showing readers what McCloud looks like so they are more likely to sympathize with his point of view.

11. Which of the following is a description of a frame in which the picture adds humor to the meaning of the words?
    a. The opening frame that shows McCloud at his desk.
    b. The frame in which McCloud swings an ax and says that some "aesthetic surgery" must be done to separate "form from content."
    c. The frame in which McCloud stands against a starry sky talking about a "proper definition."
    d. The frame in which McCloud holds up a revised definition and asks the audience "Okay, how about this?"

12. A visual essay is like a standard essay in that it
    a. conveys its ideas mainly through words.
    b. conveys only factual information.
    c. conveys only the author's opinions.
    d. presents an author's views on a single topic.

13. Which statement most accurately describes a visual essay?
    a. A way of conveying ideas through visual elements and language
    b. A standard essay accompanied by illustrations or photos
    c. An exploration of a topic through visual elements
    d. A series of static images intended to entertain

14. What artistic technique does McCloud use to indicate that he is depicting a "fantasy" or a "dream"?
    a. He writes in all capital letters.
    b. He shows himself as a young boy.
    c. He uses a starry sky background.
    d. He sets the scene in a large auditorium.
15. One critic says the definition of comics is arbitrary because
   a. the words of the definition seem as if they've been chosen at random.
   b. the definition is not logical.
   c. the definition is too artistic and not practical.
   d. the definition is too wordy.

16. McCloud's definition of comics fulfills his goal because it
   a. agrees with Eisner's basic definition.
   b. includes the need for words.
   c. encompasses all types of comics.
   d. perfectly but generically describes a comic book.

Vocabulary and Grammar In the blank, write the letter of the one best answer.

17. To __________ a situation is to
   a. correct it.
   b. resolve it.
   c. avoid it.
   d. become heavily involved in it.

18. Something that is static is _________.
   a. zig-zagged
   b. electrified
   c. without motion
   d. factual

19. Choose the sentence that is punctuated incorrectly.
   a. At, first I didn't pay much attention.
   b. Later, I told them the whole story.
   c. At any rate, they could have taken the bus home instead of walking in the rain.
   d. Oh, did I mention that Trevor called?

20. Which sentence is punctuated correctly?
   a. Well I, had no idea you two were cousins.
   b. I will be packing for college, in less than a year.
   c. Far to the north the expedition, was just setting out.
   d. As the sun set, we all agreed it had been a day worth remembering.

Essay Questions

21. In a visual essay, the visuals and the language work together to convey the author's message. Explain in a written essay how effective or ineffective "Understanding Comics" would be if all the words and dialogue were removed. Support your opinions with specific examples.

22. In an essay, describe three frames from "Understanding Comics" that convey meaning by adding humor, details, and flashback. Support your answer with specific details.

23. Does the following definition sound like a definition of a comic book you know? In an essay, explain whether you think this definition defines all comics, regardless of subject matter. Does McCloud's visual essay fit the definition? Do other comic books you have read fit well with the definition? Examine how (or if) the characteristics of the comics you are familiar with match the guidelines in the definition. Support your opinions with specific examples.

comics (kom'iks) n. plural in form, used with a singular verb. 1. Juxtaposed pictorial and other images in deliberate sequence, intended to convey information and/or to produce an aesthetic response in the viewer.
Critical Reading  In the blank, write the letter of the one best answer.

   1. Alex Chadwick, author of “Earhart Redux,” is
      a. an aviator as well as writer.
      b. a radio reporter for National Public Radio.
      c. host of the Morning Edition program.
      d. a book reviewer for an Oakland, California newspaper.

   2. Chadwick plays the sounds of machinery, engines, and Earhart’s voice in order to
      a. make his story seem more real.
      b. vary the pace of the interview.
      c. place the emphasis on Earhart.
      d. indicate the age of the airplane.

   3. This interview was probably
      a. aired after it was conducted and recorded.
      b. planned and written, but aired live.
      c. written, recorded, edited, and aired.
      d. aired live as it was conducted.

   4. Why does Chadwick first present Linda Finch as a “46-year-old grandmother who
      owns several nursing homes in Texas and a pilot who restores vintage fighters”? 
      a. To indicate her age as a risk factor in the flight
      b. To demonstrate that she is rich enough to finance the venture
      c. To give a quick idea that she is a unique person
      d. To suggest her family’s concern for her

   5. Linda Finch’s goal is to
      a. be the first woman to fly around the world.
      b. best Earhart’s record-setting time.
      c. repeat Earhart’s fatal mistake.
      d. complete Earhart’s flight for her own sake.

   6. Amelia Earhart was
      a. the first female aeronautical engineer.
      b. a famous aviator of the 1930’s.
      c. Charles Lindbergh’s initial copilot.
      d. the first pilot to fly the Atlantic alone.

   7. Chadwick includes a tape of an interview with Earhart in order to
      a. provide a sense of real connection between two pilots of different eras.
      b. provide evidence to solve the mystery of Earhart’s disappearance.
      c. provide Finch with an opportunity to explain what Earhart did wrong.
      d. provide an example of the way navigational electronics have changed.
8. Why does Chadwick spend so much time describing the airplane?
   a. Because Lockheed Electras are no longer manufactured today
   b. Because radio interviews lack the impact of pictures
   c. To emphasize the exact technical nature of Finch's mission
   d. To suggest why Earhart's quest was probably doomed from the start

9. One of the advantages of Chadwick's type of workplace writing is that
   a. there is no one actually "reading" the work.
   b. it requires less planning than other writing.
   c. there is less need for editing and revision.
   d. it can present interesting topics in unusual ways.

10. Finch's reason for attempting the round-the-world flight is
    a. to prove that Earhart was justified in believing that 1930's technology was reliable.
    b. to endorse Earhart's belief that women can realize their dreams.
    c. to raise awareness of her efforts to preserve and restore vintage airplanes.
    d. to discover through careful navigation where Earhart most likely went astray.

11. In These Girls, Hope Is a Muscle began as
    a. an article in the New York Times Magazine.
    b. a documentary film.
    c. a public television production.
    d. a novel.

12. The purpose of a book review is to
    a. encourage readers to buy the book.
    b. explain what's wrong with the book.
    c. summarize the book for those who can't read it.
    d. introduce the book and comment upon it.

13. The book reviewer, Steve Gietschier, points out that the book
    a. excludes John Calipari's University of Massachusetts squad.
    b. focuses too closely on the flaws of the town.
    c. is about women's sports, not just the Amherst team.
    d. succeeds as a good sports story.

14. Why did Gietschier quote from the book about the town of Amherst and the nature of the girls' team?
    a. To indicate the range of the book and the author's style
    b. To demonstrate his understanding of the book
    c. To suggest that Blais is too critical of the town and the players
    d. To endorse the type of writing that Blais, McPhee, and Bissinger have done

15. The book-jacket blurb is a type of workplace writing with the primary intention of ______.
    a. criticism
    b. reference
    c. advertising
    d. explanation

**Vocabulary and Grammar** In the blank, write the letter of the one best answer.

16. Aerodynamics is the study of
    a. aircraft engineering and construction.
    b. aerial maneuvers at high speed.
    c. power requirements for aircraft engines.
    d. air or other gases in motion.
17. In the phrase "nine-cylinder, air-cooled Pratt and Whitney engines," the hyphenated words are
   a. one compound modifier and one compound noun.
   b. compound modifiers.
   c. one compound number and one compound noun.
   d. compound nouns.

18. The word *adept* means ______.
   a. acquire
   b. skillful
   c. incompetent
   d. appropriate

19. A book is *compelling* if it is ______.
   a. forceful
   b. sensational
   c. difficult
   d. controversial

20. In the phrase "Pulitzer Prize winning writer," hyphens should appear
   a. between all words in the phrase.
   b. between "Pulitzer" and "Prize."
   c. between "Prize" and "winning."
   d. between "winning" and "writer."

**Essay Questions**

21. In "Earhart Redux," Alex Chadwick introduces us to a woman who is attempting to succeed where Amelia Earhart failed. Linda Finch's quest is partly about finishing what Earhart started, but it is also about Finch's view of why Earhart embarked on her solo flight. Write an essay that explains how Chadwick links Earhart and Finch in the interview, and how doing so serves his purpose. Use examples from the selection to support your points.

22. A 1986 movie, *Hoosiers*, celebrated the unlikely victory of a fictional team in Indiana's storied high school basketball tournament. John McPhee's *Friday Night Lights* chronicles the enormous importance of high school football in Texas. Madeleine Blais's *In These Girls, Hope Is a Muscle* works similar magic for girl's basketball in Amherst, Massachusetts. What is it about local sports stories that has such a hold on readers' emotions? In an essay, explain why these tales are so appealing to readers. Support your opinions with examples from the book review and book-jacket blurb.

23. Why did Linda Finch set out around the world? For that matter, why did Amelia Earhart? For centuries, people have been setting out on quests to accomplish something, to prove something, or just to try something new that is not essential to their survival. Why do you think people take up challenges like Finch's or Earhart's? Write an essay that explains your feelings about such undertakings. Use information from Chadwick's report on Finch to support your ideas.
Critical Reading

In the blank, write the letter of the one best answer.

The questions below are based on the following selection.

In the following excerpt from Jon Krakauer’s Into Thin Air, the author describes seeing a mountain he is about to climb for the first time.

Immediately I recognized the huge, sprawling bulk of Kanchenjunga, ... the third-highest mountain on Earth. Fifteen minutes later, Makalu, the world’s fifth-highest peak, came into view—and then, finally, the unmistakable profile of Everest itself.

The ink-black wedge of the summit pyramid stood out in stark relief, towering over the surrounding ridges. Thrust high into the jet stream, the mountain ripped a visible gash in the 120-knot hurricane, sending forth a plume of ice crystals that trailed to the east like a long silk scarf. As I gazed across the sky, ... it occurred to me that the top of Everest was precisely the same height as the ... jet bearing me through the heavens. That I proposed to climb to the cruising altitude of an [airplane] struck me, at that moment, as [absurd], or worse. My palms felt clammy.

1. Why does the author say “My palms felt clammy”?
   a. Riding in an airplane makes him nervous.
   b. The idea of climbing Everest makes him nervous.
   c. He is afraid of heights.
   d. He is experiencing motion sickness.

2. Which of the following details from the selection is least precise?
   a. a plume of ice crystals that trailed to the east like a long silk scarf.
   b. The ink-black wedge of the summit pyramid stood out in stark relief.
   c. it occurred to me that the top of Everest was precisely the same height as the ... jet ... d. That I proposed to climb to the cruising altitude of an [airplane] struck me ... as [absurd] ...

3. Which of the following sentences best describes the author’s main impression of Everest?
   a. Everest is very cold.
   b. There are many storms on Everest.
   c. Everest is extremely tall.
   d. The air on Everest is thin.

4. What realization startles the author?
   a. He is about to climb to an elevation equal to that of the airplane.
   b. Kanchenjunga is higher than Makalu.
   c. Everest looks blacker than he thought it would.
   d. He was riding in a hurricane.

5. What is the setting for this passage?
   a. Base camp
   b. The summit
   c. An airplane
   d. A helicopter
6. How does the writer feel about his first glimpse of Everest?
   a. He is terrified at seeing it.
   b. He is awestruck by it.
   c. He is unhappy to see it.
   d. He is thrilled to climb it.

7. The author's description of the mountains shows that he probably
   a. has studied photographs of these mountains.
   b. is an expert geologist.
   c. would prefer to climb Kanchenjunga and Makalu.
   d. has flown through hurricanes before.

8. What conditions are present at 29,000 feet?
   a. High winds and mild temperatures
   b. Snow and chilly breezes
   c. Hurricane winds and extremely cold temperatures
   d. Blinding sun glare and hurricane winds

9. This selection is a good example of
   a. a visual essay.
   b. autobiographical writing.
   c. biographical writing.
   d. workplace writing.

10. Which of the following descriptions of Everest demonstrates its height compared with
     the height of the other mountains?
    a. The ink-black wedge of the summit pyramid
    b. towering over the surrounding ridges
    c. ripped a visible gash in the 120-knot hurricane
    d. the unmistakable profile of Everest itself

Vocabulary and Grammar
In the blank, write the letter of the one best answer.

11. Which of the following sentences contains an appositive?
    a. She played an important role in championing space travel.
    b. In July 1997, the Mars Pathfinder landed on the Red Planet.
    c. Mars Pathfinder, the first roving spacecraft to explore the surface of Mars, has
        been sending information back to Earth.
    d. A big city like New York seemed an unlikely subject for an article on agriculture.

12. Which of the following sentences contains an introductory phrase?
    a. She played an important role in championing space travel.
    b. In July 1997, the Mars Pathfinder landed on the Red Planet.
    c. Mars Pathfinder, the first roving spacecraft to explore the surface of Mars, has
        been sending information back to Earth.
    d. A big city like New York seemed an unlikely subject for a woman painter.

13. Which of the following words contains a root meaning "to feel"?
    a. Sentimental
    b. Enigma
    c. Forbears
    d. Static
Choose the word(s) that best complete(s) each sentence.

14. ___ rare that flying results in significant ill ___.
   a. Its . . . effects
   b. Its . . . affects
   c. It's . . . effects
   d. It's . . . affects

15. The view was so intense that the astronauts were under ___ ___ for hours.
   a. its effects
   b. its affects
   c. it's effects
   d. it's affects

16. The deck had to be redesigned because the carpenter was a ___ who cut the boards too short.
   a. professional
   b. novice
   c. craftsman
   d. perfectionist.

17. The ____ writer never worried that her age might ___ the quality of her work.
   a. eighty-two-year-old . . . affect
   b. eighty-two-year old . . . effect
   c. eighty-two year old . . . affect
   d. eighty two year old . . . effect

18. In the word forebears, the prefix fore- means ___.
   a. coming after
   b. able to stand
   c. occurring again
   d. coming before

The questions below consist of a related pair of words in CAPITAL LETTERS followed by four lettered pairs of words. Choose the pair that best expresses a relationship similar to that of the pair in capital letters.

19. AERODYNAMICS : PHYSICS ::
   a. song : melody
   b. cardiology : medicine
   c. perception : perspective
   d. automobile : mechanics

20. TUMULTUOUS : PEACEFUL ::
   a. ominous : threatening
   b. diffused : spread out
   c. terrifying : reassuring
   d. mystery : riddle

Essay Questions

21. Nonfiction authors portray real-life characters by describing their appearance, words, and actions, and by relating what other people say about them. All of these elements are based on actual observations of the person. Write an essay describing one of the individuals you have met in this unit, such as Arthur Ashe, Georgia O'Keeffe, or Rudolfo Anaya's grand father. Think about what the individual says and does, and how others describe him or her. What personality traits does the author focus on most in portraying this person?
22. "Single Room, Earth View" describes how space travel gave Sally Ride a different visual perspective, which changed her mental perspective of Earth and life. Choose a different selection from the unit—for example, "A Celebration of Grandfathers" or "The Washwoman"—in which someone gains a different perspective on something. Write an essay that describes the character's original perspective and the events that caused him or her to change.

23. "Understanding Comics" takes the form of a visual essay, in which illustrations help words convey the author's intent. Choose another selection that you feel could be presented as a visual essay—for example, "Single Room, Earth View," "On Summer," or "Georgia O'Keeffe." Write an essay in which you explain your choice. Describe the kinds of visuals you would use, discuss where and how you would incorporate them into the text, and explain how they would add to the communicative power of the selection.

24. "You don't really know what you have until it is gone." Writers often adopt this point of view, using death to highlight what really matters in life as in "A White House Diary," "On Summer," or "The Washwoman." Choose a selection in which the author uses death to illustrate what matters in life. Write an essay that describes how the individuals involved in the story react to death, what actions they take in the face of death, and how death ultimately helps them to live better lives.

25. Choose two selections that focus on personal choices and challenges and how they affect people's lives—for example, "Arthur Ashe Remembered," "Amelia Earhart Redux," or the review of "In These Girls, Hope Is a Muscle." In an essay, compare the challenges that the selections present; include the nature of each challenge, how each affects an individual's life, and the value the selection places on the effort to meet the challenge. Explain the most significant difference between the two selections' view of challenge and choice.
The Dancers by Horton Foote (text page 640)

Selection Test

Critical Reading In the blank, write the letter of the one best answer.

1. Why does Inez arrange for Horace to go to the dance with Emily?
   a. She thinks Horace and Emily will enjoy each other's company.
   b. She is determined that Horace will have a social life.
   c. She owes Emily's mother a favor.
   d. She knows how much Horace enjoys dancing.

2. What kind of person is Horace?
   a. Shy and moody
   b. Popular and confident
   c. Sensitive and considerate
   d. Manipulative and insensitive

3. Stage directions help you envision the action of a play because
   a. they leave most details up to your imagination.
   b. they reflect the imagination of the playwright.
   c. they describe how elements in the play should look, sound, and be performed.
   d. they describe the cast of characters.

4. What happens when Horace goes to pick up Emily for the dance?
   a. Emily refuses to go with Horace to the dance.
   b. Emily thanks Horace for the pretty corsage.
   c. They practice a few dance steps in the living room.
   d. Horace compliments Emily on her blue dress.

5. From the following passage, what interpretation can you make about the kind of person Inez is?
   HERMAN. Inez. Why don't you let the boy alone?
   INEZ. Now you keep out of this, Herman Stanley. He's my brother and he's a stick. He's missing all the fun in life and I'm not going to have him a stick. I've sat up nights thinking of social engagements to keep him busy every minute of these next two weeks—I've got three dances scheduled for him. So he can-not dance. Now come on, dance with me....
   a. Thoughtful and industrious
   b. Well-meaning and good-humored
   c. Inconsiderate and pushy
   d. Confident and considerate

6. In what way are Inez Stanley and Elizabeth Crews alike?
   a. They both want what is best for Horace and Emily.
   b. They both meddle in other people's business.
   c. They both are polite, well-mannered people.
   d. They both are stuck-up and impolite.

7. Which action best demonstrates Horace's growing confidence?
   a. He accepts Emily's apology for her inconsiderate behavior.
   b. He introduces himself to Mary Catherine.
   c. He stands up to Inez by refusing to break his date with Mary Catherine.
   d. He takes dancing lessons.
8. From the following stage direction, what kind of expression do you envision on Emily's face?

[ELIZABETH CREWS and her daughter EMILY come into the drugstore. EMILY is about seventeen and very pretty. This afternoon, however, it is evident that she is unhappy.]

a. A smirk
b. A smile
c. A blush
d. A pout

9. What tone of voice does Elizabeth use in the following excerpt?

[ELIZABETH comes back in the room from upstage right. She is very nervous. But she tries to hide her nervousness in an overly social manner. ELIZABETH has decided to tell a fib.]

Horace, I am so sorry to have to ruin your evening, but my little girl isn't feeling well... it's very advisable that she stay in this evening.

a. Direct and matter-of-fact
b. Sweet and sing-songy
c. Flat and disinterested
d. Deeply concerned and low-pitched

10. Why doesn't Emily want to go to the dance with Horace?

a. It wouldn't be right for the most popular girl in school to go out with a shy boy.
b. She knows that Mary Catherine wants to go to the dance with Horace.
c. She is going to the dance with Leo.
d. Emily's mother, who does not like Emily's boyfriend Leo, made the arrangements without consulting Emily.

11. Why are a number of the scenes staged in the drugstore?

a. It is the natural meeting place where dialogue between characters occurs.
b. The drugstore takes up most of the stage area.
c. The waitress is a main character in the play.
d. The bus stops at the drugstore.

12. What major purpose does lighting have in this play?

a. It shows the mood of each scene.
b. It indicates the time of day.
c. It highlights the location of the action.
d. It provides special effects.

13. What was the playwright's purpose in dividing the stage into four acting areas?

a. To make the action of the play more direct
b. To create a sense of small town life
c. To reduce the number of props and setting changes
d. To enable the action of the play to flow continuously from one area to another

14. Why are Horace and Mary Catherine well suited for each other?

a. Neither of them is very popular or outgoing.
b. They are considerate and encouraging toward each other.
c. They both must learn to be more confident.
d. They both are learning to dance.

Vocabulary and Grammar In the blank, write the letter of the one best answer.

15. The word console is a __________: it has more than one meaning but is always spelled the same.

a. homonym
b. homograph
c. synonym
d. holograph
16. Which of the following underlined word(s) is a linking verb?
   I. Emily looks beautiful in blue.
   II. Mary Catherine and Horace become friends.
   III. Horace seems sensitive and kind.
   IV. Horace is Inez’s brother.
   a. I
   b. I and II
   c. I, II, and III
   d. III and IV

17. The word *genteel* means _____________.
   a. patient
   b. vivacious
   c. garrulous
   d. polite

18. Identify the underlined word in the following sentence.
   Emily’s evening dress was blue.
   a. Linking verb
   b. Predicate adjective
   c. Predicate noun
   d. Subject

19. The word most nearly opposite in meaning to *mortified* is _____________.
   a. frightened
   b. humiliated
   c. encouraged
   d. comforted

20. Identify the underlined word in the following sentence.
   Emily appears sorry for her rude behavior toward Horace.
   a. Linking verb
   b. Predicate adjective
   c. Predicate noun
   d. Subject

**Essay Questions**

21. Stage directions help you envision the action of *The Dancers*. In one scene, the waitress and Mary Catherine watch Horace dance with a box of flowers underneath his arm. In an essay, describe how you envision the action of this scene. Explain how you think Horace is feeling, what emotions he demonstrates in his dance, and why he is holding his arm out as if he had a dance partner. Support your opinions with details from the play.

22. In an essay, describe Emily Crews and Mary Catherine Davis. Use specific details from the play to compare and contrast their physical attributes, personalities, behavior, and actions toward others. Use the evidence you cite to draw a conclusion about each girl.

23. In an essay, describe completely your interpretation of the stage directions for the play’s closing scene. Explain what emotions, gestures, and insights you feel are most crucial in this scene.
The Tragedy of Romeo and Juliet, Act I by William Shakespeare (text page 674)

Selection Test

Critical Reading  In the blank, write the letter of the one best answer.

1. What event does the Prologue foreshadow?
   a. The deaths of Romeo and Juliet
   b. The marriage of Romeo and Juliet
   c. The death of Romeo's and Juliet's child
   d. The marriage of Paris and Juliet

2. Abram and Balthasar, who appear in Scene 1, are examples of
   a. flat characters.
   b. round characters.
   c. typical servants.
   d. hot-headed young men.

3. In these lines, what is Prince Escalus' message to Capulet and Montague?
   if ever you disturb our streets again,
   Your lives shall pay the forfeit of the peace.
   a. Capulet and Montague have been responsible for three brawls.
   b. The city streets have been much disturbed.
   c. "Ancient citizens" have had to take up arms.
   d. Capulet and Montague will pay with their lives if there are further disturbances.

4. Choose the item that best restates Capulet's answer to Paris's request to marry Juliet.
   But woo her, gentle Paris, get her heart;
   My will to her consent is but a part.
   And she agreed, within her scope of choice
   Lies my consent and fair according voice, . . .
   a. Woo her gently, Paris. When you get her heart, you will have my consent.
   b. Woo her until you win her over. I will ask her to consent as well.
   c. Win her heart, gentle Paris. My wanting her to consent is only a part of the process. If she agrees, then you have my consent as well.
   d. Win her heart, Paris. I shall will her to consent, for my part. Once she agrees, having had a fair choice, I will agree too.

5. Based on the information in the following passage and in the corresponding text aids, when is Juliet's birthday?

   NURSE. I'll lay fourteen of my teeth—
   And yet, to my teen³ be it spoken, I have but four—
   She's not fourteen. How long is it now
   To Lammas tide?⁴

   LADY CAPULET. A fortnight and odd days.⁵

   NURSE. Even or odd, of all days in the year,
   Come Lammas Eve at night shall she be fourteen.
   a. In fourteen days
   b. In four days
   c. On Lammas Eve, or July 31
   d. On August 1
6. Which best rephrases Nurse's speech in the passage?
   a. I'll lay fourteen of my teeth in a row—yet to Juliet it is known, I have but four—she's not yet fourteen.
   b. I'd wager fourteen of my teeth—though to my sorrow it is true I have only four—that she's not fourteen.
   c. I'll have fourteen of my teeth pulled out—but sad as it is I would only have four left—but she's not fourteen.
   d. I'll lay out fourteen of my teeth—though it was once told, I have only four—if she's fourteen.

7. By comparing Paris to a book, Lady Capulet encourages Juliet to
   a. ignore his looks completely.
   b. listen to his wisdom.
   c. study all his features carefully.
   d. look only at his eyes.

8. Romeo agrees with Benvolio's plan to go to Capulet’s party because he hopes to
   a. forget his love for Rosaline.
   b. challenge Tybalt to a fight.
   c. catch a glimpse of Rosaline.
   d. make peace with the Capulets.

9. What makes Romeo reluctant to go to the party?
   a. He is afraid of angering Capulet.
   b. He has had a premonition of his death.
   c. He is afraid of upsetting his father.
   d. Mercutio has warned him against going.

10. In Scene v at the Capulet feast, Capulet is a dramatic foil for Tybalt because
    a. they both know the Montagues are present, but no one else is aware of it.
    b. his enjoyment of the guests differs from Tybalt's experience.
    c. they are both somewhat upset.
    d. his tolerance of the Montagues contrasts with Tybalt's outrage.

11. In Scene v, why does Capulet allow Romeo to remain at the feast?
    a. He wants to keep an eye on him and see what he's up to.
    b. He wants to confront Romeo later when there aren't so many people around.
    c. He is annoyed and wants to deal with Romeo in his own way.
    d. He will not allow a well-mannered guest to be insulted in his home.

12. What obstacles to Romeo and Juliet's relationship are already apparent in Act I?
    a. The families' rivalry and Lady Capulet's refusal to allow Juliet to marry so young
    b. The families' rivalry and Capulet's desire for Juliet to marry Paris
    c. Montague's refusal to allow the relationship and Benvolio's own affection for Juliet
    d. The Prince's refusal to allow the families to mix and Romeo's affection for Rosaline

13. What detail about Montague helps to make him a round character?
    a. The description of his home
    b. The concern he shows over his son's unhappiness
    c. The description of his relationship with his wife
    d. The unpleasant way he treats Benvolio

14. Benvolio is a round character because
    a. he has many personality traits.
    b. he is described as "rotund" or "stout."
    c. readers see little of his personality.
    d. he tries to keep the peace between the families.
15. What is the purpose of text aids?
   a. To keep track of scenes
   b. To provide information about unfamiliar language
   c. To indicate the setting and give stage directions
   d. To indicate who is speaking

16. Act I of *Romeo and Juliet* is mainly about the Capulet-Montague family feud and
   a. Romeo and Juliet's first meeting.
   b. Romeo's unrequited love for Rosaline.
   c. Paris's desire to marry Juliet.
   d. Juliet's interest in marriage.

**Vocabulary and Grammar** In the blank, write the letter of the one best answer.

17. The Prince says that the men who are fighting act that way because of a "pernicious rage." What does *pernicious* mean?
   a. Long-standing
   b. Ruinous
   c. Childish
   d. Jealous

18. When Romeo's tears are "augmenting the fresh morning's dew," they are
   a. adding to it.
   b. drying it up.
   c. making it change colors.
   d. putting it to shame.

19. Which sentence contains words of direct address?
   a. What, shall I groan and tell thee?
   b. Be ruled by me; forget to think of her.
   c. A right fair mark, fair coz, is soonest hit.
   d. Well, in that hit you miss.

20. Choose the sentence in which the words of direct address are correctly punctuated.
   a. Madam I am, here.
   b. Welcome gentlemen!
   c. I, know not sir.
   d. Ah, my mistresses, which of you all/Will now deny to dance?

**Essay Questions**

21. In an essay, define what round and flat characters are. Then identify two round characters
    and two flat characters. Support your choices by explaining what you know about each
    character, in other words, why each character qualifies as a round or a flat character.

22. Shakespeare devotes an entire page at the beginning of Act I, Scene 1, to four minor char­
    acters who happen to be servants. In an essay, explain why Shakespeare does not begin
    the play with the major characters. Explain what purpose is served by the scene with the
    Capulet servants Gregory and Sampson and the Montague servants Abram and Balthasar.

23. Act I can be considered a setup for the rest of the play. In an essay, choose three impor­
    tant issues or events that are revealed or that happen in Act I. Explain whether you think
    these issues or situations might turn out favorably or not, based on details from Act I.
The Tragedy of Romeo and Juliet, Act II by William Shakespeare (text page 698)

Selection Test

Critical Reading In the blank, write the letter of the one best answer.

1. In Scene ii, Juliet says, "This bud of love, by summer's ripening breath,/May prove a
beauteous flow'r when next we meet." What is the "summer's ripening breath"?
   a. The force of the wind       c. A sudden thunderstorm
   b. The heat of the sun         d. A most welcome rainfall

2. What point is Juliet making when she speaks these lines? "What's in a name? That
   which we call a rose/By any other name would smell as sweet.
   a. She thinks Romeo has a sweet-sounding name.
   b. She wishes Romeo would change his name.
   c. She loves Romeo even though he is a Montague.
   d. The love she feels for Romeo reminds her of a rose.

3. Following are the first four lines of the Prologue. Choose the line whose iambic pen-
tameter is noted correctly by means of the symbols for stressed (') and unstressed
syllables (').
   a. Now old desire doth in his deathbed lie,
   b. And young affection gapes to be his heir;
   c. That fair for which love groaned for and would die,
   d. With tender Juliet matched, is now not fair.

4. Juliet speaks the following lines in Act II, Scene ii. What effect does the third line
   have?
   What's Montague? It is not hand, nor foot,
   Nor arm, nor face. O, be some other name
   Belonging to a man.
   What's in a name? That which we call a rose
   By any other name would smell as sweet. [Act II, Scene ii]
   a. Its shortness calls attention to the wish Juliet speaks as well as to the words that
      follow.
   b. It is awkward to read because it is not in iambic pentameter.
   c. It gives the speaker a chance for a good breath.
   d. It indicates that Juliet starts to cry and cannot finish the line.

5. What is one key to reading blank verse?
   a. Find the rhythm and be sure to emphasize stressed and unstressed syllables.
   b. Pay attention to punctuation rather than to line endings.
   c. Watch for the rhymes that signal that something important is going to happen.
   d. Read each thought or phrase separately, and always pause at the end of a line.

6. In agreeing to marry Romeo and Juliet, Friar Lawrence shows that he
   a. makes independent judgments.       c. dislikes the Capulets.
   b. favors young lovers.               d. looks beyond the immediate event.

7. Benvolio and Mercutio's sociability helps to emphasize Romeo's
   a. moodiness
   b. sense of humor
   c. talkativeness
   d. temper

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8. Benvolio and Mercutio are concerned about the letter that has arrived at Romeo's father's house because they
   a. are worried that Romeo is dead.
   b. doubt Romeo's ability to win a duel with Tybalt.
   c. know Romeo is too distracted to fight well.
   d. think Romeo should wait to get married.

9. Benvolio serves as a foil for Mercutio because Benvolio is more _____________.
   a. playful  b. serious  c. romantic  d. talkative

10. The contrasts between Romeo's character and those of both Friar Lawrence and Mercutio help to emphasize Romeo's attitude about _____________.
    a. love  b. death  c. dueling  d. dancing

11. Which of the following pairs of lines is a rhymed couplet?
    a. JULIET. By whose direction found'st thou out this place?
       ROMEO. By love, that first did prompt me to inquire. [Scene ii]
    b. But passion lends them power, time means to meet,
       Temp'ring extremities with extreme sweet. [Prologue]
    c. I'll tell thee ere thou ask it me again.
       I have been feasting with mine enemy, [Scene iii]
    d. I would thou hadst my bones, and I thy news.
       Nay, come, I pray thee speak. Good, good nurse, speak. [Scene vi]

12. What makes Romeo's love for Juliet different from his love for Rosaline?
    a. Romeo is less certain about his love for Rosaline.
    b. Romeo has known Juliet longer than he has known Rosaline.
    c. Unlike Rosaline, Juliet is a Capulet.
    d. Unlike Rosaline, Juliet returns Romeo's love.

13. Act II is mainly about
    a. Benvolio and Mercutio's impatience with Romeo.
    b. Friar Lawrence's hesitation concerning Romeo's marriage.
    c. Romeo and Juliet's decision to get married.
    d. Juliet's growing impatience with her nurse.

14. Why does Friar Lawrence advise Romeo to "love moderately" just before Juliet arrives?
    a. He has seen Romeo in and out of love before and hopes Romeo is not acting too hastily.
    b. It is his duty as a Friar to advise caution and moderation in all things.
    c. He assumes there will be trouble between the families because of the marriage and doesn't want Romeo to forget that.
    d. He is doubtful as to whether Juliet will show up and wants to prepare Romeo for the possible disappointment.

15. Blank verse is
    a. poetry with no structure and no rhyme.
    b. a type of long poem often used for plays.
    c. the only type of poetry Shakespeare used throughout his plays.
    d. unrhymed verse written in iambic pentameter.

Vocabulary and Grammar In the blank, write the letter of the one best answer.

16. In Scene ii, Juliet says, "I'll prove more true/Than those that have more cunning to be strange." Cunning means _____________.
    a. reason  b. cleverness  c. cold-heartedness  d. caution
17. Which of the following lines contains a logical comparison?
   a. "It is nor hand, nor foot./Nor arm, nor face."
   b. "O, be some other name/Belonging to a man."
   c. "What's in a name?"
   d. "That which we call a rose/By any other name would smell as sweet."

18. In Scene iii, Friar Lawrence says, "For naught so vile that on the earth doth live/But to the earth some special good doth give;" By vile, he means _____________.
   a. evil b. deadly c. miraculous d. worthless

19. Which sentence contains a logical comparison?
   a. Among her other talents, Juliet can charm her nurse better than anyone.
   b. Mercutio is the most jovial of all the boys.
   c. Friar Lawrence seems to know better than anyone else what might stop the feud.
   d. Romeo is taking actions that none of the Montagues know about.

20. The word predominant means
   a. having superior strength or influence. c. running a household.
   b. ruling or reigning, as a king or queen. d. resting heavily.

**Essay Questions**

21. Within serious situations, Shakespeare often interjects lighter moments. Choose such a moment in Act II, and in an essay explain how the humor is achieved. Use examples of dialogue to support your explanation.

22. While Juliet is still talking to Romeo from her bedroom window, she introduces a note of caution into their conversation. Romeo satisfies himself with vows of love, though not of marriage, and agrees to send word the next morning. Friar Lawrence, in turn, counsels Romeo, "Wisely and slow. They stumble that run fast." In an essay, explain the three attitudes about love displayed by these characters, and give supporting evidence.

23. Examine the following passage in terms of its meter and its meaning. In an essay, give a brief summary, in one or two sentences, of what occurs in this passage. Then explain in detail what each speaker says. Provide your own restatements when appropriate. Include a description of the meter of the passage and how it affects the speakers' messages.

   FRIAR. Be plain, good son, and homely in thy drift.22
   Riddling confession finds but riddling shrift.23
   ROMEO. Then plainly know my heart's dear love is set
   On the fair daughter of rich Capulet;
   As mine on hers, so hers is set on mine,
   And all combined, save24 what thou must combine
   By holy marriage. When and where and how
   We met, we wooed, and made exchange of vow,
   I'll tell thee as we pass; but this I pray,
   That thou consent to marry us today. [Act II, Scene iii]
**Selection Test**

**Critical Reading** In the blank, write the letter of the one best answer.

1. Choose the item that most accurately paraphrases the following passage at the opening of Act III, Scene i.

   **BENVOLIO.** I pray thee, good Mercutio, let’s retire. The day is hot, the Capels are abroad, And, if we meet, we shall not ‘scape a brawl, For now, these hot days, is the mad blood stirring.

   a. Please Mercutio, let’s go in. It’s hot and the Capulets are out and about. If we meet we’ll surely end up fighting because everyone’s tempers are running high.
   b. Benvolio pleads with Mercutio to get out of the hot sun.
   c. Come on, Mercutio, let’s go to bed. It’s hot and the Capels are out and they are mad about the brawl.
   d. “Let’s go in, Mercutio,” encouraged Benvolio. “It’s hot out today and the Capulets are looking for a fight.”

2. What event does this opening passage of Act III hint at or foreshadow?

   a. The conversation the boys have later about Benvolio’s quick temper
   b. The argument Juliet has with her father
   c. The fight in which Mercutio and Tybalt are killed
   d. The duel in which Romeo is killed

3. Romeo is motivated to kill Tybalt because Tybalt has

   a. called Romeo a villain.
   b. killed Benvolio.
   c. killed Mercutio.
   d. challenged Romeo to a duel.

4. In Act III, Juliet addresses the nurse in a monologue that begins “O serpent heart, hid with a flow’ring face!/Did ever dragon keep so fair a cave? ... Despised substance of divinist show!/Just opposite to what thou justly seem’st—/A damned saint, an honorable villain!” Juliet is responding to the news of which event?

   a. The marriage arranged by Capulet
   b. Mercutio’s death by Tybalt’s hand
   c. Romeo’s banishment from Verona
   d. Tybalt’s death by Romeo’s hand

5. What emotion is Juliet feeling in the “O serpent heart” monologue quoted in the previous question?

   a. Admiration
   b. Amusement
   c. Confusion
   d. Hatred

6. Which is the best paraphrase of the following passage?

   **NURSE.** Hie to your chamber. I’ll find Romeo To comfort you. I wot well where he is. Hark ye, your Romeo will be here at night. I’ll to him; he is hid at Lawrence’ cell.

   a. Nurse tells Juliet to go to bed, then goes to find Romeo.
   b. Go to your bedroom. I’ll find Romeo for you. I’m sure I know where he is. Romeo will be here tonight. I’ll go to him at Friar Lawrence’s cell.
   c. “Go to your chamber,” said Nurse. “I’ll find Romeo. I don’t know where he is, but he’ll be here tonight. I’ll talk to him. Maybe he’s hiding with Lawrence.”
   d. Go to your room. I’ll find Romeo. He’ll be here tonight.
7. In Act III, Scene iii, in Friar Lawrence's cell, Romeo addresses Friar Lawrence in a monologue that begins with the lines "'Tis torture, and not mercy. Heaven is here, /Where Juliet lives; and every cat and dog/And little mouse, every unworthy thing,/Live here in heaven and may look on her;/But Romeo may not." What is Romeo referring to?

8. Which of the following emotions can be inferred from Romeo's words in the "'Tis torture, and not mercy" monologue quoted in the previous question?
   a. Fear  b. Misery  c. Relief  d. Hatred

9. Why is Capulet so upset by Juliet's refusal to marry Paris?
   a. He considers Paris to be a good match for her.
   b. He is uncomfortable with her tears.
   c. He does not want her to marry Romeo.
   d. He will need to find someone else for her to marry.

10. Juliet loses trust in the nurse at the end of Act III because the nurse
    a. believes that Romeo is dead.
    b. recommends that she run away.
    c. advises her to marry Paris.
    d. brings too much bad news.

11. Why does Juliet go to Friar Lawrence's cell at the end of Act III?
    a. To cancel her marriage to Romeo
    b. To hide from her family
    c. To seek his advice
    d. To grieve for Tybalt

12. Choose the statement that describes a soliloquy.
    a. In Scene i, Benvolio gives a long explanation to the Prince of the "bloody fray."
    b. In Scene ii, Juliet, alone in her room, expresses her impatience and anxiety.
    c. In Scene iii, the friar and Romeo are alone when the friar tells Romeo of his banishment.
    d. In Scene v, the conversation between Lady Capulet and Juliet is full of double meanings.

13. The central issue of Act III is a choice between
    a. death and banishment.
    b. obedience and disobedience.
    c. vengeance and forgiveness.
    d. romantic love and family loyalty.

14. Choose the statement that describes the circumstances of a monologue.
    a. In Scene i, prior to the fight, the characters banter quickly back and forth.
    b. In Scene ii, Nurse seems to withhold information as Juliet rattles out questions.
    c. In Scene iii, Friar Lawrence speaks sternly to Romeo about feeling sorry for himself.
    d. In Scene v, Juliet dismisses her nurse, then states her resolve to visit Friar Lawrence.

15. A paraphrase is a
    a. summary.
    b. recitation of someone else's words.
    c. translation.
    d. restatement in your own words.

16. In an aside, a character
    a. speaks to one other character, though others may be present.
    b. speaks to himself or herself while in the presence of other characters.
    c. speaks to the audience while alone on stage.
    d. speaks to the audience while other characters are on stage.
**Vocabulary and Grammar** In the blank, write the letter of the one best answer.

17. In Scene ii, Juliet thinks the day is tedious. This means  
   a. it is tiresome and boring and she is eager for night to come.  
   b. it is stressful not knowing where Romeo is.  
   c. it is full of grief over Tybalt.  
   d. it is frightening not knowing what will happen to Romeo.  

18. In a conversation full of double meaning, Juliet tells her mother that her heart abhors hearing Romeo's name and not being able to go to him—supposedly to avenge her cousin's death. What word or phrase could she have used instead of *abhors*?  
   a. Adores  
   b. Intensely dislikes  
   c. Forever regrets  
   d. Refuses  

19. In which sentence is the pronoun *who* used correctly?  
   a. Who did Benvolio tell about the fight?  
   b. Juliet dismisses Nurse, in who she is disappointed.  
   c. Juliet seeks Friar Lawrence, from who she hopes to get help.  
   d. Capulet talks to Paris, who is thrilled by the date of the wedding.  

20. Choose the sentence in which *whom* is used correctly.  
   a. From whom did Juliet receive news of Tybalt?  
   b. Whom knows where Romeo is?  
   c. Lady Capulet turns Juliet over to her father, whom she knows is displeased.  
   d. Mercutio, whom is the Prince's kinsman, dies right after the fight.  

**Essay Questions**

21. In Scene v, why doesn’t Juliet just tell her father that she is already married? He is angry that Juliet is disobeying him and rejecting his “gift” (Paris). Perhaps his anger would have lessened had he known why she was disobeying him. In an essay, discuss the consequences Juliet might face if she tells her father about Romeo. Explain why Juliet doesn’t tell her father she is married. and to whom.  

22. The following excerpt is from Scene i, following the fight. Benvolio has just told the Prince what has happened; Lady Capulet then responds. In an essay, paraphrase the passage. Then discuss how the words of the Prince hint at the decision he will make about Romeo.  

   **LADY CAPULET.** He is a kinsman to the Montague;  
   Affection makes him false, he speaks not true.  
   Some twenty of them fought in this black strife,  
   And all those twenty could but kill one life.  
   I beg for justice, which thou, Prince, must give.  
   Romeo slew Tybalt; Romeo must not live.  
   **PRINCE.** Romeo slew him; he slew Mercutio.  
   Who now the price of his dear blood doth owe?  

23. The following is Juliet’s final soliloquy in Act III. In an essay, discuss what effect Nurse’s advice has on Juliet, why Juliet is going to see Friar Lawrence, and what else is revealed.  

   **JULIET.** Ancient damnation! O most wicked fiend!  
   Is it more sin to wish me thus forsworn,  
   Or to dispraise my lord with that same tongue  
   Which she hath praised him with above compare  
   So many thousand times? Go counselor!  
   Thou and my bosom henceforth shall be twain.  
   I’ll to the friar to know his remedy.  
   If all else fail, myself have power to die.
The Tragedy of Romeo and Juliet, Act IV, by William Shakespeare (text page 747)

Selection Test

Critical Reading In the blank, write the letter of the one best answer.

1. When Paris comes to discuss his sudden wedding plans with Friar Lawrence, the friar tells him, "You say you do not know the lady's mind./Uneven is the course; I like it not." Why doesn't Friar Lawrence like the plans?
   a. The plans are too rushed.
   b. Juliet is already married to Romeo.
   c. Juliet will be dead before the wedding.
   d. He does not like Paris.

2. Paris responds to Friar Lawrence by saying, "Immoderately she weeps for Tybalt's death./And therefore have I little talked of love." What makes Paris's comment an example of dramatic irony?
   a. Juliet is saddened by the death of Tybalt.
   b. Juliet actually weeps for Romeo's banishment.
   c. Juliet is pretending to cry in order to avoid seeing Paris.
   d. Juliet was in love with her cousin.

3. Act IV is mainly about
   a. Capulet's plans for Juliet's wedding.
   b. Capulet's plans for Juliet's funeral.
   c. Juliet's plan to avoid marrying Paris.
   d. Paris's concern that Juliet does not love him.

4. When Juliet asks Friar Lawrence to help her prevent the marriage to Paris, he offers her "a kind of hope./Which craves as desperate an execution/As that is desperate which we would prevent./... A thing like death to chide away this shame..." What does his promised remedy hint at?
   a. Juliet's death
   b. Juliet's shame
   c. Paris's murder
   d. Romeo's return

5. Two days before her wedding to Paris, Juliet tells Friar Lawrence all the things she would rather do than marry Paris. Which lines from that monologue predict the outcome of the play?
   a. "O, bid me leap, rather than marry Paris./From off the battlements of any tower . . ."
   b. "... Or walk in thievish ways, or bid me lurk/Where serpents are; chain me with roaring bears . . ."
   c. "... Or hide me nightly in a charnel house,/O'er covered quite with dead men's rattling bones . . ."
   d. "... Or bid me go into a new-made gravel/And hide me with a dead man in his shroud . . ."

6. Which word best describes Friar Lawrence's role in dealing with Juliet?
   a. Judge
   b. Advocate
   c. Enemy
   d. Ally

7. How does Capulet respond when Juliet tells him she will marry Paris?
   a. He is pleased and eager to move ahead.
   b. He is suspicious and questions her peevishness.
   c. He is willing to think the matter over.
   d. He wants to talk this change over with the Friar.
8. In Scene ii Juliet describes her meeting with Paris to her father: "I met the youthful lord at Lawrence' cell/And gave him what becomed love I might,/Not stepping o'er the bounds of modesty." What accounts for her modesty?
   a. Her respect for Paris  c. Her religious upbringing
   b. Her obedience to her father  d. Her love for Romeo

9. In Scene iii, before she takes the potion and after her mother and the nurse have left, Juliet says, "I have a faint cold fear thrills through my veins/That almost freezes up the heat of life." What might this remark lead one to predict?
   a. Juliet and the nurse have not culled sufficient necessities.
   b. Juliet is already ill.
   c. Something will go wrong with the plan of feigning death.
   d. Juliet fears her mother will learn of her plan.

10. Which of the following is not one of Juliet's anxieties about taking the potion?
    a. Romeo will not receive word of the scheme in Mantua.
    b. The mixture may not work at all.
    c. Friar Lawrence may be concealing his role in her marriage.
    d. She may suffocate in the foul air of the tomb.

11. Juliet fears madness in the tomb should she wake early because
    a. she feels partly responsible for Tybalt's death.
    b. Lawrence suggests that the potion may affect her sanity.
    c. ghosts, grisly sights, and poor air may make her crazy.
    d. she has violated her father's will and may be punished.

12. Which of the following quotations from Juliet's speeches in Act IV is an example of dramatic irony?
    a. "Nurse, will you go with me into my closet/To help me sort such needful orna­ments/As you think fit to furnish me tomorrow?"
    b. "How if, when I am laid into the tomb./I wake before the time that Romeo/Come to redeem me?"
    c. "O, if I wake, shall I not be distraught./Environèd with all these hideous fears,/And madly play with my forefathers' joints . . ."
    d. "God joined my heart and Romeo's, thou our hands . . ."

13. In Scene v, Juliet is discovered, apparently dead. Thus far, Friar Lawrence's plan
    a. seems to be working.  c. has not affected Paris' emotions.
    b. has already failed.  d. has fooled Capulet, but not the nurse.

14. When Capulet says "Death is my son-in-law," he means
    a. he at last feels guilty for causing her death.
    b. Paris would be better to have died than have had this happen.
    c. Juliet is now joined with death instead of with Paris.
    d. Juliet's marriage to Romeo is a fate worse than death to him.

15. After the nurse discovers Juliet in bed on the day of the wedding, Capulet delivers a speech that ends with these lines: "Death lies on her like an untimely frost/Upon the sweetest flower of all the field." What makes this speech an example of dramatic irony?
    b. Juliet has been dead for hours.  d. Juliet will die sooner than Capulet knows.

Vocabulary and Grammar In the blank, write the letter of the one best answer.

16. Someone who is wayward is ____________.
    a. foolish  b. dangerous  c. willful  d. lost
17. Parallel structure is the
   a. display of similar themes repeated in different acts.
   b. expression of similar ideas in similar grammatical forms.
   c. statement of identical ideas in varying manner.
   d. use of blank verse lines of almost the same length.

18. The word most nearly opposite in meaning to loathsome is ____________.
   a. energetic   b. offensive   c. hollow   d. agreeable

19. The three clauses beginning with “And” in the following lines are an example of
   a. rhetorical strategy   c. dramatic irony
   b. parallel structure   d. foreshadowing
   O, if I wake, shall I not be distraught,
   Environed with all these hideous fears,
   And madly play with my forefathers’ joints,
   And pluck the mangled Tybalt from his shroud,
   And, in this rage, with some great kinsman’s bone
   As with a club dash out my desperate brains?

20. The word dismal means ____________.
   a. banished   b. absent   c. frail   d. gloomy

Essay Questions

21. In Act IV, Lawrence comes up with a plan. Calm your father, he says, take the potion, and
   feign death. I'll send for Romeo, and we'll be back Thursday to get you. Juliet agrees. Her
   father, delighted, moves up the ceremony a day to Wednesday. Write an essay that explains
   why the plan is risky, and what could go wrong as Capulet hurries the wedding.

22. At the beginning of Act IV, Juliet turns for help to Friar Lawrence, who proposes a risky
   and amazing plan. For the suspense to be effective, we have to believe not only that
   Lawrence will help her but also that he can help her. Write an essay that explains why
   and how he helps Juliet. Why do you think his conduct makes sense given what we know
   about him? Give examples from the play to support your ideas.

23. After Juliet takes the potion and appears to be dead, Capulet, Lady Capulet, Nurse, and
   Paris grieve loudly for Juliet. Lawrence, of course, knows Juliet is not dead, and responds
   with the following speech.

   FRIAR. Peace, ho, for shame! Confusion's cure lives not
   In these confusions. Heaven and yourself
   Had part in this fair maid—now heaven hath all,
   And all the better is it for the maid.
   The most you sought was her promotion,
   For 'twas your heaven she should be advanced;
   And weep ye now, seeing she is advanced
   Above the clouds, as high as heaven itself?
   O, in this love, you love your child so ill
   That you run mad, seeing that she is well.
   She's not well married that lives married long,
   But she's best married that dies married young.

   Why didn't he just calm them and proceed with his plan? Write an essay that describes in
   what way this speech is a rebuke to the household and how it is dramatically ironic. Identify
   and explain specific lines to support your ideas.
The Tragedy of Romeo and Juliet, Act V by William Shakespeare (text page 761)

Selection Test

Critical Reading  In the blank, write the letter of the one best answer.

1. At the beginning of Act V, Romeo recounts a dream he has just had. Which of the following lines from his opening monologue hints at the outcome of the play?
   a. "... My dreams presage some joyful news at hand."
   b. "... all this day an unaccustomed spirit/Lifts me above the ground with cheerful thoughts."
   c. "I dreamt my lady came and found me dead ..."
   d. "... That I revived and was an emperor."

2. What causes Friar Lawrence's important message to Romeo to go astray?
   a. Romeo is not where Friar Lawrence thinks he is.
   b. His messenger is unexpectedly detained for a day.
   c. The distance from Verona to Mantua is too far to accomplish the trip in the required time.
   d. He sends Balthasar, who misunderstands him and delivers the wrong message.

3. Why does Romeo decide to poison himself after he learns of Juliet's death?
   a. He loses his interest in living.
   b. He fears he will be blamed for her death.
   c. He knows the truth about their marriage will now come out.
   d. He loses faith in Friar Lawrence's words.

4. Which of the following is not an effect of Juliet's taking the potion Friar Lawrence provides?
   a. Romeo drinks poison.
   b. Juliet's death is reported to Romeo.
   c. Paris is killed.
   d. Lady Montague dies.

5. What causes Friar Lawrence to go to the churchyard?
   a. His message to Romeo was not delivered, so he has to assist Juliet when she wakes.
   b. It is all a part of his and Juliet's plan.
   c. He hears that Paris and Romeo are due to fight a duel there.
   d. He is summoned there by the Prince.

6. What does Romeo mean when he says to Paris, "I love thee better than myself,/For I come hither armed against myself"?
   b. He is telling Paris that he has no wish to fight with him, that in fact, he has come here to kill himself.
   c. Romeo is warning Paris that he is armed and will fight if provoked.
   d. Hoping to confuse him and catch him off guard, Romeo tells Paris he loves him.

7. What does Romeo notice when he gazes upon Juliet in the tomb?
   a. That she has taken poison
   b. That Paris's flowers are strewn all about her body
   c. That her cheeks are rosy and she is still fair
   d. That she is so changed since the last time he had seen her
8. Which of the following events is the most direct cause of Romeo's and Juliet's deaths?
   a. Mercutio's death
   b. Friar John's delay
   c. Paris's presence at the tomb
   d. Romeo's mother's death

9. Why does the Prince call forward Capulet and Montague by saying "Where be these enemies?" instead of "Where be the grieving fathers?"
   a. Their role as enemies and responsible parties is more significant than their roles as grieving fathers.
   b. He doesn't want to remind them of their loss.
   c. He wants them to know that he knows about the feud.
   d. He chooses to warn them that he is on his guard in case they get violent.

10. The central idea of Act V concerns the
   a. blindness of love.
   b. dangers of disobedience.
   c. evils of money.
   d. power of chance.

11. What idea does the following passage express?
   **MONTAGUE.** O thou untaught! What manners is in this, To press before thy father to a grave?
   a. It is unnatural for sons to die before their fathers.
   b. Sons who display ill manners die early deaths.
   c. Sons who commit suicide deserve to die before their fathers.
   d. Sons who die on the same day as their mothers cause their fathers to want to go to the grave.

12. How would the Capulets and the Montagues describe the theme of *The Tragedy of Romeo and Juliet?*
   a. Hatred between two families can rob people of what they hold dearest.
   b. Young people are foolish and irresponsible when they are in love.
   c. Love is fleeting and must be pursued at all costs.
   d. Misunderstandings can happen at any age and must be forgiven.

13. Which of Romeo's character traits contributes to his downfall?
   a. Moodiness
   b. Indecisiveness
   c. Impulsiveness
   d. Vengefulness

14. What is the theme of *The Tragedy of Romeo and Juliet?*
   a. Secrets can destroy families.
   b. Peace comes only after long periods of conflict.
   c. Disregarding parental wishes leads to serious problems.
   d. Those who act in haste bring about their own destruction.

15. What knowledge or revelation springs from the suffering of the characters?
   a. The fathers agree that when people fall in love too young, it always ends badly.
   b. Capulet realizes that forcing Juliet to marry someone she didn't want to caused the unhappy ending.
   c. The fathers realize that the freedom they had given their children allowed them to get into trouble.
   d. The families are responsible for these deaths because they allowed the feud to continue.
16. Why is the peace at the end of the play a “glooming” or gloomy peace?
   a. Because the sun will not emerge from behind the clouds this day
   b. Because the friar, whom everyone respected, was involved in inappropriate dealings.
   c. Because the reconciliation of the two families is overshadowed by so many deaths
   d. Because all the people in the churchyard will be punished by the Prince for their part in the deaths

Vocabulary and Grammar In the blank, write the letter of the one best answer.

17. Paris believes that Romeo is haughty, meaning _____________.
   a. hurt
   b. mad
   c. arrogant
   d. disrespectful

18. Which of the following sentences is inverted?
   a. Leave me and do the thing I bid thee do.
   b. Who bare my letter, then, to Romeo?
   c. This letter he early bid me give his father.
   d. At the prefixed hour of her waking/Came I to take her from her kindred’s vault.

19. The prince refers to ambiguities, which are
   a. statements or events whose meanings are unclear.
   b. differing opinions.
   c. disagreements as to the importance of issues.
   d. the state of being undecided.

20. Choose the inverted sentence in which the subject and verb agree in number.
   a. Bring Balthasar good news from Juliet?
   b. Little comfort brings Balthasar’s words.
   c. Where is Friar John and his companion?
   d. Confined are they and suspected of carrying plague.

Essay Questions

21. Throughout Acts I-IV, plans are made only to unravel at the last minute. Romeo plans to marry Juliet, but then he kills Tybalt and is banished from Verona on his wedding day. Next, Friar Lawrence devises a plan to deal with Romeo’s banishment only to discover that Capulet has set a wedding date for Juliet that is only three days away. As we see in Act V, Friar Lawrence’s plan to finally unite Romeo and Juliet goes awry. In an essay, explain why you believe the plan fails.

22. By the beginning of Act V, there has been enough misfortune to make the play a tragedy. However, the remainder of Act V brings even more disaster. Romeo kills Paris and then poisons himself. Juliet kills herself when she learns of Romeo’s death. Finally, Montague reveals that his wife has died as well. In an essay, explain why Shakespeare includes the deaths of Paris and Lady Montague in Act V. How does Shakespeare pull the audience away from the grief and back to feeling hopeful about human nature? Support your opinions with examples from the play.

23. Consider this statement: Tragedy should imitate real-life actions that excite pity and fear. In an essay, explain how the statement fits Romeo and Juliet. Examine the events or developments that brought forth feelings of pity, fear, or anxiety as you read the play. Discuss whether pity and fear are necessary to make a tragic situation “effective” for an audience. Support your opinions with examples from the play.
Critical Reading

In the blank, write the letter of the one best answer.

The questions below are based on the following selection.

*In this excerpt from William Shakespeare’s comedy A Midsummer Night’s Dream, three foolish men are planning to perform a play based on a well-known myth about two young lovers, Pyramus and Thisbe. Because of their own confusion, the men are afraid the audience will not understand the difference between reality and the fantasy of the play. They are discussing how a lion should be introduced during the performance.*

**BOTTOM** Nay, you must name his name, and half his face must be seen through the lion’s neck, and he himself must speak . . . saying . . . ‘Ladies,’ or ‘fair ladies, I would wish you’ or ‘I would entreat you, not to fear, not to tremble. . . . If you think I come hither as a lion, it were pity of my life. No, I am no such thing; I am a man as other men are’; And there indeed let him name his name. . . .

**QUINCE** Well, it shall be so. But there is two hard things: that is to bring moonlight into the chamber; for you know, Pyramus and Thisbe meet by moonlight.

**SNOUT** Doth the moon shine that night we play our play?

**BOTTOM** A calendar! A calendar! Look in the almanac. . . . [*They consult an almanac.*]

**QUINCE** Yes, it does shine that night.

**BOTTOM** Why then may you leave a . . . window . . . open, and the moon may shine in. . . .

**QUINCE** . . . Then there is another thing. We must have a wall . . . for Pyramus and Thisbe, says the story, did talk through the chink of a wall.

**SNOUT** You can never bring in a wall. What say you, Bottom?

**BOTTOM** Some man or other must present Wall. And let him have some plaster, or some loam. . . . to signify wall; or let him hold his fingers thus, and through that cranny shall Pyramus and Thisbe whisper.

**QUINCE** If that may be, then all is well. Come, sit down . . . and rehearse your parts. Pyramus, you begin. . . .

*Enter Robin Goodfellow (Puck)*

**PUCK** [*aside*] What [rough people] have we swaggering here? . . . What, a play [*about to begin]*? I’ll be a listener; An actor, too, perhaps, if I see cause.

1. Why do the men consult an almanac to see if the moon will shine during the night of the performance?
   a. Their stage has no artificial lighting system.
   b. They think that lions hunt only at night.
   c. Two characters in their play meet by moonlight.
   d. Bottom thinks it is bad luck to perform when there is no moon.

2. At the end of the selection, Puck enters and says some lines. To whom does he address the lines?
   a. The audience
   b. Bottom
   c. Snout
   d. Quince
3. Which of the following statements is a paraphrase of the excerpt below?

**BOTTOM** Some man or other must present Wall. And let him have some plaster, or some loam . . . to signify wall.

a. We need a wall for our stage. Give somebody plaster or loam to build it.
b. Somebody must play the part of the wall. Give him some plaster or loam for his costume.
c. One of us must give a plaster wall to the audience.
d. The significance of the wall is that it is made of solid materials, such as plaster or loam.

4. Which of the following excerpts from the selection would help a director stage the play?

a. You can never bring in a wall. What say you, Bottom?
b. I am a man as other men are.
c. Doth the moon shine that night we play our play?
d. [They consult an almanac.]

5. How would you describe the characters in the excerpt?

a. They are round characters.
b. They are flat characters.
c. They are neither flat nor round.
d. They are dramatic foils.

6. Why do the men decide that half of the actor's face must show through the lion costume?

a. So that the man playing the lion can see where he is going
b. Because the character in their play is supposed to be a man in a lion costume
c. So that the actresses in the play are not frightened
d. So that the ladies in the audience are not frightened

7. From the information in the selection, which of the following words would you use to describe the character Puck?

a. Mischievous
b. Stupid
c. Evil
d. Irrational

8. Which of the characters appears to be the leader of the group?

a. Bottom
b. Quince
c. Snout
d. Puck

9. Which elements of staging do the men discuss before they begin rehearsing their play?

a. Costumes and lighting
b. Costumes and sound effects
c. Lighting and sound effects
d. Sound effects and props

10. Which of the following lines contains a verb that helps you envision the action?

a. A calendar! A calendar! Look in the almanac . . .
b. Then there is another thing. We must have a wall . . .
c. Doth the moon shine that night we play our play?
d. You can never bring in a wall. What say you, Bottom?
Vocabulary and Grammar

In the blank, write the letter of the one best answer.

11. Which of the following sentences contains an example of direct address?
   a. Monty, the leader of the group, was the first to step forward.
   b. Julie, have you finished memorizing your lines?
   c. The students chose which play to include.
   d. The musicians, scenery painters, and lighting crew were late.

12. Which of the following words are homographs?
   a. Fragile (delicate) and lacy (delicate)
   b. Slay (to kill) and sleigh (a sled)
   c. Desert (dry arid region) and desert (abandon duties)
   d. Decline (turn down) and allow (approve)

The questions below are based on the following sentence.

He looked down the steep slope and felt queasy.

13. What is the linking verb?
   a. Slope
   b. Looked
   c. Queasy
   d. Felt

14. What is the predicate adjective?
   a. Down
   b. Steep
   c. Queasy
   d. Felt

Choose the words that best complete each sentence.

15. My sister, __ wrote the music, is the one person __ can answer the question.
   a. who ... whom
   b. who ... who
   c. whom ... who
   d. whom ... whom

16. The teacher, __ the students liked, asked __ was interested in drama.
   a. who ... whom
   b. who ... who
   c. whom ... who
   d. whom ... whom

In the blank, write the letter of the one best answer.

17. Which of the following words includes a prefix that means “through” or “across”?
   a. Conductor
   b. Transcontinental
   c. Exhale
   d. Interactive

18. Which of the following words includes a prefix that means “between” or “among”?
   a. Conductor
   b. Transcontinental
   c. Exhale
   d. Interactive
The questions below consist of a related pair of words in CAPITAL LETTERS followed by four lettered pairs of words. Choose the pair that best expresses a relationship similar to that of the pair in capital letters.

19. AMBIVALENT: FEELINGS ::
   a. valence: curtain
   b. ambulance: car
   c. ambiguous: meaning
   d. violence: explosive

20. WESTWARD: WEST ::
   a. ward: hospital
   b. western: eastern
   c. ahead: forward
   d. skyward: sky

Essay Questions

21. Playwrights sometimes allow a character to "overhear" a speech in which another character reveals his or her feelings, thinking no one is around. Choose an overheard speech from one of the selections, such as the scene in The Dancers in which Horace overhears Emily's reasons for refusing to go to the dance with him or the scene in Act II of Romeo and Juliet in which Romeo overhears Juliet speak of her love for him. Write an essay that describes the scene, including what the character overhears. Discuss how the character reacts to this information.

22. A dramatic foil is a character who highlights, or brings out, the personality traits of another, more important character. The nurse in Romeo and Juliet is an example of a dramatic foil. Identify a main character for whom Nurse is a dramatic foil, and write an essay explaining what qualities she helps to emphasize in this other character. Describe how Nurse's personality and speech highlight these qualities.

23. Several versions of the story of Romeo and Juliet have been presented over the years, one of the most famous being West Side Story. Many of the versions are adaptations designed to reach a specific audience. Choose one scene from Romeo and Juliet to adapt for younger students who are unfamiliar with the play. Write an essay justifying your choice of scene and summarizing what information you would give the audience before the presentation. Describe how you would adapt the scene (modern day or local setting, for example) and stage it for maximum impact on your audience. Explain what the set and costumes would look like, how the actors would speak and move, and what ideas and emotions you would want your staging of the scene to communicate to your young audience.

24. A soliloquy is a speech in which a character, alone on stage, expresses his or her thoughts to the audience. In Romeo and Juliet, Juliet has a soliloquy in which she expresses her feelings about her love for Romeo and her distress at the Capulet-Montague rivalry. Using Juliet's soliloquy as a model, write an essay proposing that The Dancers be rewritten to include a soliloquy. Your essay should identify the character who would speak the soliloquy, explain your reasons for selecting him or her, state where the soliloquy would occur in the play, and describe what emotions and feelings the character would express to the audience.

25. Both Romeo and Juliet and The Dancers deal with the theme of romance between young people. However, these two selections differ in the way their characters become attracted to each other and act on that attraction, how misunderstandings can arise from the attraction, and how wonderful it feels to find someone who likes you back. Write an essay contrasting the way the two plays present their young couples. Explain what attracts each partner to the other, how they communicate their attraction, how such attraction affects their lives.
“I Wandered Lonely as a Cloud” by William Wordsworth (text page 789)

Selection Test

Critical Reading  In the blank, write the letter of the one best answer.

1. As the speaker wandered, he was in a __________ state of mind.
   a. joyful
   b. lonely
   c. calm
   d. frightened

2. Why might the speaker compare himself to a cloud?
   a. To the speaker, clouds seem cold and unfeeling.
   b. To the speaker, clouds symbolize pure joy and peacefulness.
   c. A cloud indicates that the weather will soon turn stormy.
   d. Like the speaker, a cloud is by itself and distant from the world.

3. What is the best description of what the daffodils are doing when the speaker sees them?
   a. They are wilting in the afternoon sun.
   b. They are twinkling.
   c. They are fluttering in the breeze.
   d. They are closing their petals.

4. To what does the speaker compare the host of daffodils?
   a. Clouds
   b. Stars
   c. Poets
   d. Waves

5. Choose the sentence that best paraphrases the lines “A poet could not but be gay./In such a jocund company.”
   a. A poet cannot help but be happy in such noisy company.
   b. A poet cannot help but be happy in such cheerful company.
   c. A poet cannot help but be happy in such unusual company.
   d. A poet cannot help but be happy in such colorful company.

6. Where are the daffodils located?
   a. Beside a lake
   b. On a mountain
   c. In a garden
   d. Beside the ocean

7. What effect does the sight of the daffodils seem to have on the speaker as he views the scene?
   a. Knowing that the flowers will not last, he feels frustration.
   b. He longs to be with friends.
   c. He is no longer calm, but anxious.
   d. He is no longer lonely and troubled, but joyful.
8. What is the rhyme scheme of the following passage?

"I wandered lonely as a cloud/That floats on high o'er vales and hills,/When all at once I saw a crowd,/A host, of golden daffodils."

a. aabb  
b. abab  
c. abba  
d. abcd

9. To which of your senses does the following passage most appeal?

They stretched in never-ending line/Along the margin of a bay/. . .Tossing their heads in sprightly dance."

a. Smell  
b. Hearing  
c. Sight  
d. Touch

10. What does the poet do to set off the final two lines in each stanza?

a. He adds images of sight.  
b. He has the final words in each line rhyme.  
c. He has the final words in each line rhyme with other words in the stanza.  
d. He has the lines appear longer on the page.

11. What is the wealth the speaker believes the daffodils have brought to him?

a. Money earned by growing and selling flowers  
b. A knowledge of flowers and lakes  
c. The ability to find strength and happiness in the beauty of nature  
d. The ability to write about nature and then sell his writing for money

12. In looking at the structure of the poem, what is an important difference between the first few stanzas and the final stanza?

a. The first few stanzas deal with daffodils, and the final stanza deals with writing poetry.  
b. The first few stanzas deal with the speaker's encounter with the daffodils, and the final stanza deals with the speaker's memory of this encounter.  
c. The first few stanzas rhyme; the final stanza does not.  
d. The first few stanzas appeal to a reader's sense of sight.

13. Which statement best reflects the speaker's feelings about nature by the end of the poem?

a. The beauty of nature can give people a great deal of comfort and joy.  
b. The beauty of nature can be distracting to writers.  
c. Nature reminds people of their insignificance.  
d. Flowers are the most important aspect of the natural world.

14. How does rhyme scheme reinforce meaning in the following passage?

"They flash upon that inward eye/Which is the bliss of solitude;/And then my heart with pleasure fills,/And dances with the daffodils."

a. The rhyme scheme makes the entire passage musical.  
b. The final two lines, which contain the main idea of the piece, stand out because they have their own rhyme.  
c. The poet rhymes the final four lines with the rest of the poem.  
d. The poet departs from his regular rhyme scheme.

15. How has the speaker's outlook on life changed by the end of the poem?

a. He appreciates other people again.  
b. He is able to find joy in dance.  
c. He is able to find contentment in his writing.  
d. He is always able to find contentment by simply remembering the beauty of the daffodils.
Vocabulary and Grammar  In the blank, write the letter of the one best answer.

16. Which is the best meaning of the word host as it is used in the following sentence?
   "When all at once I saw a crowd, A host, of golden daffodils . . . ."
   a. Large number  b. Small clump  c. Box  d. Image

17. Which of the following sentences contains inverted word order?
   a. I wandered through the field.
   b. When all at once I saw a crowd.
   c. They stretched in never-ending line.
   d. A host, of golden daffodils saw I.

18. Which is the best meaning of the word glee as it is used in the following sentence?
   "The waves beside them danced; but they outdid the sparkling waves in glee . . . ."

19. Which of the following sentences contains inverted word order?
   a. The flowers seemed to dance and sway.
   b. I gazed and gazed at the lovely sight.
   c. The waves beside the flowers danced.
   d. I did not know what wealth to me the sight would bring.

20. Which is the best meaning of the word pensive as it is used in the following sentence?
   "For oft when on my couch I lie/In vacant or in pensive mood . . . ."
   a. Thoughtful  b. Angry  c. Tense  d. Lonely

Essay Questions

21. In an essay, explain the images of the daffodils and the speaker's response to these images. What images help the reader understand what the speaker is seeing? Why do the daffodils have such a strong effect on the speaker? How is he feeling when he first encounters the daffodils, and how does the encounter change him?

22. The final lines of Wordsworth's poem read,
   They flash upon that inward eye/Which is the bliss of solitude; And then my heart
   with pleasure fills, And dances with the daffodils.
   What is the meaning of this passage? What is the speaker's "inward eye"? Why are the daffodils significant to the speaker? Explain your answers in an essay.

23. In an essay, explain the structure of "I Wandered Lonely as a Cloud" and how this structure relates to the meaning of the poem as a whole. What ideas are developed in the individual stanzas of the poem?
Selection Test

Critical Thinking  In the blank, write the letter of the one best answer.

1. Tennyson’s “The Eagle” is best described as
   a. a vivid description of a bird of prey.
   b. a personification of nature’s majesty.
   c. a simile comparing life to a diving eagle.
   d. an image of power captured in the form of an eagle.

2. In “The Eagle” the line “He watches from his mountain walls” is an example of what kind of figurative language?
   a. Simile
   b. Metaphor
   c. Assertion
   d. Personification

3. Which of the following is the best paraphrase of the line “He clasps the crag with crooked hands”?
   a. His claws clasp the crag.
   b. He perches on the rock with his claws.
   c. He stands on the rock.
   d. The bird of prey grabs onto the rugged rock with rough claws.

4. In Tennyson’s poem, why does the eagle fall?
   a. It loses its grip on the crag.
   b. It is hit by a bolt of lightning.
   c. It is diving for a fish.
   d. It symbolizes lost hope.

5. In “Hope is the thing with feathers—” Dickinson implies that hope
   a. comes to people whether they seek it or not.
   b. remains ever elusive.
   c. irritates people with its cheerfulness.
   d. is easily discouraged.

6. Which of the following sentences is the best paraphrase of the line “Hope is the thing with feathers—”?
   a. A bird represents hope.
   b. Hope is a bird.
   c. Hope wears feathers.
   d. Hope can seem small and unassuming, like a bird.

7. Which of the following lines from the three poems is an example of a metaphor?
   a. “And like a thunderbolt he falls.”
   b. “It asked a crumb—of Me.”
   c. “Life is a broken-winged bird”
   d. “Ring’d with the azure world, he stands.”
8. The speaker of "Hope is the thing with feathers—" believes that hope
   a. helps people through difficult times.
   b. defies definition.
   c. and dreams are closely linked.
   d. can be lost in extreme situations.

9. Which is the best paraphrase of the line "What happens to a dream deferred?"
   a. What occurs to a dream deferred?
   b. Some dreams must be put off.
   c. What happens when a dream isn’t realized?
   d. Putting off a dream can be disappointing, even dangerous.

10. What is the theme of "Dreams"?
    a. Dreams can make life seem empty.
    b. Dreams allow people to live forever.
    c. People can be crippled by dreams.
    d. A life without dreams is no life at all.

11. In "Dream Deferred," the lines "Does it dry up/like a raisin in the sun?" are an example of what kind of figurative language?
    a. Simile
    b. Metaphor
    c. Personification
    d. Hyperbole

12. Which sentence best summarizes the message of "Dream Deferred"?
    a. Dreams get more and more confusing the longer they are postponed.
    b. People always wonder what happens to the dreams they never fulfill.
    c. People lose interest in dreams that aren’t fulfilled.
    d. Postponing dreams can lead to frustration and even violence.

13. The italics in the final line of "Dream Deferred"
    a. draw attention to the poem’s figurative language.
    b. emphasize the threat of violence.
    c. signal the use of a coordinating conjunction.
    d. indicate that the line is a paraphrase.

14. Hughes compares a dream deferred to
    a. an eagle on a cliff.
    b. a songbird in a cage.
    c. a heavy, sagging load.
    d. a raging storm.

Vocabulary and Grammar In the blank, write the letter of the one best answer.

15. Which of the following items contains a coordinating conjunction?
    a. "Life is a broken-winged bird/That cannot fly."
    b. "The wrinkled sea beneath him crawls;"
    c. "Yet, never in Extremity,/It asked a crumb—of Me."
    d. "Maybe it just sags/like a heavy load."

16. ____________ words might ____________ a shy person, such as Emily Dickinson.
    a. Abash; fester
    b. Barren; abash
    c. Deferred; barren
    d. Sore; abash
17. The lines "Hold fast to dreams/For if dreams die" contain a ____________.
   a. simile
   b. metaphor
   c. coordinating conjunction
   d. paraphrase

18. Below is a word in CAPITAL LETTERS followed by four choices. Choose the word that
   is most nearly the opposite in meaning to the word in capital letters. Because some
   of the choices are close in meaning, consider all of them before deciding which one is
   best.
   BARREN
   a. busy
   b. empty
   c. flat
   d. productive

19. The poetry reading scheduled for this evening has been ____________ indefinitely.
   a. sore
   b. deferred
   c. festered
   d. abashed

20. Which of the following is not a coordinating conjunction?
   a. that
   b. or
   c. for
   d. but

Essay Questions

21. The poems, "Hope' is the thing with feathers—," "Dreams," and "Dream Deferred," convey
   specific impressions of dreams and hope. Which poem did you find most meaningful?
   Why? In a brief essay, explore the ideas expressed in one of these poems. State your re-
   sponse to the poem, and use lines from the poem to illustrate your points.

22. The poets in these selections use figurative language to express ideas and create vivid im-
   ages. Write an essay in which you analyze the figurative language in one of these poems.
   Define the type or types of figurative language, and explain how such language affects the
   poem's meaning.

23. In both "Dream Deferred" and "Hope' is the thing with feathers—" coordinating conjunc-
   tions play an important role in linking ideas and creating tone. Write an essay analyzing
   the effect of coordinating conjunctions in both of these poems.
Selection Test

Critical Reading  In the blank, write the letter of the one best answer.

1. To what sense does the image in these lines from “Blackberry Eating” appeal?
   the stalks very prickly, a penalty
   a. Sight
   b. Hearing
   c. Touch
   d. Smell

2. In “Blackberry Eating,” to what does the poet compare the ripe berries that fall “unbidden to his tongue”?
   a. Other berries he had eaten as a boy
   b. Unripe berries
   c. Blackberries he had picked in August
   d. Certain peculiar words

3. Why does the poet in “Blackberry Eating” choose to describe words as “many-lettered, one-syllabled lumps”?
   a. He likes words with many letters.
   b. The description creates a blackberry-like image.
   c. He think of words as lumps because of their appearance when printed on a page.
   d. It was the only way he could describe strengths and squinched.

4. To what sense does the image in this line from “Memory” appeal?
   heads under shabby felts and parasols
   a. Sight
   b. Hearing
   c. Taste
   d. Touch

5. Margaret Walker’s “Memory” is best described as a poem about
   a. poor, unhappy people.
   b. winter in the city.
   c. all the people one sees in a big city.
   d. ghosts that the speaker imagines seeing on the sidewalk.

6. Which of the following phrases from “Memory” does not contain vivid imagery?
   a. seeing hurt bewilderment on poor faces
   b. hearing ghostly marching on pavement stones
   c. I can remember hearing all they said
   d. and all that spells their living in distress
7. What does this line from “Woman’s Work” reveal about the speaker’s attitude toward her mother?
   Her woman’s work was nothing less than art.
   a. She made fun of her mother.
   b. She feared her mother.
   c. She didn’t understand her mother.
   d. She respected her mother.

8. In what way does the speaker in “Woman’s Work” become her mother’s child?
   a. She keeps her own house spotlessly clean.
   b. She is treating her own daughter the way her mother treated her.
   c. She works at home and toils at it with great care.
   d. She shines forks and makes lattices for her pies.

9. In “Woman’s Work,” the ellipsis in the line “I struck out . . . but became my mother’s child” help to emphasize ____________.
   a. the speaker’s annoyance with her mother
   b. a sports analogy to appeal to a wider audience
   c. the speaker’s affection for her mother
   d. the speaker’s attempt to break away from her mother

10. Which of the following passages from “Woman’s Work” creates an image of the speaker assuming the mother’s role?
    a. And, I, her masterpiece
    b. was primed, raised, polished
    c. did not want to be her counterpart
    d. became . . . /a woman working at home on her art.

11. In “Meciendo,” the line “The sea rocks her thousands of waves/The sea is divine.” appeals to the sense of ____________.
    a. sight
    b. touch
    c. taste
    d. smell

12. What is the speaker in “Meciendo” doing?
    a. Listening to the ocean’s waves crash
    b. Cradling her child
    c. Praying
    d. Sitting at the edge of a wheat field

13. If the theme of “Meciendo” were expressed briefly, it would be
    a. motherhood.
    b. the calming effect of the sea.
    c. the inconstancy of the night breezes.
    d. the influence of nature in our lives.

14. In “Eulogy for a Hermit Crab,” the image in the line “In a tangle of blinding spume and spray” appeals to ____________.
    a. the sense of taste and sight
    b. the sense of smell and feeling
    c. the sense of taste and feeling
    d. the sense of sight and feeling
15. Which of the following phrases from "Eulogy for a Hermit Crab" is an example of imagery?
   a. consistently brave
   b. the entire expanse
   c. Of the glinting grey sea
   d. your whole life long

16. Why does the speaker in "Eulogy for a Hermit Crab" admire the crab?
   a. It was able to find food in its harsh environment.
   b. It lived just as it ought to.
   c. It found an appropriate shell to live in.
   d. It waved its antennae in an appealing manner.

Vocabulary and Grammar  In the blank, write the letter of the one best answer.

17. In which of the following pairs of lines from "Memory" is there an occurrence of parallel structure?
   a. heads under shabby felts and parasols
      and shoulders hunched against a sharp concern;
   b. seeing hurt bewilderment on poor faces,
      smelling a deep and sinister unrest
   c. smelling a deep and sinister unrest
      these brooding people cautiously caress;
   d. hearing ghostly marching on pavement stones
      and closing fast around their squares of hate.

18. The speaker in "Woman's Work" says she is primed "to keep a house much better than her heart." In this context, primed means ______________.
   a. persuaded
   b. made ready
   c. forced
   d. determined

19. Parallel structure is defined as ______________.
   a. the expression of similar ideas in similar grammatical form
   b. the pattern of beats or stresses in language
   c. the repetition of sounds at the ends of words
   d. the use of words that imitate sounds

20. To do something meticulously is to do it ______________.
   a. thoughtlessly
   b. periodically
   c. very carefully
   d. methodically

Essay Questions

21. In an essay, identify five images in "Eulogy for a Hermit Crab" that appeal to different senses: sight, touch, hearing, taste, and smell. Explain how these images work together to make the lowly hermit crab worthy of a poet's eulogy.

22. "Woman's Work" and "Meciendo" both deal with the subject of motherhood. In an essay, explain the view of motherhood each poem expresses. Consider from what point of view each poem is told, and how points of view may affect the poems' similarities and differences.

23. As poets express ideas, they express their opinions as well. Write an essay that examines "Memory" as a document of social commentary. Support your ideas with examples from the poem.
Selection Test

Critical Reading In the blank, write the letter of the one best answer.

1. The speaker in the poem "Uphill" learns that "the road winds uphill all the way." What does that mean in the context of the poem?
   a. The road is very steep.
   b. The task is too difficult to undertake.
   c. The traveler must complete the journey alone.
   d. The difficulties of life never end.

2. In "Uphill," the bed at the inn is a symbol representing ___________.
   a. sleep
   b. safety
   c. death
   d. punishment

3. How does the questioner, or speaker, in "Uphill" feel about life's journey?
   a. Confused  
   b. Anxious  
   c. Confident  
   d. Resentful

4. How does the rhyme pattern in "Uphill" affect the poem's meaning?
   a. The rhyming words are key words that reveal the speaker's feelings.
   b. The pattern of alternating rhymes links the questions and answers.
   c. The rhyme pattern creates a tense, suspenseful mood.
   d. The rhymes distract from the poem's meaning.

5. The purpose of dividing "Summer" into two separate stanzas is to
   a. contrast levels of activity.
   b. create conflicting moods.
   c. minimize the poem's musical quality.
   d. convey a factual impression of summer.

6. In "Summer," the lines "Lazy days, daisies lay/Beaming and dreaming" are examples of ___________.
   a. rhyme
   b. onomatopoeia
   c. rhythm and onomatopoeia
   d. rhyme and rhythm

7. The speaker in "Summer" ___________ the season.
   a. dreads
   b. enjoys
   c. respects
   d. tolerates
8. Reading “Summer” aloud and listening as you read can help you
a. identify beats and stresses in the poem’s language.
b. change the poem’s meaning.
c. choose end punctuation for the lines.
d. determine whether the speaker is male or female.

9. Poe’s primary purpose in “The Bells” is to
a. describe the emotions of joy, happiness, fear, and grief.
b. imitate the sound of several types of bells.
c. symbolize the stages of a person’s life.
d. warn people of the constant nearness of death.

10. In the poem “The Bells,” the line “How they clang and clash and roar!” uses the musical device of __________.
a. repetition
b. assonance
c. onomatopoeia
d. parallelism

11. What do the pairs of phrases in Ecclesiastes 3:1–8 have in common?
a. The two items in each pair are negative images.
b. The completed pairs are all the same length.
c. The two items in each pair are opposites.
d. The two items in each pair rhyme with each other.

12. Which of the following sentences best summarizes the central idea of Ecclesiastes 3:1–8?
a. Life is meant to include both good and bad experiences.
b. Certain times of the year are intended for certain activities.
c. Loss and death have no purpose in the world.
d. There is enough time for everything in the average life.

13. What object best symbolizes the main idea in Ecclesiastes 3:1–8?
a. A gravestone
b. A bell tower
c. A balance
d. A clock

14. Listening as you read aloud Ecclesiastes 3:1–8 reveals that the dominant sound device is __________.
a. alliteration
b. onomatopoeia
c. rhyme
d. rhythm

Vocabulary and Grammar In the blank, write the letter of the one best answer.

15. What feeling does the end punctuation add to the following line from “Uphill”?
“They will not keep you standing at that door.”
a. Reassurance
b. Anxiety
c. Impatience
d. Curiosity
16. The wayfarers must ________ for a long time before reaching the inn.
   a. wait
   b. worry
   c. travel
   d. run

17. In which of the following line or lines does the end punctuation indicate acceptance?
   a. "Hear the loud alarum bells!"
   b. "... a time of war./and a time of peace."
   c. "How they tinkle, tinkle, tinkle,/In the icy air of night!"
   d. "Shall I meet other wayfarers at night?"

18. In which of the following lines or group of lines from "The Bells" does the end punctuation add a terrified tone?
   a. "What a world of happiness their harmony foretells!"
   b. "What a gush of euphony voluminously wells!"
   c. "For every sound that floats/From the rust within their throats/Is a groan."
   d. "How they clang, and clash, and roar!"

19. The speaker's ________ lulled many in the audience to sleep.
   a. wayfarers
   b. paean
   c. palpitating
   d. monotone

20. As the choir sang the final chorus of the __________, I could feel my heart ________.
   a. paean; voluminously
   b. monotone; palpitating
   c. paean; palpitating
   d. monotone; voluminously

Essay Questions

21. Sound devices in lyric poetry combine to give words a musical quality. Select one of the poems, and write an essay in which you identify the poem's sound devices. Explain their effect on the poem's feeling and meaning.

22. The lyric quality of some poetry is more apparent when heard than when simply read on the page. In an essay, use examples from two of the poems to illustrate and defend the idea that lyric poetry must be read aloud to be fully appreciated.

23. In "Uphill," "The Bells," and Ecclesiastes 3:1–8, death is an important theme. Write an essay in which you compare and contrast the feelings about death that are expressed in these three poems.
Selection Test

Critical Reading In the blank, write the letter of the one best answer.

___ 1. Poe’s “The Raven” is primarily about a
   a. mysterious bird.
   b. dead woman.
   c. grieving man.
   d. tormented dream.

___ 2. In “The Raven,” what inference can be made about the speaker based on the “many a quaint and curious volume of forgotten lore” he is reading in the first stanza?
   a. He has a restless imagination.
   b. He is a very practical man.
   c. He keeps up with the latest news.
   d. He has a strange sense of humor.

___ 3. From the lines “Deep into that darkness peering, long I stood there wondering, fearing. /Doubting, dreaming dreams no mortal ever dared to dream before” the reader can infer that the speaker in “The Raven” is
   a. distracted
   b. courageous
   c. weak
   d. terrified

___ 4. What does the bust of Pallas represent?
   a. Life
   b. Beauty
   c. Sanity
   d. Love

___ 5. The darkness that the narrator of “The Raven” looks into after he opens the chamber door symbolizes the
   a. blackness of the night.
   b. darkness of the grave.
   c. darkness of the narrator’s soul.
   d. blackness of the raven.

___ 6. What is the speaker trying to find out from the raven?
   a. Whether the bird has seen Lenore
   b. Whether the raven will stay or leave
   c. Whether there really is life after death
   d. Whether the speaker will meet Lenore after he dies

___ 7. “The Raven” is a narrative poem because it
   a. has a single speaker.
   b. tells a story.
   c. involves a tragedy.
   d. uses rhyme and repetition.
8. Shakespeare's "The Seven Ages of Man" is a _____________.
   a. dramatic monologue  
   b. narrative poem  
   c. soliloquy  
   d. blank-verse poem

9. In "The Seven Ages of Man," which of the following words best conveys the sense of
   the speaker's description of the infant "Mewling and puking in the nurse's arms"?
   a. Helpless  
   b. Cute  
   c. Disgusting  
   d. Dirty

10. What does Shakespeare mean when he says the lover writes "a woeful ballad/Made
to his mistress' eyebrow"?
   a. The lover is so obsessed with love that he can write an entire poem about the
      most unimportant features of his beloved's face.  
   b. The lover is so miserable in his love that even his love songs are sad and
      mournful.  
   c. The lover is so blinded by his love that even an unattractive face can become the
      subject of his obsessive attentions.  
   d. The lover is so overwhelmed by passion that even the sight of his beloved's eye-
brow can cause him to sigh.

11. In "The Seven Ages of Man," calling the soldier "Jealous in honor, sudden and quick
in quarrel" is another way of saying he is _____________.
   a. argumentative  
   b. honorable  
   c. modest  
   d. impulsive

12. The justice's "beard of formal cut" in "The Seven Ages of Man" is a symbol represent-
ing ____________.  
   a. respectability  
   b. fashion  
   c. tradition  
   d. age

13. In a dramatic monologue.
   a. a speaker tells a story.  
   b. a single speaker expresses his or her thoughts.  
   c. a conflict is resolved.  
   d. a dialogue between two characters takes place.

14. The reader can infer that the speaker in "The Seven Ages of Man" finds people
   a. interesting and amusing.  
   b. bothersome and irritating.  
   c. weak and foolish.  
   d. sincere and good-hearted.

Vocabulary and Grammar In the blank, write the letter of the one best answer.

15. The word desolate means _____________.
   a. strange  
   b. charming  
   c. abandoned  
   d. familiar
16. In "The Raven," Poe describes the bust of Pallas Athena as *pallid*. He means the bust is _________.
   a. broken  
   b. pale  
   c. ancient  
   d. priceless

17. Which phrase in the following lines from “The Raven” is a nonrestrictive participial phrase?
   But the raven, sitting lonely on the placid bust, spoke only
   That one word, as if his soul in that one word he did outpour.
   a. But the raven,  
   b. sitting lonely on the placid bust,  
   c. spoke only/That one word  
   d. as if his soul in that one word he did outpour.

18. Which phrase in the following lines from “The Seven Ages of Man” is a nonrestrictive participial phrase?
   ... And then the lover,
   Sighing like furnace, with a woeful ballad
   Made to his mistress' eyebrow.
   a. And then the lover,  
   b. Sighing like furnace,  
   c. with a woeful ballad  
   d. Made to his mistress' eyebrow.

19. When Shakespeare describes man in the sixth age as having a *childish treble*, he means that the man's voice is
   a. clear toned.  
   b. high-pitched.  
   c. trembling and weak.  
   d. barely audible.

20. Which of the following lines contains a restrictive participial phrase?
   a. Poe describes a stately raven sitting on a bust of Pallas Athena.  
   b. The black raven, perched on the lonely bust, uttered one word.  
   c. Shakespeare describes man's second age as that of a schoolboy, whining and carrying his satchel.  
   d. In the last of the seven ages, man returns to his former childishness.

**Essay Questions**

21. Shakespeare describes the various ages of human life in “The Seven Ages of Man.” In an essay, write a summary describing each of those seven ages. Then draw a conclusion about what message Shakespeare conveys about life in this poem.

22. Why do you think Poe chose to tell the story of “The Raven” in the form of a narrative poem rather than a story? Both forms have the same elements—plot, characters, setting. In an essay, discuss what effect the form of the narrative poem has upon Poe’s story.

23. Each of the speakers in “The Raven” and “The Seven Ages of Man” presents different perspectives on the human experience. In an essay, contrast the speakers’ attitudes toward life, love, and death. Use specific details and/or passages from the poems to support your inferences.
Critical Reading In the blank, write the letter of the one best answer.

1. In Sonnet 30 what is the cause of the speaker's unhappiness?
   a. The pain of love
   b. His financial losses
   c. His memories of past sorrows
   d. The absence of a dear friend

2. The final lines of Sonnet 30—"But if the while I think on thee, dear friend,/All losses are restored and sorrows end"—are an example of a _________.
   a. refrain
   b. couplet
   c. quatrain
   d. heptameter

3. Which of the following words best describes the mood of the speaker at the end of Sonnet 30?
   a. Regretful
   b. Sentimental
   c. Serene
   d. Guilty

4. Sonnet 30 is primarily about the
   a. comforts of friendship.
   b. lessons of experience.
   c. difficulties of life.
   d. pain of growing older.

5. In "On the Grasshopper and the Cricket," how are the sounds of the grasshopper and the cricket like poetry?
   a. Both have a musical quality.
   b. Both feature rhymes.
   c. Both are abstract nouns.
   d. Both come from the natural world.

6. How are the grasshopper and the cricket in the poem different?
   a. The grasshopper makes pleasant sounds.
   b. The cricket leaps through the hedges.
   c. The cricket is not associated with a season.
   d. The grasshopper lives in the meadow.

7. Like all Petrarchan sonnets, "On the Grasshopper and the Cricket"
   a. describes the natural world.
   b. contains an octave and a sestet.
   c. ends with a couplet.
   d. uses one or two striking images to create a dominant impression.
8. Which word best describes the speaker's mood in Bashô's haiku about temple bells and fragrant blossoms?
   a. Content
   b. Excited
   c. Restless
   d. Melancholy

9. When the speaker in Chiyojo's first haiku asks the dragonfly catcher "How far have you gone today/In your wandering?" the poet seems to be expressing:
   a. anger at the dragonfly catcher's disappearance.
   b. concern for the dragonfly catcher's safety.
   c. a desire to join the dragonfly catcher's wanderings.
   d. resentment of the dragonfly catcher's freedom.

10. How many syllables are there in the second line of haiku?
    a. Three
    b. Two
    c. Five
    d. Seven

11. After which word(s) in the following lines should a reader pause?
    On a lone winter evening, when the frost
    Has wrought a silence, from the stove there shrills
    The Cricket's song, in warmth increasing ever...
    a. frost, shrills, ever
    b. ever
    c. evening, song
    d. evening, silence, song, ever

12. The effect of Wright's poem about the snail depends on the contrast between:
    a. the snail and the poet.
    b. inside and out.
    c. the snail and its shell.
    d. adventure and security.

13. In what way is the following poem by Richard Wright typical of haiku?
    Keep straight down this block
    Then turn right where you will find
    A peach tree blooming
    a. The absence of punctuation
    b. The arrangement of long and short words
    c. The number of syllables in each line
    d. The use of related images to connect the first and third lines

14. When reading a poem, a reader should come to a full stop
    a. at the end of a line.
    b. at the beginning of a line.
    c. before a period.
    d. after a dash.

Vocabulary and Grammar

15. Overcome with woe, the mourner _________.
    a. slept
    b. wept
    c. brooded
    d. smiled
16. In the line "I summon up remembrance of things past," which word is a concrete noun?
   a. I
   b. remembrance
   c. things
   d. past

17. Which of the following is closest in meaning to drowsiness?
   a. Slowness
   b. Laziness
   c. Softness
   d. Sleepiness

18. In the line "The cricket's song, in warmth increasing ever," which word is an abstract noun?
   a. Cricket's
   b. Song
   c. Warmth
   d. Increasing

19. After ceasing for a few hours, the rain ____________ again.
   a. began
   b. gathered
   c. wrought
   d. stopped

20. Which of the following is least likely to contain abstract nouns?
   a. Shakespearean sonnet
   b. Petrarchan sonnet
   c. Haiku
   d. Couplet

**Essay Questions**

21. The form of a Shakespearean sonnet dictates the poem's overall meaning. Write a brief essay in which you explain how the structure of Sonnet 30 reveals the poem's meaning.

22. Poet Robert Browning wrote, "Less is more." Do you agree? Using this aphorism as a point of comparison, write an essay in which you compare and contrast a sonnet and a haiku.

23. In a spare number of images, a haiku creates a strong impression. Examining the haiku in this unit, write an essay analyzing haiku's use of concrete and abstract nouns. Draw conclusions about why one type of noun is more prominent.
Critical Reading

In the blank, write the letter of the one best answer.

The questions below are based on the following selection.

The lines below consist of stanzas 1, 3, and 4 of "The Solitary Reaper" by William Wordsworth.

Behold her, single in the field,
Yon solitary highland lass!
Reaping and singing by herself;
Stop here, or gently pass!
5

Alone she cuts and binds the grain,
And sings a melancholy strain;
O listen! for the vale¹ profound²
Is overflowing with the sound . . .

Will no one tell me what she sings?
10

Perhaps the plaintive³ numbers flow
For old, unhappy, far-off things,
And battles long ago:
Or is it some more humble lay,⁴
Familiar matter of today?
15

Some natural sorrow, loss, or pain,
That has been, and may be again?

Whate’er the theme, the maiden sang
As if her song could have no ending;
I saw her singing at her work,
20

And o’er the sickle bending—
I listened motionless and still;
And, as I mounted up the hill
The music in my heart I bore,
Long after it was heard no more.

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1 vale (väl) n.: Valley.
2 profound (prō found’) adj.: Deep; difficult to understand.
3 plaintive (plān’ tiv) adj.: Sad; mournful.
4 lay (lā) n.: Song.

1. Which sequence of letters (a-d) indicates the rhyme scheme of lines 1-8?
   a. abcabccd
   b. abcbddee
   c. aabbcdddd
   d. ababcdcd

2. What is the mood of the song the solitary reaper is singing?
   a. Loving
   b. Lonely
   c. Happy
   d. Sad
3. Who is the speaker in this poem?
   a. A highland lass
   b. A passer-by observed by the poet
   c. A reaper
   d. The poet

4. What does the speaker regret about his experience?
   a. He can't remember the song he's heard.
   b. He doesn't meet and talk to the reaper.
   c. He can't understand the words of the girl's song.
   d. He doesn't know whether the song is happy or sad.

5. Which of the following sentences best describes the first two lines of the poem?
   a. The lines rhyme with each other.
   b. There are four beats or stresses to each line
   c. They are examples of alliteration.
   d. The lines contain a metaphor.

6. What theme do the last two lines of this poem share with the final stanza of "I Wandered Lonely As a Cloud"?
   a. It is sometimes hard to forget things we don't want to think about.
   b. Natural views are worth remembering.
   c. Memory enables us to repeat our sensory experiences.
   d. The experiences of our senses can't be satisfactorily recalled.

7. What is the best paraphrase of the lines 17–18?
   a. Whatever the idea of her song, it's an important one.
   b. Whatever her message is, I wish she would stop this endless singing.
   c. Although I don't know what she's singing about, the girl's song sounds as if it could go on forever.
   d. This young woman has a terrible problem, although I don't understand what it is.

8. What are two possibilities that the poet suggests might be the theme of the maiden's song?
   a. Ancient battles or common modern troubles
   b. A fairy tale or a natural phenomenon
   c. A far-off land or the surrounding places
   d. A disaster or a marriage

9. In the first stanza, how does Wordsworth's poetry emphasize the feelings communicated by the maiden?
   a. By using words that describe her aloneness
   b. By telling how hard she is working
   c. By describing the natural surroundings
   d. By the rhythm and rhyme he uses

10. Which of the following (a–d) best paraphrases this quotation from the first stanza?
    . . . the vale profound/is overflowing with the sound.
    a. The sound hides everything like a dark covering.
    b. The maiden's song more than fills the deep valley.
    c. The speaker finds the singer in a valley.
    d. The song is too loud for people to listen to.
Vocabulary and Grammar

In the blank, write the letter of the one best answer.

11. Which group of words in this verse of “Woman’s Work” by Julia Alvarez is a participial phrase?
   I struck out . . . but became my mother’s child: /a woman working at home on her art . . .
   a. a woman working
   b. working at home on her art
   c. at home on her art
   d. became my mother’s child

12. Some readers might find Poe’s repetition of the word bells in “The Bells” to be boring, or ___.
   a. monolithic
   b. monopoly
   c. monogamous
   d. monotonous

13. Which of the following words contains the word root meaning “alone.”
   a. Fester
   b. Pensive
   c. Beguiling
   d. Desolate

14. Which quotation is an example of inverted word order?
   a. Not the least obeisance made he . . .
   b. Make up your mind snail!
   c. I saw her singing at her work . . .
   d. All the world’s a stage, /and all the men and women merely players . . .

15. Which of the following grammar topics best characterizes these lines from Ecclesiastes?
   A time to kill, and a time to heal; a time to break down and a time to build up . . .
   a. End punctuation used to indicate feeling
   b. Parallel structure for emphasis
   c. Inverted word order to focus a reader’s attention
   d. Participial phrases for emphasis

The questions below are based on the following sentences.

I. Lack of proper automobile maintenance was the prime cause for the breakdown.

II. The attorney planned to prime her key witness before the trial began.

16. Which phrase best summarizes the meaning of prime in sentence I?
   a. First in time
   b. First in importance
   c. Earlier than usual
   d. Coach beforehand

17. Which phrase best summarizes the meaning of prime in sentence II?
   a. First in time
   b. First in importance
   c. Earlier than usual
   d. Coach beforehand
The questions below consist of a related pair of words in CAPITAL LETTERS followed by four lettered pairs of words. Choose the pair that best expresses a relationship similar to that of the pair in capital letters.

18. NEVER : NE’ER ::
   a. its : it’s
   b. over : o’er
   c. can’t : cannot
   d. we have : we’ve

19. DROWSY : DROWSINESS ::
   a. lately : lateness
   b. tiredness : tired
   c. hardly : hardness
   d. clean : cleanliness

20. AZURE : BLUE ::
   a. tree : green
   b. scarlet : red
   c. tan : beige
   d. black : brown

**Essay Questions**

21. Nature is a favorite subject for many poets. In an essay, contrast the view of nature presented in two poems from this unit. Your choices may include “I Wandered Lonely as a Cloud,” “The Eagle,” “Blackberry Eating,” and “Eulogy for a Hermit Crab.” In your essay, discuss the poets’ choices of subject, language, and attitudes toward nature.

22. Time is a central theme or idea in several of the poems in this unit—for example, “Memory,” “Uphill,” Ecclesiastes, and “The Seven Ages of Man.” Write an essay about the view of time expressed in one of the poems. Does the poet seem to regard time in a positive or negative way, and for what reason? What images or figures of speech are used to make time more concrete? What role, if any, does memory play in the poem? Does it make the speaker feel happy or sad?

23. Poets sometimes depict the various stages of human life in their poetry. For example, Shakespeare describes the stages of a complete life in the “Seven Ages of Man”; in “Uphill,” the poet Christina Rossetti describes just one stage. In an essay, discuss the way in which one of the poems presents a specific phase in a lifetime. What images and figures of speech does the poet use to capture this phase? What is the overall impression that the poem creates of the stage? Explain what similes, metaphors, and images you might use to capture this time of life in a poem of your own, and give reasons for your choices.

24. One of the hallmarks of poetry is its use of sound devices such as rhyme, rhythm, alliteration, and onomatopoeia. Choose one poem—for example, one of the poems by Edgar Allan Poe or “Summer” by Walter Dean Myers—and write an essay that describes how the use of these devices enhances the power of the poem. Identify the sound devices you notice, and describe the effects they create in the poem. How do they help the poet communicate his or her ideas and feelings?

25. A number of the poems in this unit are based on a particular structure—sonnet, haiku, popular song—or are written in a narrative or dramatic mode. Choose one poem that follows a recognizable structure or mode, and explain how it gives order to the poem. Note if the structure or mode determines the length of the poem and/or its lines, divides the poem into certain parts, or gives it a particular rhyme and rhythm. Express the main idea of the poem as you understand it, and explain how the form helps the poem to communicate its main idea.
Selection Test

Critical Reading  In the blank, write the letter of the one best answer.

1. Part I of the Odyssey is mainly about Odysseus'
   a. influence with the gods.
   b. love of travel.
   c. heroic deeds.
   d. loyalty to Helios.

2. Which of the following quotations contains a description of an epic hero?
   a. "Now I let go with hands and feet, plunging/straight into the foam beside the timbers,/pulled astride, and rowed hard with my hands/to pass by Scylla."
   b. "I rather dwelt on this part of the forecast,/while our good ship made time, bound outward down/the wind for the strange island of Sirens."
   c. "In the next land we found were Cyclopes,/giants, louts, without a law to bless them."
   d. "So one day I withdrew to the interior/to pray the gods in solitude, for hope/that one might show me some way of salvation."

3. The epithet "Laertes' son," frequently applied to Odysseus, emphasizes
   a. Laertes' high standards for Odysseus.
   b. Laertes' trust in Ulysses.
   c. Odysseus' lack of maturity.
   d. Odysseus' loyalty to his family.

4. Which statement most accurately describes the role of Zeus in Odysseus' adventures?
   a. Zeus encourages Odysseus' crew.
   b. Zeus controls the weather by which Odysseus sails.
   c. Zeus strengthens Odysseus' enemies.
   d. Zeus protects Odysseus' crew from harm.

5. Which aspect of Odysseus' character keeps him from giving his heart to Calypso or to Circe?
   a. He is self-centered.
   b. He is eager to get back to Ithaca.
   c. He is incapable of love.
   d. He prefers the sea to the land.

6. While Odysseus' men want to steal the Cyclops' cheeses and animals and depart immediately, Odysseus wishes to see what "the cave man . . . had to offer." Considering Odysseus' character, what might he be hoping the Cyclops will offer?
   a. An exciting challenge
   b. A faster ship
   c. A place to stay
   d. A good meal

7. Which is the best rephrasing of the following lines?
   When the young Dawn with fingertips of rose
   lit up the world, the Cyclops built a fire
   a. When dawn first broke/the Cyclops built a fire.
   b. At daybreak, the Cyclops built a fire.
   c. When Dawn touched the world with her rosy fingertips, the Cyclops built a fire.
   d. Sun rises. Cyclops builds fire.
8. Which trait does Odysseus demonstrate by lying about his name to the Cyclops?
   a. Ruthlessness
   b. Loyalty
   c. Creativity
   d. Stubbornness

9. What is the meaning of Polyphemus' words in the following lines?
   'Let him lose all companions, and return
   under strange sail to bitter days at home.'
   a. Let Odysseus return home without his companions.
   b. Odysseus will sail home under a strange sail.
   c. Let Odysseus return home, alone and troubled.
   d. Curse Odysseus with a difficult journey home.

10. Odysseus demonstrates the realistic, human side of his character when he
    a. resists the temptations of Calypso and Circe.
    b. refuses to taste the honeyed Lotus plant.
    c. ties his men beneath the Cyclops' rams.
    d. weeps upon meeting Elpenor's ghost in Hades.

11. Which character trait does Odysseus display when he listens to the Sirens' song?
    a. Laziness
    b. Loyalty to Zeus
    c. Selfishness
    d. Self-sacrifice

12. If written out in prose, how many sentences do the following lines equal?
    I clambered
    fore and aft my hulk until a comber
    split her, keel from ribs, and the big timber
    floated free; the mast, too, broke away.
    a. One
    b. Two
    c. Three
    d. Four

13. What is demonstrated by Odysseus' failure to wake up and prevent his men from
    slaughtering the sun god's cattle?
    a. Eurylochus' skills as a leader
    b. Odysseus' exhaustion
    c. The power of the gods
    d. The disloyalty of the crew

Vocabulary and Grammar
   In the blank, write the letter of the one best answer.

14. Which of the following statements is true?
    a. Odysseus was able to assuage the winds that blew him off course.
    b. Throughout the epic, Odysseus proves that he is bereft of common sense and
       physical strength.
    c. The Sirens plundered Odysseus' ships.
    d. A squall forces Odysseus and his men into the land where Helios keeps his cattle.

15. Which of the following contains a restrictive appositive?
    a. Of these adventures, Muse, daughter of Zeus, tell us in our time.
    b. Now Zeus the lord of cloud roused in the north a storm against the ships.
    c. They fell in, soon enough, with Lotus-Eaters, who showed no will to do us harm.
    d. In the next land we found were Cyclopes, giants, louts, without a law to bless them.
16. Two terms that best describe the Cyclops and his actions are _____ and _____.
   a. dispatched; assuage
   b. squall; bereft
   c. insidious; plundered
   d. mammoth; titanic

17. Which statement about the following lines is most accurate?
   'Son of Laertes,
   Odysseus, master mariner and soldier,
   bad luck shadowed me, and no kindly power . . .
   a. They contain one nonrestrictive appositive.
   b. They contain one restrictive appositive.
   c. They contain two nonrestrictive appositives.
   d. They contain two restrictive appositives.

18. Despite Calypso's ______ for him, Odysseus insists on returning to Ithaca.
   a. ardor
   b. titanic
   c. bereft
   d. squall

19. In which item is a restrictive appositive underlined?
   a. O Father Zeus and gods in bliss forever . . .
   b. O Father Zeus and gods in bliss forever . . .
   c. O Father Zeus and gods in bliss forever . . .
   d. O Father Zeus and gods in bliss forever . . .

20. Odysseus would respond to an insidious member of his crew by
   a. praising him.
   b. trying to befriend him.
   c. punishing him.
   d. ignoring him.

**Essay Questions**

21. How do the men of Odysseus' crew feel about him? Do you think they regard him as a hero? Why or why not? In a brief essay, state your opinion and support it with evidence from the story.

22. An epic hero possesses the character traits most valued by the society in which the epic originated. Based on this portion of the *Odyssey*, write a brief essay describing the character traits most admired in ancient Greece.

23. In general, does Odysseus control his own destiny, or is his fate determined by the gods? Explore this question in a brief essay, supporting your conclusions with evidence from the selection.
Critical Reading  In the blank, write the letter of the one best answer.

1. Odysseus' comment to Telemachus, "This is not princely, to be swept/away by wonder at your father's presence," means that ancient Greek princes:
   a. were easily amazed.
   b. believed in miracles.
   c. honored their fathers.
   d. showed little emotion.

2. Which of the following is an example of a simile?
   a. Odysseus in one motion strung the bow.
   b. Odysseus stood watching the unruly suitors like a captain surveying a rough sea.
   c. The suitors, both strong and weak, tried and failed to string the bow.
   d. The setting of the epic is the Greek isles.

3. Which of the following sentences best summarizes the Argus episode?
   a. Odysseus fails to recognize his faithful dog Argus who then dies of neglect.
   b. A dog named Argus is near death and lies unnoticed by his former master, Odysseus.
   c. Odysseus' faithful dog Argus, weak through neglect and abuse, wags his tail at the sound of Odysseus' voice, and then he dies.
   d. Before Odysseus can wean his dog Argus back to health, the neglected animal dies.

4. The episode about Argus, Odysseus' dog, is important to the overall plot of Part 2 because it emphasizes
   a. The length of Odysseus' absence from home.
   b. Eumaeus' awareness of Odysseus' disguise.
   c. Argus' undying loyalty to his master.
   d. The qualities that people and animals have in their youth.

5. Which of Telemachus' actions best demonstrates his obedience to his father?
   a. His journey through Pylos and Sparta in search of Odysseus
   b. His suspicion that the beggar is a god
   c. The tears he sheds when Odysseus reveals his true identity
   d. His silence when Antinous confronts Odysseus

6. What is one result of Odysseus' initial exchange with the suitor Antinous?
   a. Telemachus removes all the shields and weapons from the hall.
   b. Penelope summons the "beggar" Odysseus and questions him.
   c. The swineherd Eumaeus discovers Odysseus' identity.
   d. Argus is killed.

7. The episode in which Penelope invites the old beggar to her room is important because it
   a. allows suspense to build
   b. explains Penelope's sadness
   c. foreshadows the ending
   d. reveals Odysseus' identity
8. Why does the disguised Odysseus make up a story and tell Penelope that her husband will be home soon?
   a. To give himself a few days to figure out what to do
   b. To see whether her reaction to the news is one of joy or disappointment
   c. To prepare Penelope emotionally for recognizing and welcoming her husband
   d. To make the surprise of his true identity all the greater

9. Which character traits does Penelope reveal in Part 2 of the *Odyssey*?
   a. Stubbornness and fear
   b. Weakness and longing
   c. Prudence and loyalty
   d. Indecision and panic

10. Which of Odysseus' traits allows his triumph in the bow-and-arrow challenge that Penelope sets for her suitors?
    a. His love for Penelope
    b. His loyalty to the gods
    c. His pride in his bow
    d. His skill as a marksman

11. Choose the phrase that best defines *epic simile*.
    a. A figure of speech in which one thing is spoken of as though it were something else
    b. Literary technique that involves differences between meaning and intention
    c. A work done in imitation of another
    d. A long elaborate comparison between two dissimilar actions or objects

12. Which is an important theme in the *Odyssey*, Part 2?
    a. Good triumphs over evil.
    b. Separation weakens relationships.
    c. The quest for power never ends.
    d. Old age triumphs over youth.

13. Which of the following best summarizes the conflict in Part 2 of the *Odyssey*?
    a. Odysseus fears his return to Ithaca will result in a civil war.
    b. Odysseus dislikes being home and wants to decide if he should stay before he reveals his true identity.
    c. Odysseus must deal forcefully with his wife's suitors and determine her attitude toward him.
    d. Odysseus must choose between his loyalty to the gods and his affection for his family.

14. In a summary, a reader should
    a. restate all events in his or her own words.
    b. retell the plot briefly in his or her own words.
    c. list major events as briefly as possible.
    d. identify causes and effects for all events and happenings.

**Vocabulary and Grammar** In the blank, write the letter of the one best answer.

15. If Odysseus had continued to *dissemble* he would have
    a. hidden his identity from Telemachus and others.
    b. forgiven the suitors instead of killing them.
    c. left Ithaca and kept on traveling.
    d. lied about why it took him so long to get home.
16. Telemachus spoke with incredulity when Odysseus said he was his father. This means Telemachus was
   a. angry that his father dared show up after so many years.
   b. weeping uncontrollably.
   c. disappointed that he had not recognized Odysseus earlier.
   d. unable to believe the news.

17. A participial phrase is a phrase that ____________.
   a. is essential to the meaning of the sentence
   b. summarizes the meaning of the sentence
   c. supports the main idea of the passage
   d. serves as an adjective to modify a noun or pronoun

18. To be maudlin is to be ____________.
   a. focused on death
   b. violently angry
   c. foolishly sentimental
   d. occupied by foolish thoughts

19. Which of the following sentences contains a past participial phrase?
   a. He drew his own sword as he spoke, a broadsword of fine bronze, honed like a razor on either edge.
   b. He sat then in the same chair by the pillar, facing his silent wife.
   c. An old trunk of olive grew like a pillar on the building plot.
   d. He picked one ready arrow from his table where it lay bare.

20. Which of the following sentences contains a present participial phrase?
   a. O Father, all my life your fame as a fighting man has echoed in my ears.
   b. Saying no more, she tipped her golden wand upon the man, making his cloak pure white.
   c. This was Argus, trained as a puppy by Odysseus.
   d. So she described it among her maids, while her true lord was eating.

Essay Questions

21. Consider Part 2 of the Odyssey as a set of problems and solutions. After being gone for twenty years, Odysseus has a number of problems to deal with when he returns to Ithaca. In an essay, identify three problems Odysseus faces. Explain how he solved each problem and describe the consequences of his actions.

22. In literature, as in life, people must decide from among alternative courses of action. Select an example from the Odyssey in which the story might have ended differently if a character had acted differently. Cite examples to support your speculation.

23. Homer's Odyssey has been described as a timeless success because of its profound expression of the triumph and frustration of human life. It is not only a story of a heroic battle but also of people's advice, questions, requests, hopes, and desires. In an essay, discuss how Part 2 expresses the "triumph and frustration of human life."
Selection Test

Critical Reading  In the blank, write the letter of the one best answer.

1. According to the speaker in "Siren Song," why would everyone want to learn her song?
   a. It is beautiful and entertaining.
   b. It is powerful and irresistible.
   c. It is mythical.
   d. It is lengthy and complex.

2. "Siren Song" differs most from the *Odyssey* in its point of view about the
   a. power of the Sirens' song.
   b. Sirens' appeal to men on ships.
   c. nature of the Sirens' temperaments.
   d. role of the Sirens.

3. What is the main idea of "Siren Song"?
   a. People can learn valuable lessons from the secrets of birds.
   b. Love founded on pity is the only true love.
   c. Women who stand up for themselves are the most attractive to men.
   d. Men cannot resist women who seem helpless.

4. In "Siren Song" the Sirens' song is a
   a. beautiful melody.
   b. mother's plea.
   c. love song.
   d. cry for help.

5. In "Siren Song," the Sirens resemble those in Homer's *Odyssey* because their songs are
   a. irresistible to men.
   b. difficult to learn.
   c. boring to listen to.
   d. popular among women.

6. In "An Ancient Gesture," why does Penelope cry?
   a. She is unhappy with the quality of her weaving.
   b. She does not like where she is living.
   c. Her husband has been gone for years, and she does not know if he will ever return.
   d. Nobody ever visits her as she sits alone weaving day after day.

7. In "An Ancient Gesture," what is the "ancient gesture" to which the speaker of the poem refers?
   a. Singing
   b. Tying an apron
   c. Weaving
   d. Crying
8. According to the speaker in "An Ancient Gesture," what is one important difference between Penelope and Odysseus?
   a. Penelope is not as adventurous as Odysseus.
   b. Penelope's display of emotion is more private and genuine.
   c. Odysseus does not know how to weave.
   d. Penelope never took the Trojan War seriously.

9. What is the timeless theme that the poet Edna St. Vincent Millay finds in Homer's Odyssey, and then emphasizes in "An Ancient Gesture"?
   a. The importance of fighting for one's beliefs.
   b. The beauty of practicing and working hard at a craft such as weaving.
   c. Differences in the experiences and emotions of men and women.
   d. The ways in which war tears families and relationships apart.

10. How does the author of "Prologue" and "Epilogue" from The Odyssey create a contemporary version of Homer's Odyssey?
    a. He changes the names of the original epic's main characters.
    b. He focuses on Achilles and Hector.
    c. He uses rhyme and rhythm.
    d. He uses contemporary, vernacular language.

11. In "Prologue" and "Epilogue" what is the speaker's assessment of Penelope's attitude?
    a. She is angry and bitter about Odysseus' long journey.
    b. She is flighty and unfaithful to Odysseus while he is gone.
    c. She is faithful, strong, and dependable.
    d. She cares more about her weaving than she does about Odysseus' trials at sea.

12. Who is the "first blind singer" mentioned in the "Epilogue"?
    a. Homer
    b. Odysseus
    c. Penelope
    d. Billy Blue

13. To whom is the speaker in "Ithaca" addressing his advice?
    a. Travelers leaving on vacation
    b. Old people getting ready to die
    c. Odysseus, king of Ithaca, and the Greek gods
    d. Young people with their lives ahead of them

14. The Ithaca in Cavafy's "Ithaca" is similar to Homer's Ithaca in that both
    a. are impossible to reach.
    b. represent final destinations.
    c. hold the promise of great riches.
    d. can be reached easily.

15. What is the major difference between the Ithaca in Cavafy's "Ithaca" and the Ithaca in Homer's Odyssey?
    a. Cavafy's Ithaca is a symbolic place rather than a real city.
    b. It takes longer to reach Cavafy's Ithaca than Homer's.
    c. The journey to Cavafy's Ithaca is more difficult than the journey to Homer's.
    d. Travelers are less interested in reaching Cavafy's Ithaca than Homer's.

16. In "Ithaca," why is the "journey to Ithaca" so important?
    a. Ithaca is a wonderful place.
    b. The journey teaches people about fighting angry monsters.
    c. The journey provides people with wisdom and experience.
    d. The journey makes people wealthy.
Vocabulary and Grammar  In the blank, write the letter of the one best answer.

17. Which is the best meaning of the word *beached* as it is used in the following sentence?

   "... the song that forces men/to leap overboard in squadrons/even though they see the beached skulls..."

   a. Buried on a beach  
   b. Washed up on a beach  
   c. Decaying  
   d. Frightening

18. Identify the complete adverb clause in the following sentence.

   Penelope wondered, as she sat weaving, how much longer she would have to suffer.

   a. as she sat weaving  
   b. how much longer  
   c. she sat weaving  
   d. to suffer

19. Which is the best meaning of the word *tempests* as it is used in the following sentence?

   "Gone sing 'bout that man because his stories please us, /Who saw trials and tempests for ten years after Troy."

   a. wars  
   b. violent storms  
   c. angry gods  
   d. fires

20. Identify the word that is modified by an adverb clause in the following sentence.

   As he travels home to Ithaca, Odysseus wishes for mercy from the gods.

   a. Ithaca  
   b. wishes  
   c. Odysseus  
   d. gods

Essay Questions

21. In an essay, explain the following passage from Cavafy's poem "Ithaca".

   "And if you find her poor, Ithaca has not defrauded you./With the great wisdom you have gained, with so much experience,/You must surely have understood by then what Ithaca means."

   What does Ithaca mean to the speaker? Why is the journey to Ithaca so important?

22. In an essay, explain how "An Ancient Gesture," "Siren Song," "Prologue" and "Epilogue" from *The Odyssey*, and "Ithaca" incorporate ideas and events from Homer's *Odyssey*. Include in your discussion the ideas and themes from the original epic that remain the same in the modern pieces, and what new interpretation each writer presents.

23. In an essay, describe the relationships between men and women presented in "Siren Song," "An Ancient Gesture," and "Prologue" and "Epilogue" from *The Odyssey*. To begin your essay, think about the role of the Sirens in "Siren Song," and the perspectives on Penelope presented in "An Ancient Gesture" and in "Prologue" and "Epilogue." Back up your statements with details from the pieces.

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Unit Test: The Epic

Critical Reading

In the blank, write the letter of the one best answer.

The questions below are based on the following selection.

The Greek kingdom of Calydon is being laid waste by a monstrous boar. The hero Meleager summons other heroes of Greece to help him hunt and destroy the boar. This version of the ancient Greek myth "Meleager and Atalanta" was written by Thomas Bulfinch in the 1900's.

With them came Atalanta, the daughter of Iasius, king of Arcadia. A buckle of polished gold confined her vest, an ivory quiver hung on her left shoulder, and her left hand bore the bow. Her face blent\textsuperscript{1} feminine beauty with the best graces of martial\textsuperscript{2} youth. Meleager saw and loved.

But now already they were near the monster’s lair. They stretched strong nets from tree to tree; they uncoupled their dogs, they tried to find the footprints of their quarry in the grass. From the wood was a descent to marshy ground. Here the boar, as he lay among the reeds, heard the shouts of his pursuers, and rushed forth against them. One and another is thrown down and slain. Jason throws his spear, with a prayer to Diana for success; and the favoring goddess allows the weapon to touch, but not to wound, removing the steel point of the spear in its flight. Nestor, assailed, seeks and finds safety in the branches of a tree. Telamon rushes on, but stumbling at a projecting root, falls prone. But an arrow from Atalanta at length for the first time tastes the monster’s blood. It is a slight wound, but Meleager sees and joyfully proclaims it. Anceus, excited to envy by the praise given to a female, loudly proclaims his own valor, and defies alike the boar and the goddess who had sent it; but as he rushes on, the infuriated beast lays him low with a mortal wound. Theseus throws his lance, but it is turned aside by a projecting bough. The dart of Jason misses its object, and kills instead one of their own dogs. But Meleager, after one unsuccessful stroke, drives his spear into the monster’s side, then rushes on and dispatches him with repeated blows.

1blent, v.: Combined.
2martial (mar' shal) adj.: Like a warrior.

___1. How is Atalanta different from the others humans who come to hunt the boar of Calydon?
   a. Atalanta is the cleverest of all.
   b. Atalanta is the strongest of those who come to hunt the boar.
   c. Atalanta is the only one who uses a spear.
   d. Atalanta is the only woman.

___2. What characteristic does Meleager share with other epic heroes, such as Odysseus?
   a. He wanders all over the world.
   b. He kills a destructive monster.
   c. He has many heroes to help him.
   d. He defies the gods to accomplish his ends.

___3. What can you infer about Greek values from the statement that Anceus “excited to envy by the praise given to a female, proclaims his own valor”?
   a. Greeks believed valor was the highest virtue.
   b. Greeks felt women were worth special praise.
   c. Greeks considered women to be of less value than men.
   d. Greeks valued women above all others.
4. Why does Meleager “joyfully proclaim” the wound Atalanta deals the boar?
   a. The wound kills the boar.
   b. He is in love with Atalanta.
   c. The wound is too slight to hurt the boar.
   d. The wound slows the boar down.

5. Which of the following is the best summary of this myth?
   a. Meleager, with the help of a band of heroes that includes a woman he loves, slays a destructive boar.
   b. Meleager meets a woman, falls in love with her, and kills a boar for her.
   c. Several important Greek heroes are made fools of or actually killed by a boar.
   d. Atalanta wounds a monstrous boar, and some Greeks are envious.

6. Which of the following statements can not be inferred about Greek divinities from this quotation:
   Jason throws his spear, with a prayer to Diana for success: and the favoring goddess allows the weapon to touch, but not to wound, removing the steel point of the spear in its flight.
   a. Goddesses are powerful divinities.
   b. Gods and goddesses respond to prayers from humans.
   c. Divinities can interfere in human matters.
   d. Divinities will not stand for challenges from humans.

7. Which of the following best describes Thomas Bulfinch’s retelling of this myth in relation to his nineteenth-century audience?
   a. It is a fairy tale.
   b. It is an epic.
   c. It is a summary.
   d. It is a contemporary interpretation.

8. When the author says of Atalanta “Her face blent feminine beauty with the best graces of martial youth,” he means that
   a. she was graceful and beautiful, but too youthful for battle.
   b. her face was warlike and strong, rather than beautiful.
   c. her face combined the features of a pretty woman with those of handsome warlike young man.
   d. her feminine beauty was lessened by her warlike mannish expression.

9. What is the effect of the scene describing the heroes’ attempts to overcome the boar?
   a. It makes the boar seem more dangerous and Meleager’s victory more heroic.
   b. It convinces the reader that Atalanta is outmatched by the male hunters.
   c. It reminds the reader of how unconquerable Greek heroes were believed to be.
   d. It proves that Meleager could never have slain the boar without help from others.

10. Using the actions of Meleager as evidence, what is one quality that the Greeks valued in their heroes?
    a. Their love of strong, beautiful women
    b. Their high degree of physical prowess
    c. Their ability to lead their people
Vocabulary and Grammar

In the blank, write the letter of the one best answer.

11. Which word best describes Odysseus’ battle with the suitors?
   a. Picturesque
   b. Maudlin
   c. Titanic
   d. Bemused

12. Which of the following best describes this quotation from “Ithaca” in terms of its grammar?
   Stop at Phoenician markets, and purchase fine merchandise, mother-of-pearl and corals, amber and ebony, and pleasurable perfumes of all kinds.
   a. It contains nonrestrictive appositive phrases.
   b. It contains an adverb clause.
   c. It contains a participial phrase.
   d. It contains restrictive appositive phrases.

13. Which of the following would best be characterized by the word picturesque?
   a. Ithaca and its neighboring islands
   b. The phantom of Odysseus’ mother
   c. Odysseus shouting taunts at the Cyclops
   d. Millay wiping her eyes on her apron

14. Which quotation contains an adverb clause?
   a. That was all, and it brought them round to action.
   b. . . . my main man’s sea-smart Odysseus, /Who the God of the Sea drove crazy and tried to destroy.
   c. A wineskin full, /I brought along, and victuals in a bag, /For in my bones I knew some towering brute /Would be upon us soon . . .
   d. Now watch me hit a target that no man has hit . . .

15. Which word from a myth is best described by this sentence: It is large and strong and usually means danger, but people are often attracted to it.
   a. A titan
   b. A siren
   c. A cyclops
   d. An odyssey

16. What does the adverb clause in the following quotation do?
   But if you raid the beeves, I see destruction /For ship and crew.
   a. It modifies a noun.
   b. It tells the conditions under which something will happen.
   c. It gives a reason for something.
   d. It indicates when something will happen.

17. Which of the following quotations contains a present participle used as an adjective?
   a. The wind that carried west from Ilium /Brought me to Ismarus, on the far shore, /A strongpoint on the coast of Cicones.
   b. . . . I had the happy thought to set up weaving /On my big loom in the hall.
   c. . . . I came /To this wild place, directed by Athena . . .
   d. Now, by the gods, I drove my big hand spike /Deep in the embers, charring it again . . .
18. Which word has a suffix meaning _having the quality of_?
   a. Contemptible
   b. Bereft
   c. Defrauded
   d. Picturesque

The questions below consist of a related pair of words in CAPITAL LETTERS followed by four lettered pairs of words. Choose the pair that best expresses a relationship similar to that of the pair in capital letters.

19. EQUITY : JUSTICE ::
   a. loyalty : allegiance
   b. strength : hero
   c. youth : prince
   d. poverty : beggar

20. ASSUAGE : EXCITE ::
   a. work : complete
   b. paint : picture
   c. slow : fast
   d. start : finish

**Essay Questions**

21. Imagine that you are about to create a screenplay for a film of the *Odyssey*. Write an essay in which you choose two or three events to focus on, explaining why these will be the best ones to film. Explain why they will appeal to the audience, how they illustrate Odysseus' character traits, and how they develop the themes of the epic.

22. Epic heroes are figures of larger-than-life stature who exemplify character traits valued by their societies. It has been said that although Odysseus is one of the greatest of Greek epic heroes, he is not perfect; he has flaws and makes mistakes. Do you agree or disagree with this statement? In an essay, explain your position, supporting it with examples from the selection.

23. The character and actions of Penelope reflect ideas about the ideal woman in early Greek society. For example, she was expected to maintain her loyalty to her husband in the most difficult circumstances. In an essay, discuss some other aspects of the woman's role as exemplified by Penelope. Then compare and contrast the woman's role in early Greek society with that of today's society.

24. As an epic hero, Odysseus embodies qualities valued by his society. Do you think Odysseus meets our society's expectations of a hero? Write an essay in which you argue whether or not the actions of Odysseus are compatible with contemporary American values. Support your argument with examples from the *Odyssey*.

25. Four modern interpretations that borrow elements from the _Odyssey_ are presented in this unit: "Siren Song" by Margaret Atwood, "An Ancient Gesture" by Edna St. Vincent Millay, the Prologue and Epilogue from Derek Walcott's version of the _Odyssey_, and "Ithaca" by Constantine Cavafy. Choose one of these interpretations, and briefly compare and contrast it to the original epic poem. For example, if you choose "Siren Song," you might discuss the meaning Atwood gives to the song and her portrayal of the Sirens, explaining how they differ from those in the _Odyssey_. Then explain how you would present the same material in your own modern interpretation to express a contemporary idea, belief, or feeling.
ANSWERS
Unit 1: Spine Tinglers

"The Cask of Amontillado"
by Edgar Allan Poe

Selection Test (p. 1)

Critical Reading/Vocabulary and Grammar
1. b 2. a 3. c 4. a 5. c 6. c 7. d 8. b 9. a
10. c 11. c 12. d 13. c 14. b 15. c 16. a
17. b 18. d 19. b 20. a

Questions are classified in these categories:
Comprehension 1(A), 7(A), 10(E)
Interpretation 2(A), 4(C), 8(A), 9(C), 11(C), 12(A)
Literary Focus 5(A), 14(A)
Reading Strategy 3(A), 6(A), 13(C)
Vocabulary 15(E), 19(A), 20(A)
Grammar Skill 16(A), 17(A), 18(A)
E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:
21. (Easy) Students may focus on how des­
criptive details (such as the niter, glow­
ing flameaux, deep crypt, piles of skele­
tons, and drops of moisture trickling
among the bones) create a mood of eerie
suspense. They should identify at least
one scene in which this mood is strongly
created.

22. (Average) Students should note that Mon­
tresor recites a personalized form of the
family motto ("I must not only punish but
punish with impunity") as the story
opens. It is ironic that Montresor leads his
enemy Fortunato to his death in the cata­
combs, the burial places of Montresor's
great ancestors. Students should indicate
that the coat of arms—a huge foot crush­
ing a serpent whose fangs are imbedded
in the heel—acts as a symbol of the event
about to happen: Montresor is about to
 crush Fortunato and rid himself of the in­
jurious insult.

23. (Challenging) Students might point to
Montresor's careful preparation and exe­
cution of the murder to demonstrate his
connoisseur-like approach to revenge.
They should support their argument with
at least three examples, which might in­
clude the enticement of Fortunato to enter
the catacombs with the false promise of a
rare Amontillado; the false show of cam­
raderie; the toast to Fortunato's long life;
the playful pun about being a mason; the
preplanned and covered piles of bricks,
mortar, and mason trowel.

"The Most Dangerous Game"
by Richard Connell

Selection Test (p. 4)

Critical Reading/Vocabulary and Grammar
1. c 2. b 3. a 4. d 5. b 6. c 7. d 8. c 9. b
10. a 11. a 12. b 13. a 14. a 15. a 16. a
17. d 18. c 19. a 20. d

Questions are classified in these categories:
Comprehension 2(E), 11(A)
Interpretation 1(A), 4(A), 6(E), 9(C), 10(A),
13(A)
Literary Focus 5(A), 7(C), 8(C)
Reading Strategy 3(A), 12(A)
Vocabulary 14(A), 15(E), 16(A), 17(A), 20(C)
Grammar Skill 18(E), 19(A)
E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:
21. (Easy) Students should include such simi­
larities between the two men as the fol­
lowing: both are intelligent, cunning,
physically fit, and familiar with a number
of hunting tricks. As contrast, students
should point out that Zaroff has lost all
sense of moral balance.

22. (Average) Students should include some of
the following suspenseful episodes:
Rainsford's falling overboard and fight to
reach land, his being held at gunpoint by
Ivan, his sudden realization of Zaroff's in­
tentions, Rainsford's anxious first evening
in the jungle, Rainsford's traps, and
Zaroff's narrow escapes. Students should
note that the author's suspenseful tone
and precise descriptions help convey the
desperation of Rainsford and make the
reader wish to continue reading to find
out what happens.
23. (Challenging) Students may point out that while the statement may be an apt metaphor for the human condition, it becomes a gruesome joke if taken to a certain degree. They should point out that Rainsford, through his desperate battle with the general, gained a better perspective on what it feels like to be the hunted.

"Casey at the Bat"
by Ernest Lawrence Thayer

Selection Test (p. 7)

Critical Reading/Vocabulary and Grammar
1. c 2. b 3. b 4. b 5. c 6. d 7. a 8. b 9. a
10. b 11. a 12. c 13. a 14. b 15. c 16. a
17. d 18. d 19. c 20. d

Questions are classified in these categories:
Comprehension 3(A), 9(E)
Interpretation 1(A), 4(A), 8(A), 12(C)
Literary Focus 5(E), 11(C), 14(C)
Reading Strategy 2(C), 6(A), 7(E), 10(A), 13(A)
Vocabulary 15(E), 16(C), 17(A), 19(A)
Grammar Skill 18(A), 20(C)
E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:
21. (Easy) Students may respond that Casey would be a hero for them because he is a great player and has never let them down before. Alternately, he may not be a hero for them because his arrogant, overconfident nature makes him an unsympathetic character.

22. (Average) Students should mention some of the following techniques to achieve a mood of suspense and terror: The detailed description of the birds at the beginning sets a mood of suspense. The rhythm of the story (periods of calm alternating with periods of attack) sends the reader on a roller-coaster ride of terror.

23. (Challenging) Most students will contend that the author is telling us that something is seriously awry with our relationship to nature. She seems to feel that people do not appreciate nature and the power of the natural world. Most of the people in the story are oblivious to the world of nature and are oblivious to the birds' attack. The one character who is sympathetic, Nat, loves to work outside and has a bond with and appreciation for nature. However, even he is not spared from attack.
Selection Test (p. 13)

Critical Reading/Vocabulary and Grammar
1. d 2. b 3. c 4. e 5. b 6. a 7. a 8. b 9. b
17. c 18. d 19. d 20. c

Questions are classified in these categories:
Comprehension 1(E), 13(E), 15(E)
Interpretation 3(A), 4(C), 5(C), 6(A), 14(C), 16(A)
Literary Focus 8(E), 10(A), 12(C)
Reading Strategy 2(A), 7(A), 9(C), 11(E)
Vocabulary 17(A), 19(A), 20(A)
Grammar Skill 18(A)
E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:
19. (Easy) Students may focus on the images that appeal to sight ("green parrot" and "thousands of parrots") and/or those that appeal to hearing ("shrill scream," "great uproar," and so on). Students must identify the sense or senses to which their chosen images appeal. They should also describe more fully the picture created in their minds by the images. Be sure that students focus on three distinct images rather than trying to discuss the entire poem, in general.

20. (Average) Students may label the poem’s mood as “mysterious” or “uncertain.” Students should mention darkness, isolation, and moonlight as contributing to the feeling. The strong visual imagery includes such phrases as “host of phantom listeners,” “thronging the faint moonbeams on the dark stair,” and so on. Students may mention “smote” as a word choice that contributes to the poem’s feeling of mystery. The parallelism in the poem creates an unusual connection among certain images in the poem and also contributes to the feeling.

21. (Challenging) Students should identify the viewpoint at the beginning of the poem as third person. In line 14, the viewpoint switches to second person or direct address. Students should indicate that the poet is attempting to draw readers into the poem by speaking directly to them. The viewpoint then switches back to third person following line 26 ("this poem has his head"). Students should indicate that the poet is emphasizing the power and the personal nature of poetry by drawing the readers into the poem. In this way, the poet makes the poem come alive.
Selection Test (p. 19)

Critical Reading/Vocabulary and Grammar

Questions are classified in these categories:
- Comprehension: 6(E), 7(E), 9(A), 10(E)
- Interpretation: 5(C), 8(C)
- Literary Focus: 1(A), 4(A)
- Reading Strategy: 2(C), 3(A)
- Vocabulary: 12(E), 13(A), 15(C)
- Grammar Skill: 11(A), 14(A)

E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:

16. (Easy) Students should point out that a variety of technological breakthroughs allows scientists to go places and analyze things that would have been impossible years ago. Students should point out that researchers are using DNA analysis to find out how old the mummies are and to gain some clues to their identity.

17. (Average) Students should point out that many Chinese are mistrustful of Western archaeologists because, in the past, Western archaeologists took away "important stuff—ancient manuscripts, artworks, paintings, statues...." In addition, the discovery of the Caucasian mummies is in conflict with the traditional Chinese view of their own history; that is, their society developed on its own with little foreign input.

18. (Challenging) Students should point out the ways in which the article answers the 5 Ws and H questions. In their comparisons, they should point out the following ideas: a short story would fictionalize the information, adding characters and dialogue; a feature story would focus on the feelings and experiences of individuals, and would include more description; a film script would be written in dialogue, would dramatize the incidents, and might have to create some situations to explain undocumented interpretations.

Unit Test (p. 22)

Critical Reading/Vocabulary and Grammar

Questions are classified in these categories:
- Comprehension: 7(E)
- Interpretation: 3(A), 5(A), 6(A)
- Literary Focus: 2(E), 10(C)
- Reading Strategy: 1(A), 4(A), 8(C), 9(A)
- Vocabulary: 11(A), 12(A), 13(E), 16(A)
- Grammar Skill: 14(C), 15(C), 17(A), 18(E), 19(A), 20(A)

E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:

21. (Easy) Students' essays should identify one selection that they consider to be the most exciting and justify their choices by citing details that evoke anxiety, excitement, or suspense. For example, students might refer to dangerous details of the hunt in "The Most Dangerous Game" or the frightening question of what Montresor plans to do to Fortunato in "The Cask of Amontillado."

22. (Average) Students' essays should include specific strategies for bringing the selection to life on screen. For example, students might describe using a dungeon with dark, drippy walls as a set for "The Cask of Amontillado" or filming the first scene of "The Most Dangerous Game" on location in the Caribbean. They might suggest casting a jovial, heavyset man in his forties to play the role of Fortunato.

23. (Average) Students' answers should focus on the environment described in the selection they chose and explain how that setting adds to the story. The answers should identify specific details and the images that are evoked, characters' responses to the environment, and the role the environment plays in the situation presented in the story.

24. (Average) Students' answers should point to specific external details, such as physical features, clothes, and gestures that suggest personality traits. For example, Mr. Wilson in "The Red-headed League" is
a rather common, nervous person who is anxious to receive help from Holmes. The author introduces Wilson's gestures by saying he bobs up to say hello to Watson, giving Holmes a questioning glance. The fact that Wilson has a drab waistcoat contributes to the portrait of a common man. In "The Cask of Amontillado" Fortunato, a rather foolish and crass character, is portrayed as wearing a clown suit.

25. (Challenging) Students should explain the connection between competition and character and plot development. For example, in "Casey at the Bat," Casey, who strikes out, is affected negatively by competition. In "The Red-headed League," Holmes competes successfully in a battle of wits with John Clay, the villain. The narrator in "The Most Dangerous Game" rises to the occasion and successfully battles for his life.

Unit 2: Challenges and Choices

from A Lincoln Preface
by Carl Sandburg

Selection Test (p. 26)

Critical Reading/Vocabulary and Grammar

Questions are classified in these categories:
Comprehension 1(A), 2(A), 3(E) 4(C), 7(C), 11(A), 12(C) 6(A) 8(A), 9(A), 13(A)
Reading Strategy 5(E), 10(E) 14(A), 15(C), 16(E), 20(A)
Grammar Skill 17(A), 18(A), 19(A) 15(A)

E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:
21. (Easy) Students may focus on anecdotes that convey Lincoln's sense of humor, honesty, or another personality trait. Students should draw reasonable conclusions about the significance of each anecdote.

22. (Average) Students might state that their impression of Lincoln is that of a complex man who lived in a time of grave crisis. Students should discuss Sandburg's use of anecdotes and allusions or direct references to historical events. They should also discuss his use of language to convey this impression.

23. (Challenging) Students might point out that in both his public and private life Lincoln was a man of complex contrasts. Students might also note that in spite of these contrasts he was a well-balanced and admirable leader.

"I Have a Dream"
by Martin Luther King, Jr.

from Rosa Parks: My Story
by Rosa Parks

"I Hear America Singing"
by Walt Whitman

"There Is a Longing..."
by Chief Dan George

Selection Test (p. 29)

Critical Reading/Vocabulary and Grammar

Questions are classified in these categories:
Comprehension 8(E), 10(E), 13(A) 4(A), 7(E), 15(A) 14(A)
Interpretation 1(C), 2(C), 3(C), 5(A), 6(A), 12(C)
Reading Strategy 9(E), 11(C), 14(A) 16(A), 17(A), 20(C)
Grammar Skill 18(E), 19(A) 15(A)

E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:
21. (Easy) Students should first state King's dream for equality and freedom for all Americans. As students state their own dreams, they may use, for example, repetition or quotations from the Bible or other authoritative or emotionally appealing sources to persuade their audience of the importance of their dreams. Students
should distinguish between individual dreams and a dream for all Americans.

22. (Average) Student definitions of freedom may mention independence, the absence of limitations, or liberation from the power or influence of other persons. Students are likely to conclude that King, Parks, and Chief Dan George have similar understandings of the word. Their writings deal with being free from oppression or from limitations imposed by society or white American culture. Whitman’s understanding of freedom has to do with people being satisfied by doing honest, hard work.

23. (Challenging) Students should compare the content of the dreams, not necessarily the manner in which the men express their dreams. King’s dream focuses on equality and on black Americans being free to take their rightful place in society. King calls for a change in the way people view and treat African Americans. Chief Dan George’s dream is for young Native Americans to be able to acquire the skills they need to compete appropriately with white Americans for the “place in society that is rightly” theirs. In order to accomplish his dream, George calls for access to the “instruments/of the white man’s success.”

“The Golden Kite, the Silver Wind” by Ray Bradbury

Critical Reading/Vocabulary and Grammar

Questions are classified in these categories:
- Comprehension 1(A), 5(E), 10(C)
- Interpretation 2(A), 3(A), 4(C), 6(E), 8(E)
- Literary Focus 11(C) 12(A), 13(C)
- Reading Strategy 7(E), 9(A), 14(E)
- Vocabulary 15(A), 16(C), 17(A)
- Grammar Skill 18(A), 19(A), 20(C)

E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:
21. (Easy) When explaining why the Mandarin’s daughter advises him coyly, students should include the daughter’s modesty, her desire to help her father appear to be a strong and wise leader, and cultural attitudes about women apparent in the story. The father benefits from her advice by appearing to be a good ruler, at first. Later he benefits from her advice by meeting with Kwan-Si and ending the contest. Students should refer to language such as “Daughter-who-thinks-like-a-son” to show how the Mandarin respects and admires his daughter.

22. (Average) Students should indicate that the daughter is motivated by her affection for her father and respect for his position. The Mandarin, in turn, responds to his daughter’s self-confidence and to his own desire to get the best of the omens he believes are at work.

23. (Challenging) Students should examine the choices and actions—and the consequences of those choices and actions—of the Mandarin, his daughter, and Kwan-Si. The examination should demonstrate that the rivalry with Kwan-Si was senseless and harmful to everyone. Students should also conclude that the compromises of the daughter had positive consequences and therefore serve as models of how people should behave.

“The Road Not Taken” by Robert Frost

“New Directions” by Maya Angelou

“To Be of Use” by Marge Piercy

Selection Test (p. 35)

Critical Reading/Vocabulary and Grammar

Questions are classified in these categories:
- Comprehension 1(E), 2(A), 10(C)
- Interpretation 3(C), 6(A), 9(E), 11(A)
- Literary Focus 4(A), 8(C), 13(A)
- Reading Strategy 5(A), 7(A), 12(E)
- Vocabulary 14(E), 17(E)
- Grammar Skill 15(A), 16(A)

E = Easy, A = Average, C = Challenging
Essay Questions
Guidelines for student response:

18. (Easy) Students should describe the lack of options that were available to Annie Johnson when she was looking for a way to support her family. Instead of being unhappy away from her children in a traditional job, Annie went her own way and actually opened her own business. She not only went in a new direction as a single woman, she also took a new direction in trying to support her family.

19. (Average) Students are likely to say that the people shown in the image work hard and do not give up on difficult tasks. They know what has to be done, and they do what needs to be done as long as they have to do it. Students should comprehend, based on this passage, that the speaker values hard work.

20. (Challenging) Students should understand that the roads in Frost's poems are figurative roads of life. The speaker might anticipate sighing when he looks back and feels some regret about his decision. No matter how wonderful his life has been, he will probably always wonder how his life might have been had he taken the other road. When a person makes an important life decision, he or she does not often get the chance to remake it.

"Old Man of the Temple"
by R. K. Narayan

Selection Test (p. 38)

Critical Reading/Vocabulary and Grammar

Questions are classified in these categories:
Comprehension 2(A), 3(E), 6(A), 21(C)
Interpretation 7(C), 8(C), 10(C), 13(C), 14(C)
Literary Focus 1(A), 9(C), 12(A)
Reading Strategy 4(E), 5(A), 11(C)
Vocabulary 16(A), 17(A), 18(A)
Grammar Skill 15(A), 19(E), 20(A)

E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:

21. (Easy) Students should note that the narrator isn't upset by the old man's impatience and irritability because he seems to accept the unexplained existence of the old man in Doss's body. The narrator's calm attitude can be heard in his rational responses to the old man's impatient demands. For example, when the old man wants to know who is going to move the taxi, the narrator simply says he doesn't know how to drive. The narrator also respects the old man; he asks him what his name is. Students might also note that the narrator is the one who encourages the old man to join his beloved wife.

22. (Average) Students might note that Narayan's primary focus is to entertain. After all, the story is a fantasy, complete with a ghostly encounter. However, students should note that while entertaining his readers, Narayan is also instructing them in the mysteries uniquely Indian, specifically Hindu. Students must support whichever position they take with details from the story.

23. (Challenging) Students should note that the temple is a Hindu temple, which introduces a physical symbol of Hinduism, the major religion in India. One of the unique features of Hinduism is the belief in transmigration—the passing of a soul into another body after death. Students should note that what happens to Doss is an example of transmigration.

"Perseus" by Edith Hamilton

Selection Test (p. 41)

Critical Reading/Vocabulary and Grammar

Questions are classified in these categories:
Comprehension 1(A), 5(E), 10(C), 12(A)
Interpretation 2(E), 6(A), 7(C), 11(A), 14(E)
Literary Focus 4(E), 8(C), 9(A), 15(E)
Reading Strategy 3(A), 13(E), 16(A)

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"Perseus" by Edith Hamilton (continued)
Vocabulary 17(A), 20(C)
Grammar Skill 18(A), 19(E)
E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:
21. (Easy) Students may take the view that Perseus is heroic or that he is not heroic. Those who believe Perseus is not heroic may cite the fact that he is merely a lucky young man whom Hermes and Athena help for inexplicable reasons. He could not have succeeded without the help of the gods, for aside from his love for his mother and desire for Andromeda, he demonstrates no extraordinary qualities. Those who feel he is heroic may say that he is the son of Zeus, that readers identify with his pride and love for his mother, that he meets all challenges (unquestioning faith in gods, travel, monsters, Polydectes), that he thinks quickly in Polydectes' banquet hall, and that he slays the sea serpent out of a desire to rid the world of evil.

22. (Average) Students should explain in some way that monsters represent an ultimate foe for human beings. Monsters are totally unlike humans. They often have powers that make them seem impossible to defeat; they pose the potential of instant and gruesome death; and they threaten not only the human hero, but all who are human. Thus, defeating such a creature is a victory for the hero as well as for all humanity.

23. (Challenging) Students should indicate in their essays that the endurance of the story lies in the vividness of its characters, the drama of its actions, and the power of its meaning. We identify with a character, share his or her situation, and learn from the story's themes. Examples from Perseus might include the struggle of a young man to forge his identity or to protect his mother. Epic battles with monsters represent the human struggle to survive. We may not share the ancient Greeks' theology, but we care about their values and beliefs and learn from the morals and messages presented in their stories.

"Slam, Dunk, & Hook" by Yusef Komunyaka
"The Spearthrower" by Lillian Morrison
"Shoulders" by Naomi Shihab Nye

Selection Test (p.44)

Critical Reading/Vocabulary and Grammar
1. d 2. a 3. c 4. b 5. a 6. c 7. d 8. b 9. a
17. d 18. b

Questions are classified in these categories:
Comprehension 1(E), 8(E), 11(A)
Interpretation 2(A), 5(C), 7(E)
Literary Focus 3(C), 9(A), 12(E)
Reading Strategy 4(A), 6(E), 10(A), 13(C)
Vocabulary 14(A), 16(C), 17(A)
Grammar Skill 15(A), 18(A)
E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:
21. (Easy) Students may say the poem is addressed to women, to men, or to everyone. All student essays should include examples from the poem. For example, those who believe the poem is addressed to women may cite its theme of the inclusion of women in the concept of athleticism, the "she" at the beginning of the poem, the depiction of the athletes as women, and the encouragement to participate at the end of the poem. Some students may use the same examples to illustrate how the poet is educating men by the countering of stereotyping throughout the poem. Some students may consider the audience inclusive and cite the poem's attempt to expand the definition of an athlete to a more inclusive position. Essays may be a combination of these positions, as long as the writer uses appropriate references from the text.

22. (Average) Students may select a wide range of activities for their comparisons. These activities could include jobs, hobbies, other sports, arts and music, or similar activities. Student essays should indicate the way these activities are analogous to the qualities of play in "Slam, Dunk, & Hook." Comparisons could include distraction from difficulties, sheer pleasure of partici-
participation, identity and status with peers, release of pent-up energy, positive rather than negative activity, pursuit of excellence, and competition. Essays should identify the qualities in the poem as well as make the point about the chosen activity.

23. [Challenging] Student essays should reflect Nye's idea that all people must employ the same level of care with each other as does the man carrying his son across the street. Examples of extra care from the poem include the man's looking twice before crossing, Nye's wish that no car splash or get too near, and the idea that the child is the "world's most sensitive cargo." To make their case, students should connect this attention to human need to all human interaction. Specific examples might include politics, international issues, philosophic or religious tolerance. Students could also describe what is created by the absence of the attachment Nye describes, using similar examples from the poem and the larger world.

Unit Test (p. 47)

Critical Reading/Vocabulary and Grammar


Questions are classified in these categories:
- Comprehension 2(A), 9(A)
- Interpretation 1(C), 4(A), 8(E)
- Literary Focus 3(A), 6(A), 7(E)
- Reading Strategy 5(A), 10(C)
- Vocabulary 11(A), 13(C), 16(E), 17(A), 18(C)
- Grammar Skill 12(A), 14(E), 15(A), 19(A), 20(A)

E = Easy, A = Average, C = Challenging

Essay Questions

Guidelines for student response:

21. (Easy) Students should identify the person they admired most in the unit, explaining what challenge that person faced and the personal qualities that enabled him or her to meet the challenge.

22. (Average) In their comparisons, students should decide which individual choice has made more of a difference and why. For example, they might compare Abraham Lincoln's decision to suspend civil liberties in the United States during the Civil War with the decision of the traveler in "Old Man of the Temple" to help the spirit of the dead man who has taken control of the traveler's driver. They might say that the consequences of Lincoln's decision were greater because he helped to preserve the Union, which affected a great number of people, whereas the traveler merely freed the spirit and helped only the people who lived near the ruined temple.

23. (Average) Students' responses should demonstrate a clear understanding of the individual's decision, the alternatives to that choice, and the reasons the individual chose as he or she did. For example, when Rosa Parks was asked to move from her seat, she could have either complied or remained seated. Students should show that they understand why Parks chose to defy the existing law.

24. (Average) Students should cite several of the selections in the unit as they create a composite hero made up of the qualities demonstrated in these selections. Students' responses should also identify any heroic qualities that appear in more than one selection.

25. (Challenging) Students' responses should compare two selections in which the author's purpose is to change society; they should identify the target of each author's writing, point out how the author uses language to achieve his or her purpose, and assess his or her success. For example, in "I Have a Dream," Martin Luther King, Jr., intends to make the reader act on the need to end racism. He attempts to move his audience emotionally by repeating phrases and envisioning a future free of racism.
Unit 3: Moments of Discovery

“Children in the Woods”
by Barry Lopez

Selection Test (p. 51)

Critical Reading/Vocabulary and Grammar
1. b 2. a 3. b 4. d 5. a 6. b 7. d 8. d 9. c
10. b 11. d 12. b 13. a 14. c 15. c

Questions are classified in these categories:
- Comprehension 2(E), 8(A)
- Interpretation 1(C), 3(A), 7(E)
- Literary Focus 6(A), 9(E), 10(C)
- Reading Strategy 4(C), 5(A)
- Vocabulary 11(A), 13(A)
- Grammar Skill 12(A), 14(E), 15(A)

16. Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:

16. (Easy) Students may outrightly agree or disagree, or they may qualify their answers by saying that some teaching or "quizzing" is useful, in its place. Students may conclude that particularly for younger children, the value of self-exploration far exceeds that of naming and labeling. Regardless of the opinion they express, students must use an anecdote or detail from personal experience.

17. (Average) Students may cite Lopez's boyhood fascination with the "pattern of sunlight," indicating that he is observant of and interested in natural things. Lopez's detailed list of the plants and animals around his home shows his interest in and respect for those living things. He is concerned about how he can best teach children, and he expresses regret and concern about the things he has "seen disappear" in his own life.

18. (Challenging) Students should conclude that the quotation has to do with figuring things out by piecing together smaller bits of information. The story about the raccoon's jaw is an example: from the one small piece they figured out what the animal ate, what the animal was, and what had happened to it. Students' personal examples might have to do with situations in which they came upon an item, fact, or detail (whether in nature or in a textbook) that led them to discover a larger or broader fact or truth.

“Rules of the Game” by Amy Tan

Selection Test (p. 54)

Critical Reading/Vocabulary and Grammar
1. b 2. d 3. d 4. c 5. a 6. c 7. c 8. b 9. d
17. d 18. c 19. a 20. a

Questions are classified in these categories:
- Comprehension 1(A), 2(A), 12(A), 13(A)
- Interpretation 3(C), 4(A), 6(A), 7(A), 8(E), 16(E)
- Literary Focus 5(A), 9(A), 11(C), 14(E)
- Reading Strategy 10(C), 15(E)
- Vocabulary 20(A)
- Grammar Skill 17(A), 18(E), 19(A)

16. Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:

21. (Easy) Students should point to Mrs. Jong's Chinese background and Meimei's Chinese American existence as differences. Their roles as teaching parent and rebellious child also represent differences. Students may label Mrs. Jong's close observation of Meimei's chess practice and tournaments as "interference." At the same time, Meimei takes full advantage of her "prodigy" status to bend the rules and cause the rest of the family to accommodate her. Students may conclude that it is their similarities as much as their differences that cause conflict. Both women are strong-willed and smart.

22. (Average) Students should point out that the generational conflict is similar to that found in many other families. Often, parents have one set of values; children have another. Students should note that the additional cultural conflict in the story heightens the tension. They should point out that the parents come from a different world and are now trying to get along in a new place where all the rules are different. The children, on the other hand, were
born into this new world and are more comfortable with its rules. As parents and children act on their own sets of rules and values, consequences and outcomes are hard to predict. That's what makes the story interesting.

23. (Challenging) Students should begin with a description of the setting: Chinatown, the alley with its marvels and mysteries, the smells, the playground, the shops. The setting is, in effect, an entire world. It gives readers a sense of the culture of the characters which, in turn, helps readers understand why the characters think and behave as they do.

“Checkouts” by Cynthia Rylant
“Fifteen” by William Stafford

Selection Test (p. 57)

Critical Reading/Vocabulary and Grammar
1. d 2. c 3. a 4. b 5. a 6. c 7. b 8. d 9. a
10. c 11. b 12. d 13. b 14. a 15. b

Questions are classified in these categories:
Comprehension 1(E), 6(A), 9(A)
Interpretation 2(C), 3(A), 10(E)
Literary Focus 4(C), 5(A), 8(A)
Reading Strategy 7(E), 11(C)
Vocabulary 12(A), 14(E)
Grammar Skill 13(E), 15(C)
E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:
16. (Easy) Students should indicate that they understand Rylant’s sense of ironic detachment and that the girl who is isolated and lonely never does anything directly in the story. She doesn’t share all her feelings about the move; she stays in her room and is uncommunicative. She shops dreamily for reasons she won’t discuss, and her attraction to the boy is based solely on his embodiment of everything she is trying to escape. Students might also note that they expect both characters to overcome their socially awkward behavior, but the irony of Rylant’s tale is that they don’t, and so there is no love story.

17. (Average) Students should note that the poem sets a young man between boyhood and adulthood; too young to drive, too old to play. A fifteen-year-old would still dream of the adventure of riding off on a motorcycle, and be captured by the sensation of the running bike. He would also be old enough to think clearly, find the rider, and help him, aware of the consequence of the accident. He is not yet a man, but as he considers what it is to become one, the boy feels both complimented and foolish when the rider calls him “good man.” The grown-up roars back to his world, leaving the boy still standing on the precipice of adulthood.

18. (Challenging) Students may choose either work as more effective, but their responses should cite specific reasons for the choice. In “Checkouts,” the girl is trying to adjust to a new life, and the flirtation with the boy helps her to do that, mirroring the process of adjustment that is necessary to finding her identity. In “Fifteen,” the concentrated narrative, its immediacy of image, and its placement of the character exactly at the moment between childhood and adulthood may create a stronger relationship with the theme of identity. Students should note specific images from the work to which they respond.

“Sympathy” by Paul Laurence Dunbar
“Caged Bird” by Maya Angelou
“We never know how high we are” by Emily Dickinson
from In My Place by Charlayne Hunter-Gault

Selection Test (p. 60)

Critical Reading/Vocabulary and Grammar
1. b 2. a 3. d 4. a 5. c 6. a 7. c 8. b 9. a
17. a 18. b 19. c 20. c

Questions are classified in these categories:
Comprehension 2(E), 6(E), 10(E), 13(A)
Interpretation 1(E), 4(E), 5(C), 9(A), 15(C)
Literary Focus 3(A), 7(A), 8(A), 11(E)
Reading Strategy 12(C), 14(A)
Vocabulary 16(A), 18(A), 20(E)
Grammar Skill 17(A), 19(C)
E = Easy, A = Average, C = Challenging

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Essay Questions
Guidelines for student response:

21. (Easy) Students should note that the caged bird serves as an image of imprisonment. They should also compare and contrast the effect of the image in each poem. In "Sympathy," the caged bird elicits the reader's sympathy, while in "Caged Bird" the caged bird serves as a kind of warning against negative thinking and short-sightedness.

22. (Average) Students should note that repetitions emphasize the poets' main ideas. Students should explain Dunbar's repetitive phrasing as an attempt to underscore his emotional link to the caged bird. Students should note that Angelou structures her poem so that the reader begins and ends with the image of a free bird. They might conclude that, in doing so, Angelou conveys her opinion that seeing oneself as a free bird, rather than a caged one, allows one to dream and truly be free.

23. (Challenging) Students should explain that Dickinson believes only fear keeps us from realizing a lofty goal. Students might speculate that while Dickinson's writing expresses this idea, her life might speak otherwise: she might have let fear prevent her from publishing her many writings. Students should realize that Hunter-Gault, too, recognizes the power of fear in derailing a dream. She, however, conquered her fears to make her dreams come true.

"The Interlopers"
by Saki (H. H. Munro)

Selection Test (p. 63)

Critical Reading/Vocabulary and Grammar
1. a 2. b 3. d 4. c 5. a 6. c 7. b 8. d 9. b
10. c 11. b 12. a 13. a 14. a 15. c 16. c
17. b 18. d 19. b 20. b

Questions are classified in these categories:
Comprehension 4(E), 8(E), 15(A)
Interpretation 1(E), 2(C), 3(A), 7(A), 9(A), 10(A)
Literary Focus 5(C), 6(A), 12(E)
Reading Strategy 11(A), 13(A), 14(E)
Vocabulary 17(A), 18(A), 20(A)
Grammar Skill 16(C), 19(A)
E = Easy, A = Average, C = Challenging
“The Rug Merchant”
by James A. Michener

Selection Test (p. 66)

Critical Reading/Vocabulary and Grammar

Questions are classified in these categories:
- Comprehension 1(E), 4(E), 9(E)
- Interpretation 6(A), 8(C), 10(A)
- Literary Focus 5(C), 7(A), 11(A)
- Reading Strategy 2(A), 3(C)
- Vocabulary 12(A), 14(A)
- Grammar Skill 13(A), 15(A)

E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:

16. (Easy) Students should note that in the beginning of the story, Michener is completely against the idea of buying the rugs. Zaqir is not discouraged by his attitude, and over the course of four days pays regular visits to Michener. During these visits he tries to draw Michener’s attention to specific rugs and win him over by complimenting his “fine eye” for quality. Zaqir also shows Michener a notebook filled with the names of former customers and challenges all of Michener’s reasons for not being able to buy the rugs. He is convincing because he is friendly and persistent, and he makes Michener feel that agreeing to buy the rugs is a perfectly reasonable decision.

17. (Average) Students should say that Michener shows throughout the essay that he thinks of Zaqir as honest and trustworthy. He has a certain respect for Zaqir and seems to believe that the rugs will arrive as Zaqir promised. If he truly felt that he would not receive the rugs and that his money was being wasted, he probably would not continue to send checks for five years. Zaqir was a lively and interesting person, and Michener probably enjoyed receiving the constant stream of strange letters to remind him of his experiences with Zaqir in Afghanistan.

18. (Challenging) Students should note that when the story begins, Michener shows an appreciation for the beauty of the rugs, although he is cautious and unwilling to consider buying them. As the story progresses, he shows himself to be a patient and open-minded person. Instead of being annoyed that the rug merchant will not leave him alone, he shows a definite appreciation of Zaqir’s unique personality and persistent and clever sales tactics. Michener also reveals himself to be honest and trusting in his dealings with Zaqir, and he recognizes these same qualities in Zaqir.

“Combing” by Gladys Cardif
“Women” by Alice Walker
“maggie and milly and molly and may” by E. E. Cummings
“Astonishment”
by Wisława Szymborska

Selection Test (p. 69)

Critical Reading/Vocabulary and Grammar

Questions are classified in these categories:
- Comprehension 1(E), 12(C), 14(A)
- Interpretation 4(A), 5(C), 6(A), 7(C), 8(E)
- Literary Focus 3(A), 9(A), 13(C), 15(E)
- Reading Strategy 2(A), 10(E), 11(E)
- Vocabulary 16(A), 18(C)
- Grammar Skill 17(E), 19(C), 20(A)

E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:

21. (Easy) Student essays should present several areas of academic knowledge or skills and their value as the student sees them. Computer knowledge, business knowledge, communications skills, languages, technical skills, problem-solving abilities, and scientific fields of various types are potential responses. For each field a student deems essential, the reason for the choice should be clear. The intent of the question is clear exposition with identifiable support.

22. (Average) Student essays should show evidence that they understand a connection between generations in either simple family ties or contributions that one genera-
Combing” by Gladys Cardiff  
“Women” by Alice Walker  
maggie and milly and molly and may”  
by E. E. Cummings  
“Astonishment” by Wislawa Szymborska (continued)

Information can make on behalf of another. These could range from being an effective parent to various causes that would improve society. Students should clearly express what it is they would like to pass on, and why they have chosen that idea. The clarity of the thesis and its supporting reasoning determine the success of the essay.

22. (Average) Students’ responses should accurately reflect the relationship between generations in the selection of their choice. For example, students choosing “Combing” should indicate that the mother in the poem clearly sees herself as a daughter having her own hair combed. In addition, she recalls her mother combing the hair of Mathilda, her great grandmother. The speaker discovers her respect for the women she describes.

23. (Average) Students should explain the nature of the contact between people of different cultures or races and whether the outcome is positive, as in “The Rug Merchant,” or negative as in “In My Place.” The essays should offer reasons for the positive or negative outcomes; for instance, the relative maturity of the mother and rug merchant might make them inclined to get along better.

24. (Average) Student responses should reflect the personality traits they infer from the gestures, tone of voice, or facial expression of the characters they chose. For example, the mother in “The Rules of the Game” is a fiercely proud woman who has high standards for her daughter’s behavior. The author introduces her mother just as she is scolding her daughter. When Waverly disappoints her mother, the old woman’s eyes turn to dangerous black slits, and she becomes sharply silent.

25. (Challenging) Students’ responses should indicate what the character dreams and how the dream represents an escape from an unsatisfying life.
“The Secret Life of Walter Mitty”
by James Thurber

Selection Test (p. 76)

Critical Reading/Vocabulary and Grammar
17. c 18. b 19. a 20. d

Questions are classified in these categories:
Comprehension 4(E), 6(C), 12(A)
Interpretation 1(A), 2(A), 7(A), 8(A), 9(C), 10(A), 11(C)
Literary Focus 14(E), 15(A), 16(A)
Reading Strategy 3(C), 5(E), 13(A)
Vocabulary 18(A), 20(C)
Grammar Skill 17(A), 19(E)
E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student responses:
21. (Easy) Students may suggest that in real life, Mrs. Mitty, the cop, and the parking attendant all treat Mitty with impatience, even disrespect, and disdain. They do this because he appears to be distracted and does not pay attention to what he is doing or to what they are saying. In his daydreams, Walter Mitty is an important and courageous person (commander, doctor, crack shot, captain, convicted criminal) who is admired and respected by those around him. Mitty imagines this type of treatment for himself because he does not get it in his real life.

22. (Average) Students should acknowledge that the real Walter Mitty is an easily intimidated man who seems to “take orders” unquestioningly from his wife, the parking attendant, and so on. He appears distracted and, therefore, not particularly quick or smart. However, Mitty takes note of the people who give him orders and resents them. He believes that he is a clever, quick-thinking, strong individual who deserves the kind of treatment he receives from the characters in his daydreams.

23. (Challenging) Students should indicate that the third-person narrator is outside the action of the story. The limited third-person point of view indicates that the narrator will reveal all of the thoughts and ideas of only one character. This point of view allows Thurber to get to know Mrs. Mitty through her interaction with Walter. Knowing Mrs. Mitty’s thoughts would not necessarily contribute to the story because it is Walter’s secret life that is the focus of readers’ attention. This point of view allows Thurber to weave in and out of Walter’s daydreams just as Walter does. It creates suspense and surprise for readers who must stay alert to know when Walter is dreaming and when he is not.

“The Inspector-General”
by Anton Chekhov

Selection Test (p. 79)

Critical Reading/Vocabulary and Grammar
1. c 2. a 3. b 4. b 5. d 6. a 7. c 8. b 9. c
17. b 18. d 19. a 20. c

Questions are classified in these categories:
Comprehension 2(E), 3(A), 5(E)
Interpretation 6(A), 8(A), 11(C), 13(A), 14(C)
Literary Focus 4(A), 7(C), 9(C), 15(A)
Reading Strategy 1(E), 10(A), 12(C)
Vocabulary 17(E), 18(A), 19(E)
Grammar Skill 16(A), 20(A)
E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:
21. (Easy) Students might mention that it is the traveler who first brings up the subject of the new inspector-general. Students should note that the traveler presses the driver for information when he asks, “Know anything about him?” therefore raising the readers’ suspicions about the traveler’s true identity. Also, students may note that as the driver’s comments about the inspector’s attempts to disguise himself become more specific, the traveler’s responses become more defensive. The traveler’s meager attempts to cover up his blunders with phrases like “from
"The Inspector-General"
by Anton Chekhov (continued)
what I've heard" and "so I gather" only confirm that the traveler is indeed the inspector-general.

22. (Average) As an example of verbal irony, students may give the driver's response, "Oh, yes, he's a good one, this one"; the driver's comment, "Oh, that's what he thinks, but we all know"; or the driver's closing remark, "Though if I know the old devil, he's like as not turned around and gone home again himself." As an example of dramatic irony, most students will identify the situation in which the traveler thinks he is successfully traveling incognito when in actuality the driver and the reader know that he is really the inspector-general. As an example of irony of situation, most students will note the traveler's attempts to hide his identity. Students should explain that Chekhov's use of irony creates humor and helps to suggest that life for a new inspector-general in a Russian village is more complicated than it appears to be.

23. (Challenging) Students should explain that the presence of an inspector-general gives the appearance of the government's power and authority in the daily lives of the peasants. However the peasants continue to live their lives despite the corruption and ineffectual efforts of government. In support of this point, students might note the buffet owner's knowledge of the inspector's pending arrival and his rush to placate the inspector with plenty of salmon and vodka. Students might also note that peasants such as the driver may see the inspectors, and hence the role of government in their lives, as a humorous diversion, much like a cat playing with an unwitting mouse.

"Go Deep to the Sewer" by Bill Cosby
"Fly Away" by Ralph Helfer

Selection Test (p. 82)

Critical Reading/Vocabulary and Grammar

Questions are classified in these categories:
Comprehension 1(E), 3(A), 6(E), 11(A)
Interpretation 4(E), 7(E), 8(C), 12(A)
Literary Focus 5(A), 10(C)
Reading Strategy 2(A), 9(C), 13(E), 14(A)
Vocabulary 15(A), 16(E), 20(C)
Grammar Skill 17(A), 18(C), 19(E)
E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:

21. (Easy) Students may state that reasons for preferring organized sports include better development of skills, recognition, higher level of challenge, better facilities, teamwork, and competition. Reasons for preferring informal sports include playing for the fun of it, spontaneity, choice of people to play with, fun for varying levels of skill, lack of competition, and social interaction. Whatever the preference, each student should express it in a clearly written statement, and support his or her choice with examples from the text.

22. (Average) Differences: Cosby's piece is a series of memories from long ago, while Helfer's focuses on a single incident from the recent past. Cosby's is dramatized, even fictionalized, while Helfer's, with the possible exception of some dialogue, is probably literal. Cosby's memoir has little that would constitute a plot, and Helfer's depends almost entirely on the suspenseful action for its effect. Similarities: Both depend on unusual circumstances for their humor—Cosby's from the setting of the sport and Helfer's from the extraordinary nature of his task. Both depend on dialogue for immediacy and humor. Both express appreciation of the remarkable—Helfer by figuring out a way to get flies to perform, and Cosby by admiring the wonderful nature of childhood play. Finally, neither piece takes life too seriously, whether the setting is a high-pressure film set or a noisy Philadelphia street.

23. (Challenging) Students' responses should express possible reasons in a clear and plausible way. Reasons may include the following: Childhood is a time when strong and enduring impressions are formed from which humor is later mined.
Children perceive things differently from adults, and with their lack of inhibitions, they may say or do almost anything, which often results in amusing situations. Nostalgia for childhood lends a warmth to reminiscence and often magnifies the humor of a situation. Examples from the selection and from personal experience should be used and clearly connected to the ideas they support.

"An Entomological Study of Apartment 4A" by Patricia Volk

Selection Test (p. 85)

Critical Reading/Vocabulary and Grammar

1. b 2. d 3. c 4. a 5. c 6. a 7. c 8. b 9. c
17. b 18. b 19. a 20. b

Questions are classified in these categories:
Comprehension 1(E), 8(E), 16(E)
Interpretation 2(A), 3(A), 5(A), 6(C), 10(A),
14(E), 15(A)
Literary Focus 7(C), 9(C), 12(A)
Reading Strategy 4(A), 11(A), 13(A)
Vocabulary 18(A), 20(E)
Grammar Skill 17(A), 19(A)
E = Easy, A = Average, C = Challenging

Essay Questions

Guidelines for student response:

21. (Easy) After meeting with Louis Sorkin, the narrator takes an interest in the insects occupying her apartment. She no longer views the insects as simply bothersome creatures that must be eliminated. She begins to view them as intriguing beings whose habitat should be treated with respect. This new attitude is revealed by her fascination with insect behavior and by her decision to live peacefully with the insects.

22. (Average) The article focuses on the personalities of the narrator and the entomologist Louis Sorkin as much as it focuses on the insects. It is interesting to read about the narrator's childhood memory of collecting insects in glass cigar tubes, her thoughts as she sips coffee and observes the roaches in her apartment, and her descriptions of her insect encounters. The descriptions of Sorkin's cluttered office and his attachment to his insects also add to the human interest of the story and keep the article from being an essay primarily about insects.

23. (Challenging) Students should note that Louis Sorkin is described as if he were one of the insects in the museum. The author wonders if the strawberry root weevil had been trying to commit suicide by climbing to her apartment, finds poignancy in the death of a cockroach holding an egg case, sees a tarantula as "malevolent," and notices the similarities between the insect ritual of tapping antennae and that of the human handshake. The author is trying to say that the insect world is a tiny version of the human world, with its own oddities and complications.

"Macavity: The Mystery Cat" by T. S. Eliot

"Problems With Hurricanes" by Victor Hernández Cruz

"Jabberwocky" by Lewis Carroll

Selection Test (p. 88)

Critical Reading/Vocabulary and Grammar

1. b 2. c 3. d 4. b 5. a 6. d 7. c 8. a 9. b
17. c 18. c 19. c 20. b

Questions are classified in these categories:
Comprehension 1(E), 5(C), 10(A), 12(A)
Interpretation 2(A), 4(E), 6(A), 7(A), 11(C),
14(A)
Literary Focus 3(A), 8(C), 15(A)
Reading Strategy 9(C), 13(A)
Vocabulary 16(A), 19(A), 20(A)
Grammar Skill 17(E), 18(E)
E = Easy, A = Average, C = Challenging

Essay Questions

Guidelines for student response:

21. (Easy) Students should say that Macavity is a mastermind of crime. He is dusty and unkempt, but he manages to appear respectable so that his victims do not always suspect his true nature. He is also clever enough to commit his crimes quietly and without leaving a trace of evidence. People, especially the police, are
continually frustrated by Macavity. Eliot provides humorous details of Macavity’s crimes, which range from stealing jewels and milk to destroying property and attacking small dogs.

22. (Average) Students should note that the boy wants to kill the Jabberwock because the terrible monster is a longtime foe which he has been warned about. The Jabberwock is described as large, evil, and dangerous, with claws and biting jaws. The boy returns to his father with the Jabberwock’s head to prove that he killed the beast. This action demonstrates that his real reason for wanting to slay the beast is to prove his strength and courage to his father.

23. (Challenging) Students should include the following ideas in their essays: In “Jabberwocky,” the serious tale of a young boy slaying a terrible monster is made humorous by playful, invented words and outrageous, imaginary creatures. In “Macavity: The Mystery Cat,” the story of an unstoppable criminal is made humorous by the fact that the criminal is a cat. The poet creates humor with his descriptions of the cat’s unusual behavior and the unsuccessful attempts by people to stop him. Although “Problems With Hurricanes” is about the possibility of death during a destructive hurricane, the poet creates humor by focusing on strange images of flying fruit.

“Talk” by Harold Courlander

Selection Test (p. 91)

Critical Reading/Vocabulary and Grammar
1. a
2. b
3. b
4. c
5. b
6. b
7. c
8. a
9. d
10. b
11. c
12. a
13. c
14. d
15. c
16. b
17. a
18. a
19. c
20. c

Questions are classified in these categories:
Comprehension 1(E), 3(A), 12(A)
Interpretation 2(C), 4(A), 5(A), 10(A)

“One Ordinary Day, With Peanuts” by Shirley Jackson

Selection Test (p. 94)

Critical Reading/Vocabulary and Grammar
1. a
2. d
3. b
4. d
5. d
6. d
7. c
8. a
9. c
10. a
11. b
12. d
13. a
14. b
15. b
16. c
17. b
18. d
19. a
20. b
Questions are classified in these categories:
  Comprehension 1(A), 2(C), 10(E)
  Interpretation 3(A), 7(C), 8(A), 9(E), 15(C)
  Literary Focus 12(A), 13(A), 14(C)
  Reading Strategy 4(E), 5(A), 6(C), 11(E)
  Vocabulary 16(A), 17(E), 18(A)
  Grammar Skill 19(A), 20(E)
  E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:
21. (Easy) Students should point out that the title sets one's expectations. As readers become acquainted with Mr. Johnson, they assume that his very normal, friendly behavior is, indeed, ordinary. Students are likely to conclude that it is an ordinary day because Mr. Johnson continues an established pattern of doing good deeds. It is not an ordinary day in the sense that Mr. Johnson's motives turn out to be different from what readers had thought. Evidently he has other "ordinary" days when instead of doing good deeds, he is out causing trouble for people. Some students may point out that it is not an ordinary day in light of Mrs. Johnson's behavior.

22. (Average) The actions that students may cite include Mr. Johnson's meandering, his choosing streets at random, his taking detours; talking to and helping anyone and everyone, as if he has no particular schedule or destination, and the use of his winning smile. Statements cited may include "That's what bothers me most", and the knowledge he displays in his conversation about betting on horses. Details cited may include: the mother looking at him distrustfully; the description of him as responsible, truthful, and respectable; and mention of his being able to move very quickly when he wants to.

23. (Challenging) Students should acknowledge that the content and delivery of Mrs. Johnson's report is what makes up the surprise ending. Given her casual comments, it apparently has been an ordinary day, as the next day will be, even if they exchange roles. Mrs. Johnson, though appearing mild-mannered, can evidently be assertive, argumentative, and bold in her dealings with people. Those dealings all seem to be aimed at causing trouble for other people. This reveals a mean-spiritedness that comes as a particular surprise to readers. Mrs. Johnson's report causes everything about Mr. Johnson to come under suspicion. Suddenly his motives and his demeanor seem false and somehow unpleasant. The result of Mrs. Johnson's report is that readers call into question everything that has happened up to that point.

Unit Test (p. 97)
Critical Reading/Vocabulary and Grammar

Questions are classified in these categories:
  Comprehension 3(E), 4(E)
  Interpretation 1(E), 2(A), 5(A)
  Literary Focus 8(A), 9(A)
  Reading Strategy 6(A), 7(A), 10(C)
  Vocabulary 11(C), 13(E), 18(A), 19(C), 20(A)
  Grammar Skill 12(A), 14(C), 15(E), 16(A), 17(A)
  E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:
21. (Easy) Students' responses should identify surprising elements in a selection in the unit and describe what they expected and what actually occurred. They should explain why the discrepancy between the expected outcome and the surprising twist is funny. For example, students might say they expected an adventure story at the beginning of "The Secret Life of Walter Mitty," only to see the action shift madly from daydreams to reality and back again. The humor lies in the contrast between Mitty's mundane life and his wild fantasy world.

22. (Average) Students' responses should include a description of the underlying problem and a statement about the author's attitude toward the problem, as filtered through the humor. For example, they might say that Bill Cosby’s humorous portrayal of city kids playing sports in the
Unit Test (continued)

streets shows how people can make the best of their circumstances, or how children are better able than adults to overlook matters such as lack of material comforts.

23. (Average) Students’ essays should identify contrasts between actions and their circumstances in several of the selections. For example, they might mention making flies behave as if they were trained animals in “Fly Away,” or the possibility that a mango could be a lethal weapon in “Problems With Hurricanes.” They should identify what they think is the funniest example of situational humor.

24. (Average) Students should cite examples of verbal humor in the selections. For example, they might mention the made-up words in “Jabberwocky” or the exaggerated style and word choices Eliot uses in describing Macavity, calling him “a monster of depravity” and “the Napoleon of Crime.”

25. (Challenging) Students’ essays should compare real-life and fantastic humor, supporting their opinions as to the effectiveness of each with examples drawn from the writing in the unit. As sources for real-life humor, students might mention “Go Deep to the Sewer” and “Fly Away”; for fantastical humor, they might mention “Talk,” “Macavity,” and “Jabberwocky.”

Unit 5: Visions of the Future

from The Road Ahead by Bill Gates

Selection Test (p. 101)

Critical Reading/Vocabulary and Grammar


Questions are classified in these categories:

Comprehension 2(E), 3(C), 8(A)
Interpretation 6(E), 7(A), 10(A), 11(C)
Literary Focus 1(C), 9(C), 13(E), 14(E)
Reading Strategy 4(A), 5(E), 12(C)
Vocabulary 15(A), 16(E), 17(A)
Grammar Skill 18(A), 19(E), 20(A)

E = Easy, A = Average, C = Challenging

Essay Questions

Guidelines for student responses:

21. (Easy) Students’ essays may take either position. Those students who support Gates’s vision of technology should cite examples from The Road Ahead, such as the convenience of choices that are independent of time. These examples should demonstrate that users have more control as a result. Those who oppose Gates’s point of view may note that increasing complexity does not necessarily mean increasing control. Students may argue that life is more complicated, and although we have more ways to do things, we often have more things to do as a result.

22. (Average) Students’ essays should reveal a capacity to think critically about Gates’s ideas and should examine the question from more than one perspective. Students may cite the benefits of capacity and convenience that Gates notes in his essay, or suggest with examples of their own how recent technology can benefit users. In weighing the benefits against the costs, they may cite the increasing amount of information unknowingly collected from users, the misuse of such information for economic or criminal purposes, the civil issue of the right to privacy, the higher cost of equipment, and the tendency for services to be dispensed unequally along class lines.

23. (Challenging) Students’ essays should show evidence of critical thinking about the nature of technological prediction. Students may point out that futurists often have a bias toward the technologies they represent, sometimes fail to consider competitive forces, and misread consumer demand, as with the videophone. Students may also cite factors such as legal and economic complications, population trends, and the costs of implementing projects. Students’ essays should consider a number of possibilities.
"The Machine That Won the War"
by Isaac Asimov

Selection Test (p. 104)

Critical Reading/Vocabulary and Grammar
1. b 2. d 3. a 4. d 5. d 6. a 7. b 8. c 9. b
17. c 18. a 19. c 20. c

Questions are classified in these categories:
- Comprehension 1(E), 2(E), 3(A), 9(C)
- Interpretation 4(C), 6(A), 10(E), 13(A), 14(C)
- Literary Focus 5(A), 12(E), 15(C)
- Reading Strategy 7(C), 16(A), 18(E)
- Vocabulary 16(A), 19(E), 20(C)

E = Easy, A = Average, C = Challenging

Essay Questions

Guidelines for student response:

21. (Easy) Students should express a clear understanding that Asimov blamed Multivac's inability to plan and execute strategy on human motivation, human error, and human decisions about resources beyond the scope of the machine's design. Data about production capacity, resource potential, manpower, and "everything important to the war effort" was falsified by people trying to improve their image before the information ever got to the computer. Because there were not enough people to maintain all the subsidiary computers, Multivac's maintenance and function were unreliable. Poor component quality in replacement parts made the machine's operations questionable. Finally, even the story's heroes took it upon themselves to alter Multivac's results, supposedly with good reason. All these factors of human behavior rendered Multivac useless. Some students may take the position that these examples made Multivac's task impossible, because humans often act on their intuition. Other students may believe that although humans aren't perfect, systems can be. They may assert that the machine itself did not fail, and that had the support systems been well-designed, had checks on the integrity of data been present, and had communications among the three heads been open and honest, Multivac could have done its job.

22. (Average) Students' essays should address both parts of the question. In the first part, students should point out that Asimov clearly suggests that the foibles of human beings will ruin the perfectibility of machines. Details from the story that support this point include the way humans pervert the data to look good, how flawed hardware and inexperienced technicians compromise the function of the machine, and one person, Henderson, deliberately falsifies data to alter the machine's response. Because Asimov believes that human motivation toward good or ill cannot be adequately engineered for, human nature must compensate. Swift, Henderson, and Jablonsky all take steps based on their intuition to correct the situation they see as skewed. In the second part of the question, as to whether Asimov's point still holds true, students' responses may vary. They may cite vast increases in processing power that make sheer calculation possible where it never was before, as in chess, or they may suggest networking and reliability improvements that make computers efficient and indispensable. Others may feel that the human element represented by Swift, Jablonsky, and Henderson will never be missing from our relationship to our tools, in both its positive and negative possibilities.

23. (Challenging) Students' essays may suggest that science fiction takes as its subject matter the relationship of human beings to change, caused by technology, by shifts in time, and by alterations of the known culture and environment. These issues appeal to readers because they are exactly the changes wrought by the transformations of the twentieth century. Science fiction offers a model for considering the effects of hypothetical possibilities in the face of circumstances that mirror our own situation. In "The Machine That Won the War," Asimov asserts that human nature doesn't change regardless of technology. Humankind's relationship to the symbols and societies it creates are
"The Machine That Won the War" by Isaac Asimov (continued)
a constant issue. The problems Swift, Henderson and Jablonsky confront and the means by which they solve them are recognizable to us, even though we inhabit a single planet.

Science fiction also offers us an escape from our daily lives—attractive in its own right and interesting in its possibilities. Just as in conventional literature, we place ourselves in the protagonist's role and consider how we would behave. The setting of science fiction, often futuristic, offers a medium in which to consider the essence of human potential. Additionally, science fiction appeals to us by offering a fundamentally optimistic view of the future. It suggests that there will always be a future, and that the human beings in it will continue to face the same types of issues that we as human beings deal with today.

"Fire and Ice" by Robert Frost
"All Watched Over by Machines of Loving Grace" by Richard Brautigan
"There Will Come Soft Rains" by Sara Teasdale
"The Horses" by Edwin Muir

Selection Test (p. 107)

Critical Reading/Vocabulary and Grammar

Questions are classified in these categories:
Comprehension 1(E), 4(A), 8(E), 9(A), 16(A)
Interpretation 2(C), 7(A), 11(C), 12(A), 13(C), 14(E)
Literary Focus 3(A), 6(A), 15(A)
Reading Strategy 5(A), 10(C)
Vocabulary 17(A), 19(E)
Grammar Skill 18(A), 20(A)
E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:
21. (Easy) Students' essays should note Teasdale's belief that the natural world operates independently of the world of mankind; that while mankind succeeds in violently destroying itself, the natural world carries on peacefully and beautifully, unaffected; that human problems and endeavors are relatively insignificant in nature's cycle of life.

22. (Average) Students' essays should note that the poet's description of the destruction of the world by fire and ice represents the destructive nature of human desire and hatred. Essays should also note that while humans continually fear things outside themselves, their actions have proven to be as destructive and frightening as any natural disaster.

23. (Challenging) Students' essays should recognize that both poems advocate the return to nature and a simpler existence. Brautigan suggests that people return to the natural world by allowing computers to take over the complicated tasks in their lives. In Muir's poem, humans are able to return to a simpler existence only after technology has been completely destroyed in war. The appearance of the horses represents a rebirth, a moving away from technology, and a return to a less complicated world.

"If I Forget Thee, Oh Earth . . . " by Arthur C. Clarke
from Silent Spring by Rachel Carson
"To the Residents of A.D. 2029" by Bryan Woolley

Selection Test (p. 110)

Critical Reading/Vocabulary and Grammar

Questions are classified in these categories:
Comprehension 2(E), 4(E), 10(A), 13(A)
Interpretation 1(A), 3(C), 5(A), 6(C), 7(C), 11(E)
Literary Focus 8(A), 12(A)
Reading Strategy 9(C), 14(E), 15(A)
Vocabulary 16(C), 19(A), 20(A)
Grammar Skill 17(E), 18(A)
E = Easy, A = Average, C = Challenging
Essay Questions

Guidelines for student response:

21. (Easy) For students who choose "If I Forget Thee, Oh Earth . . . .," essays should note that the stark details of life on the moon and the wonder and beauty of the view of Earth are powerful, persuasive images. The explanation of the state of Earth and what caused the "exile" on the moon is also a chilling image that leaves a persuasive message. For students who choose the excerpt from *Silent Spring*, essays should note that the powerful images of the death or ailment of the entire community, the inclusion of the destruction of all aspects of life, and the statement that the "people had done it themselves," make readers want to stop doing whatever it is they might have done to cause the destruction. Students who choose "To the Residents of A.D. 2029" may cite the facts Woolley includes or his opinions, which are credible if not necessarily supported. The essentially optimistic nature of the essay may appeal to some students as an effective way of pointing out a problem and letting people know that they are capable of finding a solution.

22. (Average) Students' essays should express ways to achieve Woolley's "wish." They may suggest that individuals take up environmental causes to educate the masses; that anyone who is concerned should begin a grassroots movement; or that individuals put pressure on businesses and politicians to pay attention to the environment. Students should offer ideas for community action, such as using the collective influence of the community on politicians, or pooling resources to devise alternative methods of waste disposal or energy consumption. Students' essays should conclude that, as the human race, we must all agree that a problem exists and that together we need to solve it.

23. (Challenging) Students' essays should acknowledge that the concept of the web of life fits all three selections. In "If I Forget Thee, Oh Earth . . . .," students may note that a large part of the web—Earth—has been severely damaged. The only remaining segment of the web—the Colony on the moon—is responsible for the survival of the race. In *Silent Spring*, students should note the author's depiction of the decline of the community from the smallest creatures to human beings. Students should note that all the maladies stem from something that the people had done themselves. In "To the Residents of A.D. 2029," students should note that the author touches on overpopulation and over-use as causes for environmental disasters, noting that "man can't long outlive the other living creatures."

"Gifts" by Shu Ting

"Glory and Hope" by Nelson Mandela

Selection Test (p. 113)

Critical Reading/Vocabulary and Grammar


Questions are classified in these categories:

- Comprehension 1(A), 2(C), 8(E)
- Interpretation 4(A), 5(C), 9(A), 11(A), 12(E)
- Literary Focus 6(A), 10(A), 14(E)
- Reading Strategy 3(A), 7(C), 13(E)
- Vocabulary 15(C), 16(A), 17(E)
- Grammar Skill 18(A), 19(E), 20(A)

E = Easy, A = Average, C = Challenging

Essay Questions

Guidelines for student response:

21. (Easy) Students' essays should note that the poet expresses both happy and sad thoughts, moving from a wistful dream to the joy of sunlight and to the grief of birds. In the end, though, the poem is more hopeful than sad. The speaker says she will leave "shining words" in the eyes of children and "scratch" hieroglyphics on every human heart. She is thankful and sincere, knows she is many things, and is aware of the importance of her self.

22. (Average) Students' essays should recognize that the first part of the speech dwells on South Africa's past; the second part addresses its potential and promises. The message is one of unity, togetherness, and collaboration. The repeated "Let there be" phrases hint at the rewards if the nation becomes unified.
"Gifts" by Shu Ting

"Glory and Hope" by Nelson Mandela

The repetition of that phrase is a powerful and common public speaking technique. Mandela closes his speech with this message because he wants the people to move forward and not dwell on the past.

23. (Challenging) Students’ essays should state that all of Mandela’s words are emotionally packed and would have created an emotional response in his audience. The phrases referring to the past evoke bitter memories of mistreatment, oppression, and violence. The phrases describing the future arouse feelings of victory, hope, and satisfaction. Such words as “liberty,” “justice,” and “peace” appeal to new-found patriotism and nationalism.

Unit Test (p. 116)

Critical Reading/Vocabulary and Grammar

1. c 2. b 3. c 4. d 5. b 6. c 7. c 8. a 9. c 10. d
11. c 12. b 13. b 14. a 15. a 16. c 17. a 18. b 19. b 20. c

Questions are classified in these categories:
Comprehension 1(E), 2(A)
Interpretation 3(A), 4(C)
Literary Focus 5(A), 6(A), 7(A)
Reading Strategy 8(E), 9(A), 10(A)
Vocabulary 15(A), 16(C), 17(E), 18(A), 19(A)
Grammar Skill 11(A), 12(A), 13(E), 14(A), 20(A)

E = Easy, A = Average, C = Challenging

Essay Questions

Guidelines for student responses:

21. (Easy) Students’ responses should identify the warning from one selection, and describe ways in which the writer communicates it. For example, in “There Will Come Soft Rains,” Sara Teasdale warns readers that war may end human life. She uses description—a lovely scene from nature in which living things are unaware that humans ever existed. Her warning is based on the known horrors of modern warfare.

22. (Average) In their answers, students may state that either fantastic or realistic writing portrays the future effectively. For example, students may find that the imaginative vision of the enormous computer in “The Machine That Won the War” is effective, but that the excerpt from The Road Ahead is more effective because it presents facts, making Gates’s vision seem more real.

23. (Average) Students should defend their choice of an environmentally conscious selection as most effective by evaluating the writer’s persuasiveness in communicating his or her ideas. For example, in “If I Forget Thee, Oh Earth,” Clarke describes an Earth so contaminated by radiation that it is no longer able to support life. He presents his view of the future in a detailed and clearly reasoned way. Students will probably suggest that Clarke’s views are valid.

24. (Average) In their answers, students should describe the positive and negative views of the future and then compare the ways in which the authors use facts and opinions to support their views. For example, Nelson Mandela sees the future of South Africa as bright, finding hope in the fact that visitors from around the world are present to hear him speak. In The Road Ahead, Bill Gates enthusiastically anticipates future advances in technology. In “To the Residents of A.D. 2029,” Woolley presents several opinions. He states that human beings have been wasteful of human life, as well as wasteful of natural resources.

25. (Challenging) In their answers, students should describe a problem portrayed in one of the unit’s poems. For example, students who write about the poem “All Watched Over by Machines of Loving Grace” might note that the descriptions of
the cybernetic meadow, forest, and ecology indicate concern about the increasing role of technology. Students might find particularly effective the fact that the lovely scene is shadowed by a sense of being watched over.

Unit 6: Short Stories

“The Gift of the Magi” by O. Henry

Selection Test (p. 120)

Critical Reading/Vocabulary and Grammar

<table>
<thead>
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<th>Questions</th>
<th>E = Easy</th>
<th>A = Average</th>
<th>C = Challenging</th>
</tr>
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Questions are classified in these categories:

- Comprehension 7(E), 8(C), 10(A)
- Interpretation 5(C), 12(A), 6(A), 14(A)
- Literary Focus 9(E), 11(C), 13(A)
- Reading Strategy 1(E), 2(A), 3(C), 4(C)
- Vocabulary 15(A), 16(E), 17(A)
- Grammar Skill 18(E), 19(A), 20(A)

E = Easy, A = Average, C = Challenging

Essay Questions

Guidelines for student response:

21. (Easy) Students’ essays should note that the following details describe an impoverished living situation: “shabby little couch,” the empty letter box, and the broken electric doorbell help create this picture. Students should also note that Della counts her $1.87 three times, indicating that Jim and Della are struggling to make ends meet.

22. (Average) Most students will state that Jim and Della are foolish to sell Jim’s watch and Della’s hair—their greatest treasures—for expensive gifts that they cannot otherwise afford. A few students will also note that more practical gift choices would have been a warm coat or gloves for the winter season. However, in their foolishness, Jim and Della demonstrate their wise instinct to sacrifice what is dearest to them in order to give to the other. Students may say that they are foolish in their choices, but wise in their love for each other.

23. (Challenging) Students should note that the story opens with the exposition, which describes Jim and Della’s economic circumstances and sets the story on Christmas Eve. The rising action introduces the story’s conflict, which focuses on Della’s desire to give her husband a special gift with extremely limited resources of $1.87. The story’s conflict intensifies as Della decides to cut and sell her hair in order to raise money for Jim’s gift. The climax of the story arrives that evening, when Jim and Della exchange gifts with each other. The falling action shows Jim forgiving Della and Della reassuring Jim that her hair will grow quickly.

“Sonata for Harp and Bicycle” by Joan Aiken

Selection Test (p. 123)

Critical Reading/Vocabulary and Grammar

<table>
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<th>Questions</th>
<th>E = Easy</th>
<th>A = Average</th>
<th>C = Challenging</th>
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<td>1. a 2. c 3. c 4. a 5. b 6. d 7. b 8. c 9. d</td>
<td>12</td>
<td>18</td>
<td>19</td>
</tr>
</tbody>
</table>

Questions are classified in these categories:

- Comprehension 1(A), 2(E), 9(C)
- Interpretation 3(A), 11(C)
- Literary Focus 4(A), 6(E), 7(C), 10(E), 13(A)
- Reading Strategy 5(A), 8(C), 12(E), 14(A)
- Vocabulary 15(C), 17(E), 18(A), 20(A)
- Grammar Skill 16(A), 19(E)

E = Easy, A = Average, C = Challenging

Essay Questions

Guidelines for student response:

21. (Easy) Students’ essays should identify three or four events in the story that create a chain of rising action and relate to one another in sequence or in a coherent way in terms of character. Events could include: the curious loudspeaker announcements which cause the daily exodus of the employees at 5:00 P.M. This leads Jason to question the policy, which leads to Miss Golden’s horrified refusal to speak. Jason then pursues his curiosity, which causes him to return to the offices and so forth.
"Sonata for Harp and Bicycle"
by Joan Aiken (continued)

22. (Average) Students' essays should identify two or three elements that suggest that the tone of the story is light. The title, the romance, and the absence of real threat are major clues. The title suggests an odd and quirky tale establishing a faintly ridiculous tone. The loudspeaker announcements in tone and content are so unlikely as to render the story almost a fable, and the characterization of employees as "lemmings" or "bluebottles" continues the lighthearted air.

23. (Challenging) Students' essays may note human curiosity about the unknown, demonstrated by the mystery of the Grimes Buildings and Jason's inquisitiveness; fascination with physical and psychological terror such as Jason's trepidation in the hallway or his fear on the fire escape; and a formulaic focus on individuals in extreme circumstances, as Miss Golden and Mr. Ashgrove face the unknown alone together. The subject of death is of inherent, immediate, and enduring interest.

"The Scarlet Ibis" by James Hurst

Selection Test (p. 126)

Critical Reading/Vocabulary and Grammar
1. c 2. b 3. c 4. e 5. a 6. d 7. c 8. a 9. c
17. d 18. b 19. d 20. a

Questions are classified in these categories:
Comprehension 1(A), 3(E), 4(E), 5(A), 12(C)
Interpretation 6(A), 7(A), 10(A), 11(C)
Literary Focus 2(A), 9(C)
Reading Strategy 8(C), 13(A), 14(E)
Vocabulary 15(E), 18(A), 19(A)
Grammar Skill 16(E), 17(E), 20(A)

E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:
21. (Easy) Students' essays should note the physical similarities between the bird and Doodle: The bird is red; Doodle's skin is described as "red" when he is a baby, and he is blood-stained when his brother finds him dead in the rain. The bird's legs are long and thin; Doodle's legs are weak. The bird is weak; Doodle dies from a combination of exhaustion and illness. The bird is a remarkable, rare, and beautiful thing; Doodle has proved himself a remarkable and rare human being through his strength and imagination and his deep love for his brother.

22. (Average) Students' essays should trace the development of the brothers' relationship from Doodle's birth—resentment and disappointment—to his babyhood—delight and relief at discovering that Doodle was "all there"—to acceptance as a member of the family. Students should note that the narrator's goals and dreams for Doodle are more connected to his own desires than to Doodle's, though it is clear that the narrator loves his brother and delights in his accomplishments. Students may relate to the resentment of a younger sibling, to disappointment in a baby's inability to "play" with them, or to the complicated mixture of love and annoyance that go along with having a younger sibling to look after.

23. (Challenging) Students' essays should recognize that the brother as narrator places readers right in the middle of the action. Students should also note that since the brother had the most to do with Doodle's adventures, his viewpoint is the most informative. If the story were told in the third-person, readers would get a more distant, impersonal view of the brothers' actions and motives. It would be a story about "other people" instead of about "me and my brother."

"Blues Ain't No Mockin Bird"
by Toni Cade Bambara

"Uncle Marcos" by Isabel Allende

Selection Test (p. 129)

Critical Reading/Vocabulary and Grammar
17. a 18. d 19. a 20. c

Questions are classified in these categories:
Comprehension 1(C), 5(A), 7(A), 13(A)
Essay Questions
Guidelines for student response:

21. (Easy) Students' essays should explain that the point of Granny's story is that the photographer was invading people's privacy in the worst way because he was there in the midst of their grief and tragedy. He was “savin a few” pictures in case the man jumped. The photographer had no compassion for people. Granny tells the story because the reporters in her yard are invading her privacy and are uninterested in the people.

22. (Average) Students' essays should note that Granddaddy Cain is loyal to his wife and angered by other people's treatment, that he is calm and cool as he brings down the hawk, and that he is still tall and quiet when he deals with the reporters.

23. (Challenging) Students' essays should focus on just one incident. For the courtship of Antonieta, students should note that Marcos tires of obligatory social duties and, despite social ridicule, devotes all his time to pursuing her. When he loses her, he is only briefly depressed. He quickly resolves never to marry and diverts himself with a trip around the world.

"The Man to Send Rain Clouds"
by Leslie Marmon Silko

"The Invalid's Story" by Mark Twain

Selection Test (p. 132)

Critical Reading/Vocabulary and Grammar
1. d 2. c 3. a 4. a 5. a 6. b 7. d 8. c 9. a
17. b 18. d 19. b 20. a

Questions are classified in these categories:
Comprehension 4(A), 5(E), 6(A), 9(A), 11(E)
Interpretation 1(A), 2(A), 7(C), 10(C), 13(A), 15(A), 16(A)
Literary Focus 3(A), 12(C)
Reading Strategy 8(A), 14(E)

Vocabulary 18(A), 20(A)
Grammar Skill 17(A), 19(A)

E = Easy, A = Average, C = Challenging

"The Necklace"
by Guy de Maupassant

"The Harvest" by Tomás Rivera

Selection Test (p. 135)

Critical Reading/Vocabulary and Grammar
1. b 2. d 3. b 4. c 5. a 6. c 7. a 8. d 9. a
17. c 18. d 19. b 20. d

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The Dancers by Horton Foote (continued)
tle with her mother points out Emily's immaturity and self-centeredness. In contrast, Mary Catherine's concern for her father's financial pressures points out her maturity, sincerity, and compassion.

23. (Challenging) Students' essays should reflect an understanding of Horace's personality and growing sense of self-confidence. For example, as Horace walks to Mary Catherine's, he might show hesitation and even turn to go back home once or twice. He might appear slightly awkward or nervous while pinning on the corsage.

The Tragedy of Romeo and Juliet, Act I by William Shakespeare

Selection Test (p. 164)

Critical Reading/Vocabulary and Grammar

1. a 2. a 3. d 4. c 5. c 6. b 7. c 8. c 9. b
17. b 18. a 19. c 20. d

Questions are classified in these categories:
- Comprehension 7(A), 8(A), 9(A), 16(E)
- Interpretation 1(A), 3(C), 4(C), 11(E), 12(A)
- Literary Focus 2(A), 10(A), 13(A), 14(E)
- Reading Strategy 5(A), 6(C), 15(E)
- Vocabulary 17(C), 18(E)
- Grammar Skill 19(E), 20(A)

E = Easy, A = Average, C = Challenging

Essay Questions

Guidelines for student response:

21. (Easy) Students' essays should note that round characters have many personality traits, while flat characters are one-dimensional. Round characters: Montague, Capulet, Lady Capulet (but probably not Lady Montague), Benvolio, Tybalt, the Prince, Juliet's nurse, Romeo, and Juliet. (Ex. Capulet: displays affection and respect for Juliet, jovial party host, impatient with the hot-headed Tybalt, forebears uninvited Romeo.) Flat characters: Gregory, Sampson, Abram, Balthasar, the Capulet servant who cannot read, Paris, and Lady Montague.

22. (Average) Students' essays may attribute to the scene some comic relief brought about by Nurse banters with Peter and Romeo. Using colorful language, she boasts of her prowess against any who would speak against her. Students may also point out that later in the scene, Nurse complains in an exaggerated manner about her aches and pains.

23. (Challenging) Students' essays may note: the family rivalry, the meeting of Romeo and Juliet, and the potential volatility of Tybalt's personality. (Ex. family rivalry: servants and family members—young and old—become riled up merely by each others' presence. Lady Capulet and Lady Montague urge their husbands not to take part, and shrink away from violence. Lord Capulet displays restraint and tolerance when Tybalt reveals Romeo's presence.)

The Tragedy of Romeo and Juliet, Act II by William Shakespeare

Selection Test (p. 167)

Critical Reading/Vocabulary and Grammar

1. b 2. c 3. c 4. a 5. b 6. d 7. a 8. b 9. b
17. d 18. d 19. c 20. a

Questions are classified in these categories:
- Comprehension 6(A), 7(E), 8(A), 13(A)
- Interpretation 1(A), 2(C), 9(C), 10(A), 12(E), 14(C)
- Literary Focus 3(C), 4(C), 11(A)
- Reading Strategy 15(A), 5(E)
- Vocabulary 16(A), 18(A), 20(E)
- Grammar Skill 17(E), 19(A)

E = Easy, A = Average, C = Challenging

Essay Questions

Guidelines for student response:

21. (Easy) Students may cite Scene iv, in which Nurse banter with Peter and Romeo. Using colorful language, she boasts of her prowess against any who would speak against her. Students may also point out that later in the scene, Nurse complains in an exaggerated manner about her aches and pains.

22. (Average) Students' essays should recognize that although Juliet loves Romeo, she...
tions of positive and negative responses to O'Keeffe's art.

22. (Average) Students' essays should identify Johnson's piece as autobiographical and select one of the other two as an example of biographical writing. For example, Johnson provides personal insights while biographical writing presents the writer's impression of events involving the subject. Autobiography allows the subject to tell his or her own story while biography gives the writer's version of the story.

23. (Challenging) Students' essays should clearly state the writer's point and list two or three supporting details. For example, a student might highlight Lady Bird Johnson's main point that tragic situations can elicit deep and unexpected emotion. Johnson conveys her point simply yet forcefully through two direct quotations. She writes that she felt deep compassion for men on the fringes of a tragic event. Her inclusion of these quotations invites the reader to explore his or her feelings about the events.

"Understanding Comics" by Scott McCloud

Selection Test (p.151)

Critical Reading/Vocabulary and Grammar

Questions are classified in these categories:
Comprehension 15(C), 1(E), 3(A), 4(A)
Interpretation 5(E), 6(A), 8(C), 16(A)
Literary Focus 7(C), 10(C), 12(A), 13(A)
Reading Strategy 2(A), 9(E), 11(A), 14(C)
Vocabulary 17(E), 18(A)
Grammar Skill 19(E), 20(A)
E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:
21. (Easy) Students' essays should conclude that the visual essay would be significantly less effective without the dialogue in the balloons. They may acknowledge that getting any meaning out of the visual essay takes a much more critical examination of the remaining illustrations. Still, readers could get some sense of the flashback sequence at the beginning and the "dream" section: the "world of comics" idea would still come across, as would the idea of "sequential art" through the two-frame sequences. The message and messenger section would be lost for most readers. The auditorium sequence would be saved by the use of words within the illustrations, i.e., the words on the speaker's display board. Finally, readers would still get the final definition of "comics," though they might be unclear as to how the definition came about.

22. (Average) Students' essays should cite at least one frame from McCloud's essay for each category. For humor: the "I failed miserably" frame because the reader does not expect the boy to be laughed at so raucously. For details: the "world of comics" frame because these pictures express ideas that would have taken many, many words to describe. For flashback: early illustrations of McCloud as a boy because these pictures allow us to see not only the speaker sitting in his desk chair, but the young boy actually getting hooked on comics.

23. (Challenging) Students' essays may acknowledge that the definition sounds a little "dry" in contrast with the splashy comics they may be used to reading. When taken apart, however, the definition holds up. The phrase "juxtaposed pictorial and other images" accurately describes the frame-by-frame development of a comic. The qualifier "in deliberate sequence" dictates that there is to be order and logic to the sequence of the juxtaposed images in order for a comic to convey its message. Students may debate the idea that comics convey information: they must remember that "information" comes in many forms and styles.
"Earhart Redux"
by Alex Chadwick (text page 618)

In These Girls, Hope Is a Muscle
by Madeleine Blais, a book review by
Steve Gietschier (text page 621)

In These Girls, Hope Is a Muscle
by Madeleine Blais, book jacket
(text page 623)

Selection Test (p. 154)

Critical Reading/Vocabulary and Grammar
1. b 2. a 3. c 4. c 5. d 6. b 7. a 8. c 9. c
17. b 18. b 19. a 20. c

Questions are classified in these categories:
Comprehension 1(E), 6(A), 11(E)
Interpretation 2(A), 5(E), 10(C), 13(A)
Literary Focus 3(C), 9(E), 12(A), 15(A)
Reading Strategy 4(A), 7(A), 8(E), 14(C)
Vocabulary 16(A), 18(E), 19(C)
Grammar Skill 17(C), 20(A)
E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student responses:

21. (Easy) Students' essays should note that Chadwick begins with the airplane, which is an exact replica. Details of the plane serve to illustrate Finch's challenge, as well as recall the 1930's and Earhart's place in time. The sounds of engines and machinery in the interview lend reality to Finch's present task as well as Earhart's world. Finch also personalizes Earhart, by playing a recording of her voice after her landing in Paris. Thus, listeners hear the two aviators at almost the same time. Finch also explains that she is doing this for the same reason she believes Earhart started, for a sense of accomplishment. People attempt such challenges to test themselves, to prove a point, to satisfy historic or in- 

Unit Test (p. 157)

Critical Reading/Vocabulary and Grammar
1. b 2. d 3. c 4. a 5. c 6. b 7. a 8. c 9. b
10. b 11. c 12. b 13. a 14. c 15. a 16. b
17. a 18. d 19. b 20. c

Questions are classified in these categories:
Comprehension 4(A), 5(E), 8(A)
Interpretation 1(A), 7(A)
Literary Focus 2(A), 9(A)
Reading Strategy 3(A), 6(C), 10(E)
Vocabulary 13(A), 16(A), 18(E), 19(C), 20(A)
Grammar Skill 11(A), 12(A), 14(A), 15(A), 17(A)
E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student responses:

21. (Easy) Students' responses should include examples from their chosen selection that illustrate the individual's personality traits through his or her own words and actions as well as descriptions given by others. For example, students who chose Georgia O'Keefe should conclude that O'Keefe had a strong personality and was influenced very little by the people and trends surrounding her. Examples to support this conclusion might include the author's description of the artist as "hard" and a "straight shooter." Students should also cite O'Keefe's painting "The Shanty," her remarks about it, and her deliberate use of the painting to show contempt for her male counterparts.
22. (Average) Students' responses should include a description of what insight or new perspective was gained by the individual. Students choosing "The Washwoman" are likely to focus on the powerful belief of the washwoman that she could not leave the earth without returning the washing she had finished to its owners. Witnessing that event gave the young boy (the author) a powerful vision of honesty and integrity. Students might also conclude that the author gained a perspective about Gentiles that he may not have had before. Because people of different ethnic or religious backgrounds are often suspicious of one another, the author might have been especially impressed by the honesty and devotion to duty of a person who is different from himself.

23. (Average) Accept any response that students can support and which contains specific suggestions for visuals to accompany the text. For example, students choosing "Georgia O'Keeffe" might suggest that they retell O'Keeffe's story using some of her work such as her flower paintings, her scenes of New York, and her paintings of cow bones and western sheds. In the visual essay, each of these images could be accompanied by text describing the artist's life and attitude around the time the painting was created.

24. (Average) Students' responses should contain examples appropriate to their selection choice. Their essays should indicate how the individual(s) involved react to death, what actions they take in the face of death, and how death affects the lives of those who survive. For example, students who choose "On Summer" should indicate that many elderly people—even those with serious, often fatal, diseases—continue to be active. The will to live life to the fullest extent possible, even in the face of death, gives people the strength to meet daily challenges.

25. (Challenging) Students' responses should contrast the choices made by the individuals in two different selections and how those choices affected the individuals. For example, students who choose to contrast Arthur Ashe with Linda Finch in "Earhart Redux" should indicate that whereas Finch chose a short-term but potentially life-threatening challenge, Ashe faced two long-term challenges: the goal to be rated number one in men's tennis and the need to overcome prejudice against an African American in a traditionally white-only sport.

Unit 8: Drama

The Dancers by Horton Foote

Selection Test (p. 161)

Critical Reading/Vocabulary and Grammar

1. b 2. c 3. c 4. a 5. c 6. b 7. c 8. d 9. b
17. d 18. b 19. d 20. a

Questions are classified in these categories:
Comprehension 1(A), 4(E), 7(A)
Interpretation 2(E), 5(A), 6(C), 10(C), 14(C)
Literary Focus 11(A), 12(A), 13(A)
Reading Strategy 3(A), 8(E), 9(C)
Vocabulary 15(A), 17(E), 19(C)
Grammar Skill 16(A), 18(E), 20(E)
E = Easy, A = Average, C = Challenging

Essay Questions

Guidelines for student response:

21. (Easy) Students' essays may note that they envision Horace feeling uncertain of himself while also feeling relieved at not having to go to the dance with Emily. These feelings may be indicated by tentative dance steps and an arm extended toward his imaginary partner, perhaps symbolized by the box of flowers. A spotlight might follow Horace as he dances to soft music coming from a radio that Horace imagines.

22. (Average) Students' essays may recognize the obvious physical contrasts between pretty Emily and plain Mary. Emily's bat-
The Dancers by Horton Foote (continued)

tle with her mother points out Emily's immaturity and self-centeredness. In contrast, Mary Catherine's concern for her father's financial pressures points out her maturity, sincerity, and compassion.

23. (Challenging) Students' essays should reflect an understanding of Horace's personality and growing sense of self-confidence. For example, as Horace walks to Mary Catherine's, he might show hesitation and even turn to go back home once or twice. He might appear slightly awkward or nervous while pinning on the corsage.

The Tragedy of Romeo and Juliet, Act I by William Shakespeare

Selection Test (p. 164)

Critical Reading/Vocabulary and Grammar

1. a 2. a 3. d 4. c 5. c 6. b 7. c 8. c 9. b
17. b 18. a 19. c 20. d

Questions are classified in these categories:
Comprehension 7(A), 8(A), 9(A), 16(E)
Interpretation 1(A), 3(C), 4(C), 11(E), 12(A)
Literary Focus 2(A), 10(A), 13(A), 14(E)
Reading Strategy 5(A), 6(C), 15(E)
Vocabulary 17(C), 18(E)
Grammar Skill 19(E), 20(A)

E = Easy, A = Average, C = Challenging

Essay Questions

Guidelines for student response:
21. (Easy) Students' essays should note that round characters have many personality traits, while flat characters are one-dimensional. Round characters: Montague, Capulet, Lady Capulet (but probably not Lady Montague), Benvolio, Tybalt, the Prince, Juliet's nurse, Romeo, and Juliet. (Ex. Capulet: displays affection and respect for Juliet, jovial party host, impatient with the hot-headed Tybalt, forebears uninvited Romeo.) Flat characters: Gregory, Sampson, Abram, Balthasar, the Capulet servant who cannot read, Paris, and Lady Montague.

22. (Average) Students' essays may attribute to the scene some comic relief brought about by the petty bickering of the servants.

They should note that the scene sets up the depth of enmity between the families and leads to an explanation of the political system in Verona. The brawl leads to the arrival of the Prince, a powerful figure who can make far-reaching decrees. The audience or reader learns that the characters respect the Prince, and they learn what the consequences of further violence will be.

The Tragedy of Romeo and Juliet, Act II by William Shakespeare

Selection Test (p. 167)

Critical Reading/Vocabulary and Grammar

1. b 2. c 3. c 4. a 5. b 6. d 7. a 8. b 9. b
17. d 18. d 19. c 20. a

Questions are classified in these categories:
Comprehension 6(A), 7(E), 8(A), 13(A)
Interpretation 1(A), 2(C), 9(C), 10(A), 12(E), 14(C)
Literary Focus 3(C), 4(C), 11(A)
Reading Strategy 15(A), 5(E)
Vocabulary 16(A), 18(A), 20(E)
Grammar Skill 17(E), 19(A)

E = Easy, A = Average, C = Challenging

Essay Questions

Guidelines for student response:
21. (Easy) Students may cite Scene iv, in which Nurse banter with Peter and Romeo. Using colorful language, she boasts of her prowess against anybody who would speak against her. Students may also point out that later in the scene, Nurse complains in an exaggerated manner about her aches and pains.

22. (Average) Students' essays should recognize that although Juliet loves Romeo, she urges him to wait until morning. Romeo
wishes for a vow of marriage that very
night, because he is consumed by his love
for Juliet and does not consider the conse­
quences of haste or of a union between a
Capulet and a Montague. Friar Lawrence
blatantly advises Romeo twice to use cau­
tion, once in Scene iii and once in Scene
vi. The Friar’s view is that love that is in
such a hurry is sure to burn out.

23. (Challenging) Students’ essays should rec­
ognize that the Friar tells Romeo to speak
plainly. Romeo then states bluntly that he
and Juliet have fallen in love and want to
be married that day. Romeo will explain
later when, where, and how they met and
fell in love. For the present, he just needs
to know if the Friar will consent to marry
them. The passage is full of rhymed cou­
plets, which add emphasis and impor­
tance to the speakers’ words.

The Tragedy of Romeo and Juliet,
Act III by William Shakespeare

Selection Test (p. 170)

Critical Reading/Vocabulary and Grammar

1. a  2. b  3. c  4. d  5. c  6. b  7. a  8. b  9. a
17. a  18. b  19. d  20. a

Questions are classified in these categories:
Comprehension 3(E), 4(A), 9(E), 10(A), 11(C)
Interpretation 2(E), 5(A), 8(E), 13(C)
Literary Focus 7(A), 12(A), 14(E), 16(E)
Reading Strategy 1(A), 6(C), 15(E)
Vocabulary 17(C), 18(A)
Grammar Skill 19(E), 20(A)
E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:

21. (Easy) Students’ essays should speculate
about Capulet’s reaction had Juliet told
him about Romeo. Since he is already
angry and on the verge of disowning
Juliet, students are likely to indicate
that his initial reaction would have been in­
tensely negative. At heart, though, Capulet
does not actively pursue the rivalry be­tween the families. While at first he might
have been deeply disappointed, perhaps in
time he would have seen the union as an
excuse to bring an end to the feud.

22. (Average) Sample paraphrase: LADY CA­
PULET. He [Benvolio] is related to Romeo.
He’s lying because of his close relation­ship. Many men [Montagues] fought in
this nasty fight and still they could kill
only one Capulet. I beg for you to bring
justice. Prince. Romeo killed Tybalt, so
Romeo must die. PRINCE. Romeo killed Ty­
balt; Tybalt had killed Mercutio. Who else
must pay for these deaths with his own
blood? (“Who else must die to even the
score?”) Students should acknowledge
that the Prince stated his position un­
equivocally in Act I: he would not tolerate
any civil strife. He sees the feud as sense­
less because no amount of fighting or
death can solve any disagreements be­tween the families. The Prince’s “Who
now . . . ?” question embodies the sense­
lessness of the fighting. He then goes on
to banish Romeo, instead of having him
put to death, in an attempt to try to stop
the killing.

23. (Challenging) Students’ essays should
note that Juliet feels betrayed by the
nurse’s sudden reversal, and essentially
“gets rid of her” by sending Nurse on a
false errand to Lady Capulet. In this solil­
oquy, Juliet reveals that she is not going
to the friar to be absolved for disobeying
her father; she is going to see how the
friar might help. Juliet is doing something
for herself, without the help of her nurse.
These eight lines demonstrate this growth
in Juliet.

The Tragedy of Romeo and Juliet,
Act IV by William Shakespeare

Selection Test (p. 173)

Critical Reading/Vocabulary and Grammar

1. b  2. b  3. c  4. a  5. d  6. d  7. a  8. d  9. c
10. a  11. c  12. a  13. a  14. c  15. a  16. c
17. b  18. d  19. b  20. d

Questions are classified in these categories:
Comprehension 3(E), 7(E), 8(A)
Interpretation 1(E), 6(A), 10(C), 11(C), 14(A)
Literary Focus 2(E), 12(A), 15(A)
Reading Strategy 4(C), 5(A), 9(A), 13(E)
Vocabulary 16(A), 18(C), 20(E)
Grammar Skill 17(A), 19(E)
E = Easy, A = Average, C = Challenging

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The Tragedy of Romeo and Juliet, Act IV
by William Shakespeare (continued)

Essay Questions
Guidelines for student response:
21. (Easy) Students' essays should indicate that they understand the success of the plan depends on sequence and timing. Juliet is to take the potion. Lawrence is to send for Romeo, and Romeo, being aware of the plan, is to meet Lawrence and take Juliet to Mantua after the funeral. Students should recognize that the plan is likely to fail if the sequence or timing is altered, even if they can’t yet predict exactly how.

22. (Average) Students’ essays should indicate that they understand Friar Lawrence as a rounded character, not merely as a cleric. He is Romeo’s friend and teacher; he consoled and counseled him; he performed the marriage. The idea of the potion makes sense because of his expertise with and philosophical approach to herbs. He combines his concern for Romeo and Juliet’s future with his interest and knowledge of medicine into a plan that is feasible.

23. (Challenging) Students’ essays should note that Lawrence’s speech rebukes the Capulets for their self-interest, for their lack of faith in the religious doctrine that she is better off in heaven, and for their treatment of Juliet while she was alive. The speech is ironic in three ways: Juliet is not dead; the speech is delivered by one who knows perfectly well she’s not dead; and the speech foreshadows a dark ending for the young bride.

The Tragedy of Romeo and Juliet, 
Act V by William Shakespeare

Selection Test (p. 176)

Critical Reading/Vocabulary and Grammar
1. c 2. b 3. a 4. d 5. a 6. b 7. c 8. b 9 a
17. c 18. d 19. a 20. d
Questions are classified in these categories:
  Comprehension 1(E), 7(A), 10(C)
  Interpretation 3(A), 6(A), 9(A), 11(C), 16(E)
  Literary Focus 12(C), 13(A), 14(A), 15(C)

Reading Strategy 2(E), 4(A), 5(E), 8(C)
Vocabulary 17(E), 19(A)
Grammar Skill 18(E), 20(A)
E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:
21. (Easy) Students’ essays should conclude that timing is the critical factor in the failed plans of Romeo, Juliet, and Friar Lawrence. Students may cite the circumstances leading up to the wedding date and of the messages delivered too late or not at all.

22. (Average) Students should review the definition of tragedy they have been provided. The central character meets disaster or great misfortune, and the misfortune may seem worse than what the character—or anyone else in the play—deserves. Thus, the deaths of Paris and Lady Montague complete the tragedy. Shakespeare pulls the audience away from the grief with the reconciliation of the feuding families.

23. (Challenging) Students’ essays should express that pity and fear are what make us sympathize and identify with the characters, so that we feel their losses and victories. Events that evoke pity: the mischance of falling in love with an enemy, of having a marriage arranged for you, of being banished from your home (through fault or not) on the day of your wedding; the failure of a message to arrive in a timely manner. Events that evoke fear: the initial brawl in which the hero’s life is first in danger, Romeo’s safe concealment after being banished, Juliet’s taking the potion without knowing its effects.

Unit Test (p. 179)

Critical Reading/Vocabulary and Grammar
1. c 2. a 3. b 4. d 5. b 6. d 7. a 8. b 9. a 10. a
18. d 19. c 20. d
Questions are classified in these categories:
  Comprehension 1(E), 6(A)
  Interpretation 7(A), 8(C)
  Literary Focus 2(E), 4(E), 5(C), 9(A)
  Reading Strategy 3(A), 10(C)

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Essay Questions
Guidelines for student responses:

21. (Easy) Students' responses should summarize the information overheard, and describe how the character reacts to it. For example, students choosing Romeo and Juliet should indicate that when Romeo first hears Juliet talking about him, he thinks about leaving but decides to stay. As he learns of Juliet's feelings for him, he becomes angered by his situation as a Montague in love with a Capulet. However, he is also emboldened by her love, and finally expresses that his feelings for her are mutual.

22. (Average) Students are likely to choose either Friar Lawrence or Juliet as the character for whom Nurse is a foil. Students' responses should include examples of interactions between the two characters to illustrate how Nurse highlights the personality of the other character. For example, if students choose to compare Nurse to Juliet, they should focus on the way Nurse's earthiness contrasts with Juliet's romantic attitude toward love, and how Nurse's indirect way of giving information highlights Juliet's impatience and passion. The Nurse could also function as a foil for Friar Lawrence, in that they are both older characters encouraging the romance between Romeo and Juliet—the Nurse, rather foolishly; the Friar, too interferingly.

23. (Average) Students should choose an appropriate scene from Romeo and Juliet to dramatize. For example, students choosing the Prologue of Act II, Scene i, may indicate that this scene effectively lays out the plot of the play. In this case, students should include information about the rivalry between the Montagues and Capulets. Description of the staging might include comments about using modern-looking sets and costumes in order to emphasize the continuing relevance of such potentially violent hostilities. Students should note that the emotions they want to evoke (love, jealousy, despair) are universal for all human beings, whether they are in the sixteenth century or the twentieth.

24. (Average) Students' responses should contain specific information about the character speaking the soliloquy, the placement of the soliloquy within the play, and a summary of the speech's content. For example, students choosing Horace as an appropriate character for a soliloquy might state among other justifications his shyness with other people and his unfamiliarity with the situation in which he finds himself. The soliloquy might express his dismay at being "set up" with a girl he doesn't know and his anger, disappointment, or confusion concerning Inez's insistence that he should enjoy the activities she has planned for him. An appropriate placement for this soliloquy would be when he leaves the soda fountain after he overhears Mary Catherine's remarks about Emily and her blind date.

25. (Challenging) Students' essays should focus on some of the major differences in the two plays' presentations of the theme of attraction between young people. For example, they might contrast the passion and forthrightness of Romeo and Juliet with the shyness and hesitancy of Horace and Mary Catherine; the fact that Shakespeare's characters seem to fall in love at first sight, for no explicit reason apart from each other's beauty, while Horace and Mary Catherine are shy people who feel confident in each other's presence; or the fact that Shakespeare's lovers turn their lives upside down and risk everything for their love, while Foote's young people proceed much more cautiously, protecting themselves from being hurt.
Unit 9: Poetry

"I Wandered Lonely as a Cloud" by William Wordsworth

Selection Test (p. 183)

Critical Reading/Vocabulary and Grammar

Questions are classified in these categories:
- Comprehension 1(E), 3(E), 4(A), 6(E)
- Interpretation 2(C), 7(A), 11(A), 13(A), 15(C)
- Literary Focus 8(A), 10(A), 14(A)
- Reading Strategy 5(A), 9(A), 12(C)
- Vocabulary 16(A), 18(A), 20(A)
- Grammar Skill 17(A), 19(A)

E = Easy, A = Average, C = Challenging

Essay Questions

Guidelines for student response:

21. (Easy) Students should understand that the speaker is overwhelmed by the sight of the daffodils. He is walking in the field, feeling lonely, when he comes upon a large number of the flowers. The reader is given a sense of the daffodils when the poet compares them to stars in the sky and then describes their movement in the breeze as a dance. The flowers have such a strong effect on the speaker because they are so beautiful and there are so many of them. The daffodils change him in that they remind him of the beauty of nature, and its power to lift people's spirits.

22. (Average) Students should understand that the speaker is saying that the memory of his encounter with the daffodils will always bring him peace and happiness. He had been wandering through a field, immersed in his own loneliness and unhappiness, when the beauty of the daffodils distracted him and reminded him of the overwhelming beauty of nature. The daffodils encouraged him to forget his loneliness and enjoy the solitude of being in the field with the beautiful flowers. The image of the daffodils is in his memory, or his "inward eye," and he can always return to this memory to find joy.

23. (Challenging) Students should understand that part of the poem deals with the speaker's experience in the field with the daffodils, and part of it deals with the speaker's memory of the daffodils and the effect they have on him. In the first stanza, the speaker describes his loneliness and the way in which his loneliness is interrupted by the daffodils. The next two stanzas deal with the beauty of the daffodils and the way in which they seem to affect the speaker's mood. The speaker is overcome with the great number of flowers before him and the way they seem to dance and twinkle like stars in sky. The sight of the flowers helps the speaker to feel joy. In the final stanza, the speaker is remembering the daffodils and realizing that his encounter with their beauty has brought him great "wealth." Now he can always remember the beauty and tranquility of the daffodils and feel joy.

"The Eagle" by Alfred, Lord Tennyson

"Hope is the thing with feathers—" by Emily Dickinson

"Dream Deferred" and "Dreams" by Langston Hughes

Selection Test (p. 186)

Critical Reading/Vocabulary and Grammar

Questions are classified in these categories:
- Comprehension 1(A), 5(A), 10(E), 14(E)
- Interpretation 4(A), 8(E), 12(C), 13(A)
- Literary Focus 2(A), 7(A), 11(A)
- Reading Strategy 3(C), 6(C), 9(A)
- Vocabulary 16(E), 18(C), 19(A)
- Grammar Skill 15(A), 17(A), 20(E)

E = Easy, A = Average, C = Challenging

Essay Questions

Guidelines for student response:

21. (Easy) Students should note that both of Hughes' poems explore the value of dreams while Dickinson's focuses on hope. Responses to "Dream Deferred" might highlight the vivid use of similes, the broad range of possibilities presented by the speaker, and the warning inherent
in the final line. Responses to “Dreams” might focus on the speaker’s admonition to the reader. Responses to Dickinson’s poem might praise the originality of her metaphor for hope and discuss the poem’s figurative language.

22. (Average) For “The Eagle,” students should identify personification and simile and might note that the combined images create a dignified, powerful portrait of the eagle. For “Dream Deferred,” students should identify the similes and make connections between the vivid images of decay and neglect and the poet’s implied admonition in the final line. An analysis of “Dreams” should recognize the two metaphors for life and explore the emotional weight of these images. An essay on Dickinson’s poem should note the poet’s use of metaphor and personification and might explain how images associated with birds relate to the idea of hope.

23. (Challenging) For “Dream Deferred,” students should note that Hughes uses or to present a series of possible negative results. In particular, the initial Or in the final line emphasizes and dramatizes the option of an exploding dream. For “Hope” is the thing with feathers—,” students should note the repetition of and in lines 3–6 and should realize that this repetition links ideas and builds momentum, mirroring the growing storm. Students should identify the word Yet at the beginning of line 11 and might explain that it makes the reader pause and contrast the final two lines of the poem with the previous ones.

“Blackberry Eating”
by Galway Kinnell

“Memory” by Margaret Walker

“Woman’s Work” by Julia Alvarez

“Meciendo” by Gabriela Mistral

“Eulogy for a Hermit Crab”
by Pattianne Rogers

Selection Test (p. 189)

Critical Reading/Vocabulary and Grammar
17. b 18. b 19. a 20. c

Questions are classified in these categories:
Comprehension 2(A), 5(E), 8(A), 12(E)
Interpretation 3(C), 7(A), 9(C), 13(E), 16(A)
Literary Focus 6(E), 10(C), 15(E)
Reading Strategy 1(A), 4(A), 11(A), 14(C)
Vocabulary 18(A), 20(E)

E = Easy. A = Average, C = Challenging

Essay Questions
Guidelines for student response:

21. (Easy) Students may identify the following words and phrases that appeal to readers’ sense of sight: “surf-drenched rocks,” “slough holes,” “glinting grey sea,” “single spotlight of the sun,” “spinning,” “tangle,” “blinding spume and spray,” “moon Circling,” “silver case.” Touch: “surf-drenched rocks,” “tangle,” “collisions,” “icy wind.” Hearing: “pistol-shot collisions,” “icy wind.” Taste: “salty Slough holes.” Smell: “salty Slough holes,” “icy wind.” Students should recognize that the poet describes, by means of her images in the first two stanzas, a complex, beautiful little world in which the hermit crab exists. It is in harmony with its sometimes unharmonious environment, yet it lives just as it should. The loss of the hermit crab encompasses not only the loss of a brave, unassuming little creature but also the loss of his whole world.

22. (Average) Students should recognize that “Woman’s Work” gives a daughter’s view of her mother’s role. The daughter resents her mother’s “training” but respects her mother’s “high art” of housekeeping. The mother passes on to her daughter her attitude toward housekeeping. In “Meciendo” one finds the strong image of a mother rocking a child cradled in her arms. This universal image of motherhood is expressed lovingly and gently. The mother in “Woman’s Work” is superseded by the daughter and her life at the end of the poem; the mother’s motherhood is done. The mother in “Meciendo” is only cradling her child; all of her motherhood is yet before her.

23. (Challenging) Walker has a clear social agenda in her negative depiction of the conditions in which the people of her poem live. The first line sets the poem in
cities, where people under “shabby felts and parasols” hunch their shoulders against “sharp concern.” The implication in these lines is that daily life is difficult for less affluent people in cities. The images become more explicit: “hurt bewilderment” leads to a “deep and sinister unrest” that these people hold on to as if in a “caress,” demonstrating that unhealthy feelings predominate because of their dire living conditions. The people remember discrimination and hatred, and “in their tenements,” mutter “protests” and whisper “oaths,” because they are “living in distress.” Walker suggests that this is an entire class, as shown by her description of the people as an unparticularized “them” who live in “tenements,” and references to difficulties they’ve faced. The clear implication of their personal unhappiness—“their living in distress”—is a consequence of the conditions in which they live. If these conditions were better, one might reasonably infer, their lives would be too.

“Uphill” by Christina Rossetti
“Summer” by Walter Dean Myers
Ecclesiastes 3:1–8 The King James Bible
“The Bells” by Edgar Allan Poe

Selection Test (p. 192)

Critical Reading/Vocabulary and Grammar
1. d 2. c 3. b 4. a 5. a 6. d 7. b 8. a 9. b
10. c 11. c 12. a 13. c 14. d 15. a 16. c
17. b 18. d 19. d 20. c

Questions are classified in these categories:
Comprehension 1(C), 7(E), 9(E), 11(A)
Interpretation 2(A), 5(E), 12(E), 13(C)
Literary Focus 3(A), 6(C), 10(A)
Reading Strategy 4(C), 8(A), 14(A)
Vocabulary 16(E), 19(A), 20(A)
Grammar Skill 15(C), 17(E), 18(A)

E = Easy, A = Average, C = Challenging

Essay Questions

Guidelines for student response:
21. (Easy) Students should correctly identify the sound devices and provide appropriate examples from one of the poems. Students should make connections between a poem’s rhythm or rhyme and the feeling it creates. For instance, they might point out that repetitions in “The Bells” imitate the sound of bells ringing, such as the delightful, cheerful mood of sleigh bells.

22. (Average) Students might note that in “Uphill,” the alternating questions and answers create a soothing rhythm when read aloud. Reading “Summer” aloud should reveal the musical quality of the poem’s alliteration and onomatopoeia, which are not as apparent in written form. Examples from “The Bells” might include lines that repeat the word bells and series of short lines that create either an excited or terrified tone of breathlessness. In reading aloud from Ecclesiastes 3:1–8, students might realize that the series of opposites lends a soothing tone to the poem, almost like a gentle rocking motion.

23. (Challenging) Students should note that the speaker of each poem expresses a different attitude about death. In “Uphill,” death is feared but eventually accepted. In “The Bells,” the speaker becomes increasingly terrified of death, a feeling reflected in the increasingly hysterical and despairing tone. The speaker of Ecclesiastes 3:1–8 has a calm acceptance of death as a natural part of the cycle of life.

“The Raven” by Edgar Allan Poe
“The Seven Ages of Man” by William Shakespeare

Selection Test (p. 195)

Critical Reading/Vocabulary and Grammar
1. c 2. a 3. d 4. c 5. b 6. d 7. b 8. a 9. c
17. b 18. b 19. b 20. a

Questions are classified in these categories:
Comprehension 5(A), 6(A), 11(A)
Interpretation 1(A), 4(A), 9(E), 10(C), 12(A)
Literary Focus 7(E), 8(E), 13(A)
Essay Questions
Guidelines for student response:
21. (Easy) In their summaries, students should recognize the essential features of each of the seven ages: disgusting, helpless infancy; whining, lazy childhood; the obsessive, ridiculous lover; the argumentative soldier; the corrupt, mid-life judge; the foolish, frugal old man; and, lastly, the dying man, who is without teeth, eyes, taste, and, finally, without life. Students should draw the conclusion that, in Shakespeare's depiction of man's seven ages, he conveys the message that life has little consequence.

22. (Average) Students may suggest that the narrative poem is more effective or more dramatic in capturing and conveying the speaker's desolate state of mind, which is essential to the story's plot. Students should point out the use of repetition, "... I stood repeating/'Tis some visitor/Entreat[ing] entrance at my chamber door—/Some late visitor entreat[ing] entrance at my chamber door—" to heighten the effect of the speaker's distraught mind. If written in the form of a story, the speaker's train of thought would most likely be interrupted, thus the effect of his state of mind lessened. In the narrative poem, the speaker's use of rhyme and first-person point of view enhances and makes more direct his growing distress.

23. (Challenging) Students should note that, in general, the melancholy perspective of the speaker in "The Raven" is formed by his experience with death and loss, while the cynical perspective of the speaker in "The Seven Ages of Man" directly affects his attitudes toward life, love, and death. Unable to recover from his lost love, the speaker in "The Raven" is consumed with thoughts of loss: "This and more I sat divining, with my head at ease reclining/On the cushion's velvet lining that the lamplight gloated o'er,/But whose velvet violet lining with the lamplight gloating o'er/She shall press, ah, nevermore!" He is also terrified by thoughts of death: "Deep into that darkness peering, long I stood/there wondering, fearing./Doubting, dreaming dreams no mortal ever dared to dream before." The speaker desperately desires the raven, who symbolizes death, to tell him whether or not life—and therefore his Lenore—exists after death. In sharp contrast, Shakespeare's speaker does not take any of life's experiences, whether of love or death, seriously. From the famous opening lines, "All the world's a stage,/And all the men and women merely players," the speaker suggests that life is a play, not real, and not lived with real consequence. In essence, the speaker claims life has little significance because "mere oblivion/Sans teeth, sans eyes, sans taste, sans/everything" awaits us all.

"On the Grasshopper and the Cricket" by John Keats
Sonnet 30 by William Shakespeare
Three Haiku by Bashō and Chiyojo
"Hokku Poems" by Richard Wright

Selection Test (p. 198)

Critical Reading/Vocabulary and Grammar

Questions are classified in these categories:
Comprehension 1(A), 4(E), 9(A), 12(A)
Interpretation 3(C), 5(A), 6(E), 8(E)
Literary Focus 2(A), 7(C), 13(C)
Reading Strategy 10(A), 11(E), 14(A)
Vocabulary 15(E), 17(A), 19(A)
Grammar Skill 16(A), 18(C), 20(C)
E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:
21. (Easy) Students should recognize that the sonnet contains three quatrains and concludes with a couplet. Students should explain that in the first quatrain, the speaker states his grief over past sorrows. Unable to recover from his lost love, the speaker in "The Raven" is consumed with thoughts of loss: "This and more I sat divining, with my head at ease reclining/On the cushion's velvet lining that the lamplight gloated o'er,/But whose velvet violet lining with the lamplight gloating o'er/She shall press, ah, nevermore!" He is also terrified by thoughts of death: "Deep into that darkness peering, long I stood/there wondering, fearing./Doubting, dreaming dreams no mortal ever dared to dream before." The speaker desperately desires the raven, who symbolizes death, to tell him whether or not life—and therefore his Lenore—exists after death. In sharp contrast, Shakespeare's speaker does not take any of life's experiences, whether of love or death, seriously. From the famous opening lines, "All the world's a stage,/And all the men and women merely players," the speaker suggests that life is a play, not real, and not lived with real consequence. In essence, the speaker claims life has little significance because "mere oblivion/Sans teeth, sans eyes, sans taste, sans/everything" awaits us all.
22. (Average) Students should recognize that, in this case, the "less" is the haiku. Arguments should focus on the concise form of the haiku as compared to the sonnet’s longer form. For instance, a comparison of Chiyojo’s second haiku and Keats’ sonnet might note that both poems take subjects from nature, and both convey the speakers’ positive feelings toward nature. However, arguing that "less is more," students might suggest that the haiku leads the reader to draw conclusions about man’s relationship to nature, while the sonnet seems merely to make observations about the natural world.

23. (Challenging) Students should discover that, almost exclusively, haiku use concrete nouns. Students might conclude that the form’s restricted length requires succinct wording. However, students should also recognize that abstract nouns, which name ideas, qualities, or beliefs, cannot be pictured easily. A haiku aims to create a strong impression that will trigger associations for the reader. Concrete nouns that appeal to the senses lead to more abstract associations. For instance, Basho’s concrete nouns bells and blossoms create more vivid associations than would abstract nouns such as peace or serenity.

Unit Test (p. 201)

Critical Reading/Vocabulary and Grammar
1. b 2. d 3. d 4. c 5. b 6. c 7. c 8. a 9. a
17. d 18. b 19. d 20. b

Questions are classified in these categories:
Comprehension 2(E), 4(A)
Interpretation 6(C), 8(A), 9(C)
Literary Focus 1(E), 5(C)
Reading Strategy 3(A), 7(E), 10(A)
Vocabulary 12(A), 13(C), 16(A), 17(E), 18(C), 19(C), 20(A)

Essay Questions
Guidelines for student responses:
21. (Easy) Students’ responses should contrast the poets’ subjects, their use of images, and their attitudes toward nature. For example, in "I Wandered Lonely as a Cloud," the poet chooses daffodils as his subject, and joyfully describes them. He likens their motion to a dance, and compares them—a crowd, a host—to stars of the Milky Way. He feels himself almost a part of nature and takes great delight in it. In "The Eagle," on the other hand, the poet objectively describes a grim but more majestic scene in nature: a bird of prey watching for something to eat and then hurling himself down toward it. The poet seems to admire nature but to feel alienated from it.

22. (Average) Students’ responses should express the idea about time that a poem communicates, citing the images and figures of speech that the poet uses. Students should indicate whether the attitude toward time is positive or negative and the role memory plays in the poem.

23. (Average) Students’ responses should cite specific details that show how the poem they choose describes a particular time of life. For example, they may mention that Shakespeare represents the schoolboy stage by brief but vivid references to the boy’s appearance and behavior as he goes to school. In "Uphill," the poet represents old age as a time when people approach death fearfully, using the metaphor of a traveler asking questions about a journey. Students’ own original examples of similes, metaphors, and images should be appropriate for the time of life they choose.

24. (Average) Students should write about a poem that makes good use of rhyme, rhythm, alliteration, and/or onomatopoeia, identifying the poem’s sound devices and describing the effects that they create. Their responses should explain the impact of the sound devices on the ideas and feelings communicated by the poem.
25. (Challenging) Students should analyze the structure of one of the sonnets, songs, or haiku, or point out the use of narrative or dramatic techniques in one of the poems. For example, an analysis of Shakespeare's Sonnet 30 should apply an understanding of the three-quarain-and-a-couplet format of the Shakes sonnet to the lines of this poem. Students' responses should also point out the ways in which the form enforces the ideas expressed by the poet—for example, the way Shakespeare's couplet allows him to express the value of friendship.

Unit 10: The Epic

The Odyssey, Part 1 by Homer

Selection Test (p. 205)

Critical Reading/Vocabulary and Grammar


Questions are classified in these categories:
- Comprehension 1(A), 4(A), 13(C)
- Interpretation 3(A), 5(E), 6(A), 8(C)
- Literary Focus 2(C), 10(A), 11(A)
- Reading Strategy 7(A), 9(A), 12(E)
- Vocabulary 14(C), 16(E), 18(E), 20(A)
- Grammar Skill 15(A), 17(C), 19(A)

E = Easy, A = Average, C = Challenging

Essay Questions

Guidelines for student response:

21. (Easy) Students who believe Odysseus is admired by his crew might cite the series of situations in which the hero saves his men from harm or death. Students might point out that the crew obeys Odysseus' orders, almost without exception. However, the crew's mutinous acts in the land of the Cicones and in Helios' land might serve as evidence of their lack of respect for Odysseus.

22. (Average) Students should recognize that Odysseus, as an epic hero, is a model of the most admired characteristics in ancient Greece. These characteristics include physical strength, mental quickness, bravery, respect for the gods, leadership abilities, perseverance, fairness, honesty, and self-control. Events that demonstrate some of these qualities include Odysseus' outwitting of the Cyclops, his bravery in battling Scylla, and his resistance of temptations from Calypso, the Lotus-Eaters, and the cattle of the sun god.

23. (Challenging) Students who believe that Odysseus controls his own destiny might cite his heroic deeds and ability to escape from life-threatening situations. They might point out that Odysseus must make choices along his journey, as when he decides whether to stay with Calypso and whether to easily escape the Cyclops' cave or to remain to meet his challenge. Students who argue that the gods largely determine Odysseus' fate might cite Zeus' control of the winds, Poseidon's grudge, and the prophet Tiresias' predictions of the fate that eventually does befall Odysseus.

The Odyssey, Part 2 by Homer

Selection Test (p. 208)

Critical Reading/Vocabulary and Grammar


Questions are classified in these categories:
- Comprehension 4(A), 6(A), 7(A), 10(E)
- Interpretation 1(A), 5(A), 8(C), 9(C), 12(C)
- Literary Focus 2(E), 11(A), 14(E)
- Reading Strategy 3(C), 13(A)
- Vocabulary 15(C), 16(E), 18(A)
- Grammar Skill 17(E), 19(A), 20(A)

E = Easy, A = Average, C = Challenging

Essay Questions

Guidelines for student response:

21. (Easy) Suggested responses: Problem 1: Odysseus needs to travel unrecognized on Ithaca. Solution 1: Athena disguises him. Problem 2: Odysseus needs to learn of
Penelope’s suitors and devise a plan to get rid of them. Solution 2: Telemachus informs him. Odysseus has Telemachus remove their weapons from the hall. Problem 3: Odysseus needs to convince Penelope of his identity. Solution 3: He describes the bed he made, using a sign they had established years earlier.

22. (Average) Students may select the instance in which Athena appeared to Odysseus and disguised him as a beggar. If Athena had not done this, it is likely that Odysseus’ return home would have been very different. Students should support their speculation about an alternative outcome with specific details.

23. (Challenging) Students’ essays should note that these characters experience very human events even though some elements of their experiences are “fantastic.” The triumph in Part 2 is Odysseus being restored to his rightful home and to his loyal wife and son. The frustration comes in the long wait, the presumptuousness of Penelope’s suitors, and the lack of certain recognition until the very end.

“An Ancient Gesture” by Edna St. Vincent Millay
“Siren Song” by Margaret Atwood
“Prologue” and “Epilogue” from The Odyssey by Derek Walcott
“Ithaca” by Constantine Cavafy

Selection Test (p. 211)

Critical Reading/Vocabulary and Grammar

Questions are classified in these categories:
Comprehension 1(E), 6(E), 12(A), 13(A)
Interpretation 3(C), 7(A), 11(A), 15(A), 16(C)
Literary Focus 4(A), 9(C), 10(E)
Reading Strategy 2(A), 5(A), 8(A), 14(C)
Vocabulary 17(A), 19(A)
Grammar Skill 18(A), 20(A)
E = Easy, A = Average, C = Challenging

Essay Questions
Guidelines for student response:
21. (Easy) Students’ essays should note that Cavafy is comparing the journey to Ithaca to the journey of life. To the speaker, Ithaca is more than just a journey; it is a profound learning experience. Making the most of the actual journey of life is more important than reaching goals.

22. (Average) Students’ essays should note that while Atwood’s Sirens share many details with Homer’s Sirens, Atwood’s work actually presents the Sirens’ point of view. St. Vincent Millay, like Atwood, presents many of the details from Homer’s epic, but describes Penelope’s feelings in greater depth. Walcott includes the original details of Odysseus’ journey, but uses contemporary language and interpretations. Cavafy mentions details of Odysseus’ journey to Ithaca that appear in Homer’s epic, but he wants people to think of this journey as the journey of life.

23. (Challenging) Students’ essays should note that “Siren Song” presents the idea that some men cannot resist women who seem helpless. In “An Ancient Gesture,” Penelope is shown to be miserable and alone, without the glory of adventure that Odysseus is experiencing, and with no control over her destiny. In Walcott’s piece, Penelope is portrayed as the rock of stability in the life of Odysseus. She is home, working steadily on her weaving, and remaining faithful to her husband.

Unit Test (p. 214)

Critical Reading/Vocabulary and Grammar

Questions are classified in these categories:
Comprehension 1(E), 4(A)
Interpretation 3(A), 6(A), 8(E), 9(C)
Literary Focus 2(E), 7(C), 10(E)
Reading Strategy 5(A)
Vocabulary 11(A), 13(A), 15(E), 18(A), 19(A)
Essay Questions
Guidelines for student responses:

21. (Easy) Students should single out two or three episodes from the *Odyssey* as most appropriate for filming, and explain why these would be effective in a film. For example, they might point out that the Cyclops episode is exciting and suspenseful, and it displays Odysseus' cleverness and ability to survive.

22. (Average) In their responses, students should state whether they agree or disagree with the statement and give reasons, citing specific examples from the poem. For example, those who agree may point out that Odysseus' curiosity sometimes gets him and his men into trouble, as in their visit to the Cyclops' cave. They might also mention as a flaw his desire to be recognized as a hero, as when he dangerously taunts the Cyclops. Those who disagree with the statement may argue that Odysseus' curiosity and desire for glory are not considered flaws in his society but are traits expected of a Greek hero.

23. (Average) Students' responses should focus on several aspects of a woman's role, as reflected in Penelope's character and actions. They might mention that in addition to remaining loyal in refusing to take a new husband, Penelope also oversees her husband's household and raises his children. In their comparisons, students may mention that although the "homemaker" role is challenged on all fronts today, it is one still played by many modern women.

24. (Average) Students' responses should compare Odysseus' behavior with that of modern heroes. Those who believe that he could be a contemporary American hero might point to his intelligence, resourcefulness, and ability to survive; those who feel he would not be a contemporary hero might argue that he kills without feeling much regret or that he is too self-centered.

25. (Challenging) Students' comparisons should show that they understand both the original epic poem as well as the modern interpretation of it. They should cite specific similarities and differences. For example, they might state that for Odysseus, Ithaca represents tangible things—home, wife, family, and kingdom—and that he is prevented from reaching that goal by a needless journey. For Cavafy in "Ithaca," the island represents something more spiritual, an internal goal that provides inspiration for a journey that is not needless at all; the journey is the whole point.