

CAHSEE English-Language Arts: Reading

The Reading questions of the CAHSEE English-Language Arts are composed of Word Analysis questions, Reading Comprehension questions, and Literary Response and Analysis questions. The number of questions that actually count toward your score in each of these categories is as follows:

Word Analysis	7 multiple-choice questions
Reading Comprehension	18 multiple-choice questions
Literary Response and Analysis	20 multiple-choice questions

Remember, these question types are not in any particular order. Of the 79 questions on the CAHSEE English-Language Arts, 72 actually count toward your score. Although there will be more than 45 Reading questions, only 45 will count toward your score. The Writing Multiple-Choice questions and one essay will account for the remaining questions.

A special note: The reading passages and the questions following the reading passages are NOT in order of difficulty.

Before you look at the following suggested approaches, keep in mind that there is no substitute for reading widely. Knowing what to look for when you read and knowing how to read and mark a passage actively and efficiently can be very helpful.

Suggested Approaches with Sample Passages

This section will provide you with some general and specific reading strategies followed by sample passages. The sample passages will be followed by suggested approaches, questions, and a careful analysis of each question.

General Strategies

- **Read actively.** Read the passage actively, marking main points and other items you feel are important, such as conclusions, names, definitions, places, and numbers. Make only a few such marks per paragraph. Remember, these marks are to help you understand the passage.
- **Preread a few questions.** You may want to skim a few questions first, marking words that give you a clue about what to look for when you read the passage. This method, called *prereading questions*, can be especially helpful on unfamiliar passages. Try it on a variety of passages to see how it works for you.
- **Pace yourself.** Don't get stuck on the passage or on any one question. If you have difficulty with one question, take a guess and return to it briefly before you read the next passage. If possible, try to eliminate some of the choices before guessing, but never leave a question without at least taking a guess.
- **Remember that answers are from information given or implied.** Base your answer on what you read in the passage, the introduction to the passage, or any other information given with the passage. The passage must support your answer. All questions can and should be answered from information given or implied in the passage.
- **Be sure to answer the question.** Some good or true answers are not correct. Make sure that the answer you select is *what the question is asking for according to the passage*.
- **Read all choices.** Be sure to read all of the choices to make sure that you select the best of the ones given. Some other choices may be good, but you're looking for the best.
- **Avoid the attractive distractor.** Watch out for *attractive distractors*, that is, answers that look good, but aren't the best answer. These attractive distractors are usually the most common wrong answers, but they are carefully written to be close to the best answer. When you narrow your choice down to two answers, one is probably the attractive distractor. Reading the question again can help you find the best one.

- **Eliminate.** Use an elimination strategy. If you know an answer is incorrect, mark it out immediately in your question booklet.
- **Take advantage of information given.** Some questions will give you part of the text along with the question. These questions will often start with “Read this sentence from the passage,” or “What does the word ____ mean in the sentence below taken from the passage?”
- **You can skip passages.** If you are having trouble with a passage, you may wish to skip it and come back to it later. Be careful, however, if you skip a passage to mark your answers in the proper place on your answer sheet.
- **Remember that you can ask for more time on the test if you need it.** If you are not finished with the test when the suggested time is up, simply raise your hand and ask the proctor for more time.

Specific Strategies

- Read the passage looking for its main point and its structure.
- Make sure that your answer is supported by the passage.
- As you read, note the tone of the passage.
- Take advantage of the line numbers or paragraph numbers, if there are any.
- Use the context to figure out the meaning of the words, even if you’re unfamiliar with them.
- Read all the choices, since you’re looking for the *best* answer given.

The Approach

Read the passage actively, marking the main points and other items you feel are important. You can mark a passage by underlining or circling important information. But be sure you don’t overmark, or you’ll defeat the purpose of the technique. The following passage shows one way a test taker might mark a passage to assist in understanding the information given and to quickly return to particular information in the passage when necessary. You may find that circling works better for you or using other marks that you personally find helpful.

Sample Marked Reading Passage

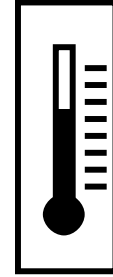
Read the following passage and answer questions 1 through 8.

The Coming Climate

by Thomas R. Karl,
Neville Nicholls, and Jonathan Gregory

Human beings have in recent years discovered that they may have succeeded in achieving a momentous but rather unwanted accomplishment. Because of our numbers and our technology, it now seems (5) likely that we have begun altering the climate of our planet.

Climatologists are confident that over the past century, the global average temperature has increased about half a degree Celsius. This warming (10) is thought to be at least partly the result of human activity, such as the burning of fossil fuels in power plants and automobiles. Moreover, because populations, national economies, and the use of technology are all growing, the global average temperature (15) is expected to continue increasing, by an additional 1.0 to 3.5 degrees C by the year 2100.



Such warming is just one of the many consequences that climate change can have. Nevertheless, the ways that warming might affect the (20) planet's environment—and therefore, its life—are among the most compelling issues in earth science. Unfortunately, they are also among the most difficult to predict. The effects will be complex and vary considerably from place to place. Of particu- (25) lar interest are the changes in regional climate and local weather and especially extreme events—record temperatures, heat waves, very heavy rainfall, or drought, for example—which could very (30) well have staggering effects on societies, agriculture, and ecosystems.

Based on studies of how the earth's weather has changed over the past century as global temperatures edged upward as well as on sophisticated computer models of climate, it now seems probable (35) that warming will accompany changes in regional weather. For example, longer and more intense heat waves—a likely consequence of an increase in either the mean temperature or in the variability of daily temperatures—would result in public health (40) threats and even unprecedented levels of mortality, as well as in such costly inconveniences as road buckling and high cooling loads, the latter possibly leading to electrical brownouts or blackouts.

Climate change would also affect the patterns of (45) rainfall and other precipitation, with some areas getting more and others less, changing global patterns and occurrences of droughts and floods. Similarly, increased variability and extremes in precipitation can exacerbate existing problems in water quality (50) and sewage treatment and in erosion and urban storm-water routing, among others. Such possibilities underscore the need to understand the consequences of humankind's effect on global climate.

Researchers have two main—and comple- (55) mentary—methods of investigating these climate changes. Detailed meteorological records go back

about a century, which coincides with the period during which the global average temperature increased by half a degree. By examining these measurements (60) and records, climatologists are beginning to get a picture of how and where extremes of weather and climate have occurred.

It is the relation between these extremes and the overall temperature increase that really interests sci- (65) entists. This is where another critical research tool—global ocean-atmosphere climate models—comes in. These high-performance computer programs simulate the important processes of the atmosphere and oceans, giving researchers insights into the links (70) between human activities and major weather and climate events.

The combustion of fossil fuels, for example, increases the concentration in the atmosphere of certain greenhouse gases, the fundamental agents (75) of the global warming that may be attributable to humans. These gases, which include carbon dioxide, methane, ozone, halocarbons, and nitrous oxide, let in sunlight but tend to insulate the planet against the loss of heat, not unlike the glass of a (80) greenhouse. Thus a higher concentration means a warmer climate.

Pre-read a Few Questions

Pre-reading can give you a clue about the passage and what to look for. Quickly reading a few of the questions before reading the passage may be very helpful, especially if the passage seems difficult or unfamiliar to you. *In pre-reading, read only the questions and NOT the answer choices* (which aren't included in the following examples). Notice that you should mark (underline or circle) what the question is asking. After you read the passage, you'll go on to read the questions again and each of their answer choices. The following questions give examples of ways to mark as you pre-read.

1. Which of the following is the main idea of this passage?

Notice that *main idea* is marked. This is a main-point question and tips you off that you should be sure to read for the main point in the passage.

2. Which of the following inferences is NOT supported by information in the passage?

Notice that *inferences . . . NOT supported* is marked. To answer this question, you'll need to draw information from the passage by "reading between the lines."

3. According to the passage, which of the following terms BEST describes the effects of global warming?

Notice that *best describes . . . effects of global warming* is marked. You now know that the passage involves the effects of global warming.

4. What tone does the author establish in the passage?

The words *author* and *tone* are marked here. You now know to pay special attention to the tone of the passage.

After pre-reading and marking the questions, you should go back and read the passage actively. The passage is reprinted here without the marking. Try marking it yourself this time before you go on to the sample questions that follow.

Read the following passage and answer questions 1 through 8.

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Neville Nicholls, and Jonathan Gregory

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Read the passage looking for its main point and structure.

As you read the passage, try to focus on “what the author is really saying” or “what point the author is trying to make.” There are many ways to ask about the main point of a passage.

1. Which of the following is the main idea of this passage?

- A. The history of climate should be carefully explored and documented.
- B. Fossil fuels and greenhouse gases may be linked.
- C. The earth’s temperatures have been rising.
- D. Human activity and global warming may result in a changing climate.

Asking for the main point, or main idea, is a very common question type. Now take a careful look at each answer choice. Choice **A** is too broad; also, the passage doesn’t actually deal with the *history* of climate. Choices **B** and **C**, on the other hand, are too narrow and not emphasized in the passage. While it’s true that all of these topics are touched upon in the passage, the main idea should cover the passage as a whole or be clearly emphasized in the passage. The best choice is Choice **D**.

Make sure that your answer is supported by the passage.

Every single correct answer is in the passage or can be directly inferred from the passage.

2. Which of the following inferences is NOT supported by information in the passage?

- A. Computer models of climate have proved superior to old meteorological records in helping climatologists pinpoint changes.
- B. Changes in climate are affected by both natural and human activities.
- C. Whatever the changes that occur in North America’s climate over the next one hundred years, it is unlikely they will be accompanied by cooler average temperatures.
- D. Dramatic changes in precipitation could have negative effects, producing both droughts and floods.

This is a tricky question, since it asks you which of the answer choices is NOT supported by the passage. The author mentions two ways of researching climate changes but describes them as *complementary*, not as superior or inferior. Therefore, Choice **A** is not supported by the passage. You might be tempted by Choice **B**, but notice that lines 9–11 state that warming is thought to be at least *partly* the result of human activity, suggesting that natural forces are involved as well. Choice **C** is supported in lines 12–16, and Choice **D** in lines 44–47. The best choice is Choice **A**.

Make sure that the answer you select “answers the question.”

Some good or true answers are not correct. Even though more than one choice may be true, you’re looking for the *best* answer to the question given.

3. According to the passage, which of the following terms BEST describes the effects of global warming?

- A. complex
- B. disastrous
- C. predictable
- D. inconvenient

Although it's true that some effects will cause inconvenience, making Choice **D** a possible answer, the passage indicates that more far-reaching effects are probable as well. Another possible answer is Choice **B**, but according to the passage, effects will vary from place to place; *disastrous* is too strong a word and not as accurate as Choice **A** *complex* (line 23). Choice **C** can be eliminated, since the passage states that the effects can't be predicted easily (lines 22–23). The best choice is Choice **A**.

As you read, note the tone of the passage.

The words that the author uses to describe events, people, or places will help give you an understanding of what and how the author wants you to feel or think. Pay careful attention to the types of words—are they emotional, calm, positive, negative, subjective, or objective?

4. What tone does the author establish in this passage?

- A. alarmist
- B. irate
- C. concerned
- D. accusatory

Although the author does mention some possible *staggering* effects, the tone is calm and concerned, not emotional as in Choice **A**. Nor is the tone *irate*, Choice **B**, or accusatory, Choice **D**; the author presents facts about fossil fuel's role in global warming but doesn't place blame. The best choice is Choice **C**.

Take advantage of the line numbers, if there are any.

A few poems, articles, or passages may have the lines or paragraphs numbered, which, in questions that mention specific line numbers or paragraph numbers, give you the advantage of being able to quickly spot where the information is located. After you spot the location, be sure to read the line(s) before and after the lines mentioned. This nearby text can be very helpful in putting the information in the proper context and answering the question.

5. The name “greenhouse gases,” first mentioned in line 74, is appropriate because these gases—

- A. are hot.
- B. are produced in controlled circumstances.
- C. filter the sun's harmful rays.
- D. prevent heat loss.

Although *greenhouse gases* are first mentioned in line 74, the answer to the question is actually found in lines 78–79. You can eliminate Choice **B**; even though it is true that a greenhouse is a controlled climate. Also, nothing in the passage suggests that these gases are hot, Choice **A**, or that they filter out harmful rays, Choice **C**. The best choice is Choice **D**.

Use the context to figure out the meaning of words, even if you're unfamiliar with them.

Some of the questions deal with “vocabulary in context,” that is, with understanding the meaning of a word as it is used in the passage. Even if you don't know the meaning of the word, the passage will give you good clues. You can also read the sentence from the passage, leaving the word space blank, and plug in each choice to see which answer choice makes sense in the sentence. The phrase or sentence that includes the word is usually displayed in a box with the question.

6. What does the word *exacerbate* mean in the following sentence?

Similarly, increased variability and extremes in precipitation can exacerbate existing problems in water quality and sewage treatment and in erosion and urban storm-water routing, among others.

- A. worsen
- B. change
- C. cause
- D. complicate

As it is used in this sentence, *exacerbate* means to aggravate or irritate (make worse). The passage describes the problems as already existing; therefore, Choice **C** could not be correct. From context, it is also clear that choices **B** and **D** are too mild; neither of them includes the concept of an existing problem (such as water quality) becoming *worse* because of variable and extreme precipitation. In this case, a common meaning is the correct answer, but remember that the common meaning of the word is not always the meaning used in the passage. The best choice is Choice **A**.

Read all the choices, since you're looking for the best answer given.

Best is a relative term; that is, determining what is best may mean choosing from degrees of good, better, or best. Although you may have more than one good choice, you're looking for the best of those given. Remember, the answer doesn't have to be perfect, just the best of those presented to you. So don't get stuck on one choice before you read the rest.

7. According to the passage, scientists are most interested in the link between global warming and extreme changes in regional climate because—

- A. such a link has never been made and cannot be easily explained.
- B. establishing the link will prove their current theories about the causes of global warming.
- C. it could help explain the effects of natural forces, such as gravitational pull, on climate.
- D. it could help pinpoint which human activities are involved in climate extremes.

It is possible that choices **A** and **B** are peripheral reasons for their interest, but not their main reason and, therefore, not the *best* answer. Choice **C** is not the best answer because scientists are more interested in the effects of human activities than those of natural forces on global warming. Notice that some of the choices here are possible, but Choice **D** is the *best* because it is clearly supported in lines 67–71. The best choice is Choice **D**.

Use an elimination strategy.

Often you can arrive at the right answer by eliminating other answers. Watch for key words in the answer choices to help you find the main point given in each choice. Notice that some incorrect choices are too general, too specific, irrelevant, or off topic or that they contradict information given in the passage.

8. If true, which of the following would call into question current theories of global warming?

- A. a dramatic increase in world precipitation
- B. a dramatic decrease in world precipitation
- C. an increase in the rate of global warming following the elimination of the use of fossil fuels
- D. below-normal temperature recordings in Canada for two years

Since experts believe that the use of fossil fuels is partly responsible, one would expect the elimination of that use to lead to a *decrease*, not an increase, in the rate of global warming. Both increases and decreases in precipitation are expected, and, therefore, choices **A** and **B** are incorrect and can be eliminated. Two years of decreased temperatures in a particular area wouldn't disprove global warming; its effects vary considerably from place to place, according to the passage; thus, Choice **D** can be eliminated. The best choice is Choice **C**.

Now that you've reviewed some general reading strategies with samples, let's take a careful look at the specific Reading Strands.

The Word Analysis Strand (Grade 10)

There are 7 questions involving word analysis that actually count toward your score on the CAHSEE. The questions will typically ask you the meaning of a particular word or phrase. These questions are spread throughout the test and can refer to reading comprehension informational passages and literary response and analysis passages. The passages and questions are not in order of difficulty.

Questions are taken from the following standards:

Standard Set 1.0—Word Analysis, Fluency, and Systematic Vocabulary Development

Standard Set 1.1—Understanding the Meanings of Words

Understand the literal and figurative meanings of words and their derivations.

Distinguish between the denotative and connotative meanings of words.

Standard Set 1.2—Demonstrating Comprehension of Materials Through Original Analysis

Read several pieces from a single author, paraphrase the ideas and connect them to other pieces of literature that deal with related topics.

Extend ideas from the text into original analysis.

Now let's take a look at some of the common question types.

Examples of Typical Word Analysis Question Types

The author uses the word *fleet* to describe the animals in order to suggest—

What does the word *eradicate* mean in this sentence from the story?

What does Rafael mean when he says, "You can lead a horse to water, but you can't make him drink"?

Which of the following is NOT a correct rewording of the following sentence?

Read this sentence from the selection. What does the phrase *across the divide* mean in the above sentence?

Read the sentence from the selection. What does the word *deplete* mean in this sentence?

Sample Passages and Questions with Strategies

Read the following selection and answer questions 1 and 2.

Zora Neale Hurston

Zora Neale Hurston (1891–1960) died unnoticed in a welfare home in Florida and was buried in an unmarked grave. Her books went out of print for thirty years. Hurston had been a leading figure in the Harlem Renaissance but fell out of favor with African-American intellectuals, who felt she played to black stereotypes. A folklorist at heart, Hurston didn't shy away from using rural black vernacular

in her writing. But unlike most important African-American writers, she evaded the question of race as a major aspect of American identity. In the 1970s, Hurston's work enjoyed a renaissance, largely because of another African-American writer, Alice Walker, who reawakened interest in her work. Today, Hurston's novel *Their Eyes Were Watching God* is widely read and highly regarded.

1. What does the word *renaissance* mean as it is used in this sentence from the selection?

In the 1970s, Hurston's work enjoyed a renaissance, largely because of another African-American writer, Alice Walker, who reawakened interest in her work.

- A. notoriety
- B. success
- C. rebirth
- D. republication

The historical period known as the Renaissance was a time of revival of humanistic values and a flowering of arts and literature. The term is used generally to describe a rebirth or revival, and is appropriate here. *Success* (B), may seem like a good choice, but knowledge of word roots makes *rebirth* correct. The best answer is C. (Word Analysis)

2. Read this sentence from the selection.

A folklorist at heart, Hurston didn't shy away from using rural black vernacular in her writing.

What does the word *vernacular* mean in this sentence?

- A. foreign terminology
- B. everyday language
- C. rhythmic language
- D. colorful descriptions

The word *vernacular* usually refers to native, hometown, or everyday language of ordinary people in a particular locality. Hurston didn't shy away from using rural black everyday language in her writing. The best answer is B. (Word Analysis)

Read the following selection and answer question 3.

Charles Dickens and the French Revolution

Charles Dickens was influenced by Thomas Carlyle’s *The French Revolution* when he wrote his novel *A Tale of Two Cities* in 1859. Dickens claimed to have read the historian’s book “500 times,” and critics have noted Carlyle’s influence in the narrative technique and imagery associated with the Revolution. But unlike Carlyle, Dickens ultimately didn’t see the justice in the violence of the revolutionaries,

though he always sympathized with the plight of the poor. Dickens’ novel, not Carlyle’s history, is in large part responsible for the popular image of the French Revolution today. When *A Tale of Two Cities* was filmed in 1935, the filmmakers capitalized particularly on the scenes depicting the revolutionary mob.

3. Read this sentence from the selection.

Dickens claimed to have read the historian’s book “500 times,” and critics have noted Carlyle’s influence in the narrative technique and imagery associated with the Revolution.

What does the phrase *narrative technique* mean in this sentence?

- A. methods of description
- B. use of poetic devices
- C. creation of a narrator
- D. way of telling the story

“Narrate” means to tell, and a “narration” is a story; “narrative technique” means the way in which an author tells a story. Choice **C** may be tempting, but how a narrator is used in a novel is only part of an author’s narrative technique. Choice **A** is related to the descriptive passages in a novel, not the way the story is told, and Choice **B** is not relevant. The best answer is **D**. (Word Analysis)

Remember: These questions are spread throughout the test and can refer to reading comprehension informational passages and literary response and analysis passages.

The Reading Comprehension Strand

There are 18 multiple-choice reading comprehension questions associated with informational text that actually count toward your score.. The passages, informational materials, and questions are not in order of difficulty and are spread throughout the exam.

You may be asked to read informational text from articles, magazines, journals, newspapers, editorials, warranties, instruction manuals, contracts, etc.

Questions are taken from the following standards:

Standard Set 2.0—Reading Comprehension (Focus on Informational Materials)

Standard Set 2.1 (Grade 8)—Consumer Documents

Focuses on obtaining information from consumer documents like warranties, contracts, brochures, and instruction manuals.

Standard Set 2.1—Workplace Documents

Analyzes the structure and format of ordinary workplace documents.

Standard Set 2.4—Several Sources/Single Issue

Combine and analyze content from several sources by a single author and about a single issue.

Standard Set 2.5—Extension

Extend the ideas read in the various primary and secondary sources through analyzing the ideas in the text, applying them to new circumstances and evaluating their usefulness.

Standard Set 2.7—Document Logic

Critique the logic and examine the sequence of information and procedures.

Standard Set 2.8—Argument Credibility

Evaluate the author’s argument or defense of a claim by assessing the relationship between generalizations and evidence, the extensiveness of the evidence, and how the author uses structure and tone in the text. (Primary source materials, journals, editorials)

Now let’s take a look at some of the common question types.

Examples of Typical Reading Comprehension Question Types

What is the main purpose of this passage?

What is the main purpose of the article?

The main idea of this essay is that airplanes—

Which statement BEST summarizes the author’s main point?

Which of the following BEST summarizes the information given in the article?

Which statement from the passage BEST describes the narrator’s reason for writing the passage?

Which of the following is suggested by the article?

Based on the article, which of these statements is true?

Based on the regulations, which of the following is allowed during the inspection?

Which of the following strategies does the writer use MOST frequently to describe the village?

This document provides the MOST information on—

This document provides the LEAST information on—

Which of the following is NOT discussed in this pamphlet?

Which of the following would make this passage easier to understand?

What information from the article supports the writer's claim?

Based on the information in the passage, which of the following is MOST likely to occur?

What evidence does the author provide to show the speed of the SKX Mach 7?

Which of the following BEST illustrates the need for safety valves?

The narrator MOST likely placed the bottle on the shelf so that he—

What tone does the author establish in the article?

The words ----, ----, and ---- in paragraph 4 suggest a feeling of—

Which of the following MOST accurately indicates the author's attitude toward hunting?

The chart at the end of the article illustrates information that is found primarily in which paragraph?

A library patron is looking for a particular work of modern fiction. Considering the way the information is cataloged, what is the BEST way for the patron to find this book?

Sample Passages and Questions with Strategies

Some Word Analysis questions have been included in this section, since they are interspersed throughout the reading section on the actual exam.

Read the following selection about Woodrow Wilson and answer questions 1 through 5.

Woodrow Wilson

Woodrow Wilson is usually ranked among the country's great presidents in spite of his failures to win Senate approval of the League of Nations. Wilson had yearned for a political career all his life; he won his first office in 1910 when he was elected governor of New Jersey. Two years later he was elected president in one of the most rapid political rises in our history. For a while Wilson had practiced law but found it both boring and unprofitable; then he became a political scientist of great renown and finally president of Princeton University. He did an outstanding job at Princeton but lost out in a battle with Dean Andrew West for control of the graduate school. When he was asked by the Democratic boss of New Jersey, Jim Smith, to run for governor, Wilson readily accepted because his position at Princeton was becoming untenable.



Until 1910 Wilson seemed to be a conservative Democrat in the Grover Cleveland tradition. He had denounced Bryan in 1896 and had voted for the National Democratic candidate who supported gold. In fact, when the Democratic machine first pushed Wilson's nomination in 1912, the young New Jersey progressives wanted no part of him. Wilson later assured them that he would champion the progressive cause, and so they decided to work for his election. It is easy to accuse Wilson of political expediency, but it is entirely possible that by 1912 he had changed his views as had countless other Americans. While governor of New Jersey, he carried out his election pledges by enacting an impressive list of reforms.

Wilson secured the Democratic nomination on the forty-sixth ballot after a fierce battle with Champ Clark of Missouri and Oscar W. Underwood of Alabama. Clark actually had a majority of votes but was unable to attract the necessary two-thirds. In the campaign, Wilson emerged as the middle-of-the-road candidate—between the conservative William H. Taft and the more radical Theodore Roosevelt. Wilson called his program the New Freedom, which he said was the restoration of free competition as it had existed before the growth of the trusts. In contrast,

Theodore Roosevelt was advocating a New Nationalism, which seemed to call for massive federal intervention in the economic life of the nation. Wilson felt that the trusts should be destroyed, but he made a distinction between a trust and a legitimately successful big business. Theodore Roosevelt, on the other hand, accepted the trusts as inevitable but said that the government should regulate them by establishing a new regulatory agency. The former president also felt that a distinction should be made between the “good” trusts and the “bad” trusts.

1. The author’s main purpose in writing this passage is to—

- A. argue that Wilson is one of the great U.S. presidents.
- B. survey the differences between Wilson, Taft, and Roosevelt.
- C. explain Wilson’s concept of the New Freedom.
- D. discuss some major events of Wilson’s career.

Always look for the main point in the passage. Remember that there are many ways to ask about the main point of a passage. What is the main idea? What is the best title? What is the author’s purpose? Choice **A** is irrelevant to the information in the passage, and choices **B** and **C** mention secondary purposes rather than the primary one. The best choice is Choice **D**. (**Reading Comprehension**)

2. Which of the following is suggested by the author about the New Jersey progressives?

- A. They did not support Wilson after he was governor.
- B. They were not conservative Democrats.
- C. They were more interested in political expediency.
- D. Along with Wilson, they were supporters of Bryan in 1896.

Be aware of information not directly stated in the passage. Read between the lines. Suggested or implied information can be valuable in understanding the passage and in answering some questions. In the second paragraph, Wilson’s decision to champion the progressive cause after 1912 is contrasted with his earlier career, when he seemed to be a conservative Democrat. Thus, it may be concluded that the progressives, whom Wilson finally joined, were not conservative Democrats, as was Wilson earlier in his career. Choices **A** and **D** contradict information in the paragraph, while Choice **C** is not suggested by any information given in the passage. The best choice is Choice **B**. (**Reading Comprehension**)

3. Which of the following conclusions about the progress of Wilson’s political career is supported by the passage?

- A. Few politicians have progressed so rapidly toward the attainment of higher office.
- B. Failures late in his career caused him to be regarded as a president who regressed instead of progressed.
- C. Wilson encountered little opposition once he determined to seek the presidency.
- D. The League of Nations marked the end of Wilson’s reputation as a strong leader.

Watch for information that supports an author’s claim or a conclusion. This choice is explicitly supported by the third sentence in the first paragraph in which you are told that Wilson was *elected president in one of the most rapid political rises in our history*. The best choice is Choice **A**. **(Reading Comprehension)**

4. Read this phrase from the first paragraph of the passage.

... his position at Princeton was becoming untenable.

The word *untenable* in the phrase above means—

- A. unlikely to last for ten years.
- B. filled with considerably less tension.
- C. difficult to maintain or continue.
- D. filled with achievements that would appeal to voters.

Learn to determine the meaning of words or phrases in context. Be alert to the positive and negative connotations of words and phrases in each passage, as well as in the questions themselves. In the case of *untenable*, the prefix *un-* suggests that the word has a negative connotation. The context in which the word occurs does as well. Wilson *left* his position at Princeton; therefore, you may conclude that the position was somehow unappealing or something else was more appealing. Only two of the answer choices, **A** and **C**, provide a negative definition. Although Choice **A** may attract your attention because *unlikely to last for ten years* looks like it might be a definition for *untenable*, it is not. The correct choice is **C**, which, in this case, is the conventional definition of *untenable*. **(Word Analysis)**

5. According to the passage, which of the following was MOST likely true about the presidential campaign of 1912?

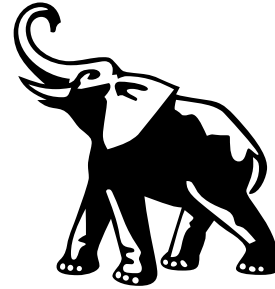
- A. Woodrow Wilson won the election by an overwhelming majority.
- B. The inexperience of Theodore Roosevelt accounted for his radical position.
- C. Wilson was unable to attract two-thirds of the votes but won anyway.
- D. There were three nominated candidates for the presidency.

Eliminate choices that are not supported by the passage. Your answer choice must be supported by information either stated or implied in the passage. Choices **A**, **B**, and **C** contain information that is not addressed in the passage and can be eliminated as irrelevant. The discussion of Taft and Roosevelt as the candidates who finally ran against Wilson for the presidency supports choice **D**. The best choice is Choice **D**. **(Reading Comprehension)**

Read the following article and answer questions 6 and 7.

Elephants

It would seem that because of their size and huge appetites elephants would be destructive to the environment. But elephants actually use only half of the foliage they obtain from the tops of trees, leaving the rest on the ground as a food source otherwise unavailable to ground animals. By “pruning” parts of plants and trees, they also stimulate new growth. In the dry season they dig holes with their forefeet, tapping into underwater springs and providing new watering places for themselves and other animals. In addition, elephants’ droppings provide food



for many insects, and these insects in turn become a food source for birds. Indeed, scientists classify elephants as a “keystone species” because of their significant role in ecology.

6. According to the passage, a “keystone species” is one that—

- A. is essential in maintaining an ecosystem.
- B. provides food for insects.
- C. distributes nutrients through dung.
- D. creates new habitats for other animals.

The passage makes it clear that elephants are essential to an ecosystem and therefore play a significant role in ecology. The “key” in “keystone” is also a good indicator of the importance of the species. Choices **B**, **C**, and **D** are only part of the reason scientists classify elephants as a “keystone species.” The best choice is Choice **A**. (**Reading Comprehension**)

7. Based on the passage, which of the following is an accurate statement?

- A. Elephants’ role in providing food for other animals makes up for their destructive size.
- B. Although elephants are an endangered species, they survive in a poor environment.
- C. Elephants show concern for other animals by leaving foliage for them to eat.
- D. Indirectly, elephants provide food for birds.

Nothing in the passage suggests that providing food “makes up for” elephants’ size; in fact, there is no evidence that elephants are destructive (**A**). Also, nowhere in the passage is the elephant classified as an “endangered” species (**B**). At first glance, Choice **C** might seem possible, but although the passage does say elephants leave foliage on the ground for other animals, the leavings are a by-product of their own food gathering, not a generous donation because they are “concerned” for other animals. The best choice is Choice **D**. (**Reading Comprehension**)

The following excerpt from an article is about the demise of the check. Read the article and answer questions 8 through 12.

Marked for Extinction

by Kim Clark

A new law hastens the check's demise. But is that a good thing?

The check, that slip of valuable paper that is an ingrained part of American financial life, is headed toward cancellation.

(5) The rise of cheaper and faster payment alternatives such as credit cards, debit cards, and online banking started eating into the check's market share in the 1990s. And next month, a new law takes effect that will eliminate many of the check's few remaining advantages for consumers. As a result,

(10) the current 4 percent a year decline in check writing is expected to accelerate. Within a generation, checks are likely to be a rarity, used only by a few stubborn oldsters or in special situations, such as giving a nephew money as a graduation gift.

(15) Many consumers and businesses say checks are so antiquated and expensive that their demise can't come soon enough. But some consumer advocates and fraud experts warn that while paper checks are vulnerable to forgers, they nevertheless provide

(20) more privacy and security than many of today's electronic alternatives. "There aren't a lot of strong

controls on all the doors into checking accounts," says Avivah Litan, vice president of Stamford, Conn.-based research firm Gartner. "And there are

(25) a lot of doors."

Still, the fate of the check seems sealed. Americans wrote a peak of 50 billion checks a year in the mid-1990s but this year will very likely pen only about 37 billion. Meanwhile, the use of electronic

(30) payment methods is skyrocketing. Credit cards are now used 23 billion times a year, according to the *Nilson Report*, which monitors the payment industry. In the 1990s, debit and check cards became popular. Debit cards, also known as ATM cards, require

(35) a personal identification number, while check cards require only a signature (and sometimes not even that). Both immediately withdraw funds from your bank account. Consumers have doubled their use of debit cards in the past four years and now use them

(40) nearly 19 billion times annually, the *Nilson Report* estimates.

In addition, banks and businesses eager to cut down on paper formed a cooperative in the mid-1970s called the Automated Clearing House that (45) allows members to electronically transfer funds. That spurred a boom in all kinds of E-payments such as direct deposit, online banking, and automatic bill payment, where consumers give businesses permission to debit their checking accounts to pay monthly (50) bills like mortgages. This year, the ACH says it will handle nearly 8 billion payments, up 40 percent from 2000.

As a result, last year, for the first time, more shoppers chose plastic over paper for payments. (55) The reasons for the switch are clear. Electronic payments are faster, easier, and cheaper for shoppers, merchants and banks alike. Banks, for example, have to transport an estimated 101 million checks—weighing 163 tons—each day, at a cost of about 16 (60) cents apiece. Clearing an E-payment through the ACH costs banks only about 2 cents. So banks are using all kinds of carrots and sticks to herd consumers onto the electronic payments highway. Wells Fargo, for example, offers frequent-flier miles to (65) customers who buy, say, their groceries with debit cards instead of checks. And many lenders, such as student loan giant Sallie Mae, give discounts to

those who have monthly loan payments automatically debited from their checking accounts.

(70) **Digital trail.** The drive to go electronic will most likely shift into hyper-speed when the “Check Clearing for the 21st Century Act,” or “Check 21,” takes effect on October 28. The law, inspired by the snafus caused by the grounding of planes after 9/11, will (75) allow banks, retailers, and others to replace paper checks they receive with electronic versions.

The potential savings thrill bankers, but Check 21 voids many of the things that check writers like. The law, for example, will allow banks, retailers, (80) and businesses to destroy the original paper checks they receive. That will be a disappointment to the more than 45 million banking customers who currently get their checks back with their monthly statements. They will be able to get copies of the (85) “substitute checks,” as the new E-checks are called, but often only if they ask. And consumers who write a check to the dry cleaners on Wednesday hoping to take advantage of the float until payday on Friday are in for a shock: Their accounts will be (90) debited much sooner.

The big question: How safe are the new electronic payments? Many in the banking industry insist that eliminating paper increases security.

Checks printed with a name, address, and account
(95) number have long been notorious aids to identity
thieves. And banks lose about \$700 million to spu-
rious checks each year. Retailers suffer even more
from bad checks, says John Hall, spokesman for
the American Bankers Association. Speeding up
(100) clearing will cut down on scams such as check kit-
ing, where con artists play the float of one bank
against another. “Banks will be able to stop pay-
ment quicker and have a better chance of appre-
hending the criminal,” Hall says. In addition, the
(105) rate of bogus E-checks is far below that of paper
checks, he says.

But some consumer and fraud experts say the
very things that make checks a hassle also serve as
a protection against the kind of privacy invasions
(110) and scams that are becoming rampant. By turning
checks into electronic images, banks could collect

the kind of financial data about consumers that credit
card companies have long amassed. And those files
will be at least as vulnerable to hackers as credit card
(115) databases have been. A computer filled with hun-
dreds of credit card numbers at the headquarters of
B.J.’s Wholesale Club in Natick, Mass., for example,
was hacked earlier this year.

Perfect con. Frank Abagnale, whose life as a
(120) check swindler was portrayed in the recent movie
Catch Me If You Can, says the digitization of pay-
ments “is a forger’s dream come true.” For all their
faults, paper checks can at least be dusted for fin-
gerprints and provide other clues. Abagnale, who
(125) now lectures on financial security, says that Check
21 and recent technological advances are making it
harder to prosecute financial fraud. His payment
choice? A credit card, because federal law caps its
liability at \$50 in unauthorized charges.

8. All of the following illustrate why electronic payments are becoming so popular EXCEPT—

- A. banks are offering incentives to use them.
- B. they are faster than checks.
- C. they are cheaper than checks.
- D. the databases that serve them cannot be penetrated by hackers.

Remember to underline the word *EXCEPT*. Choices **A**, **B**, and **C** are all true. But the article states that because these are electronic images, the files that contain them are as vulnerable to hackers as are credit card databases. The best answer is **D**. (**Reading Comprehension**)

9. Based on the article, which of the following statements is true?

- A. Most states provide refunds of unauthorized demand drafts.
- B. Electronic bill payments allow banks to stop payments quicker.
- C. Debit card use has decreased in recent years.
- D. Almost no one in America gets their cancelled checks back with their monthly statements.

Many states don't supply refunds for unauthorized demand drafts. Debit card use has increased, not decreased in the last four years and over 45 million people get their checks back from their bank. The best answer is **B. (Reading Comprehension)**

10. Which of the following BEST summarizes the information contained in the article?

- A. The popularity of the check is waning, but there are dangers in the move toward electronic banking.
- B. Forgers believe that the check users are more susceptible to fraud than are those who opt for electronic banking.
- C. The Automated Clearing House is one of the most important developments in finance in the last decade.
- D. The weight of checks alone is enough to ensure their demise.

This question is very close to the main idea type question. Choice **A** encompasses the main idea of the article most succinctly. There is reason to believe that checks offer some protection against fraud, so Choice **B** is not the answer. Choice **C** is purely speculative and is somewhat extreme at that. Choice **D** is a detail and therefore wouldn't serve well as a summary. The best answer is **A. (Reading Comprehension)**

11. The word *pen* in the following sentence means—

Americans wrote a peak of 50 billion checks a year in the mid-1990s but this year will very likely pen only about 37 billion.

- A. to write.
- B. to erase.
- C. to imprison.
- D. to enclose.

If you plug the choices into the original sentence, the only one that really makes sense is Choice **A**. While you can erase a check, you can't really imprison or enclose it. The best answer is **A. (Word Analysis)**

12. The article provides the LEAST information on—

- A. why shoppers find electronic banking attractive.
- B. what incentives banks and businesses use to lure customers to switch to electronic payments.
- C. why banks are eager to change.
- D. the impact of counterfeiting on national economies.

Choices **A**, **B**, and **C** are all included in the article. The article doesn't talk about counterfeiting. The correct answer is **D. (Reading Comprehension)**

Read the registration information that follows and answer questions 13 through 17.

Registering Your New IQuick Computer

Registering your new IQuick computer is quick and easy.

You can register your computer by visiting us online at **www.IQuick.com**

Or by mail to: IQuick Computers, Inc.

Registration Division

3133 Reseda Blvd.

Reseda, CA 91335

IQuick Support

Once you've registered your computer, you are eligible for a wide variety of service and support options that are available around the clock. If you have a question or a problem with your IQuick computer, you should seek assistance from IQuick service and support in the following manner:

- **Use the Help and Support** features that are installed with your product. Refer to your product documentation for specific instructions and troubleshooting information.
- **Contact your local IQuick dealer's service department** open 9am to 5pm Monday through Saturday.
- **Visit the IQuick online service and support** at www.IQuick.com. IQuick online service and support is available to all IQuick customers for the life of their IQuick computer. It is always available and is your fastest source for up-to-date product information and expert assistance.
- **Contact IQuick Customer Care** by phone 24 hours a day, seven days a week in both English and Spanish at 1-800-IQuick1. When you call please have your computer's model number, serial number, and date of purchase available. Telephone support is free during your limited warranty period.

13. A consumer who is experiencing difficulties with her computer should FIRST—

- A. contact the local IQuick dealer's service department.
- B. call 1-800-IQuick1.
- C. bring the computer back to the store from which she purchased it.
- D. make sure the computer is registered.

All services are contingent on the computer being registered. Choice C is not mentioned anywhere in the instructions. The correct answer is **D. (Reading Comprehension)**

14. A consumer calling the IQuick Customer Care center by phone should have all of the following EXCEPT—

- A. the computer's model number.
- B. the computer's original packaging.
- C. the computer's serial number.
- D. the computer's date of purchase.

The packaging might presumably be useful if the item were to be shipped back but is not required for phone contact.

The other items are all listed as necessary when the Customer Care center is contacted. The correct answer is **B. (Reading Comprehension)**

15. A Spanish-speaking person would be best advised to use which of the support options at IQuick?

- A. the service department
- B. the online option
- C. the Customer Care phone
- D. the Help and Support features

The information regarding the Customer Care phone explicitly states that help is available in both English and Spanish. The others options *might* have language support for Spanish speakers, but the existence of such support is not stated in the information. The correct answer is **C. (Reading Comprehension)**

16. What is the purpose of this document?

- A. to advertise the features of the IQuick computer
- B. to encourage people to purchase extended warranty plans
- C. to inform customers of the support/customer service options available
- D. to avoid the inevitable lawsuits

The registration process enables the customer to access the company's customer service network. None of the other choices are either stated or implied. The correct answer is **C. (Reading Comprehension)**

17. The word *troubleshooting* in the sentence below means—

Refer to your product documentation for specific instructions and troubleshooting information.

- A. to locate and eliminate sources of difficulty.
- B. to create a disturbance.
- C. to end an altercation or argument.
- D. to target and fire an artillery piece.

The word *troubleshooting* means to locate and eliminate sources of difficulty. The correct answer is **A. (Word Analysis)**

The Literary Response and Analysis Strand (Grade 10)

There are 20 multiple-choice questions involving literary response and analysis that actually count toward your score on the CAHSEE. These passages and questions are not in order of difficulty and are spread throughout the exam.

Questions are taken from the following standards:

Standard Set 3.0—Literary Response and Analysis

Standard Set 3.1—Characteristics, Traits, and Conflicts

Understand the relationship between the purposes of literature and the characteristics of different types of literature (comedy, drama, tragedy, and dramatic monologue).

Standard Set 3.3—Interactions of Main and Subordinate Characters

Analyze the interactions of characters and explain the affect on the plot. Interactions include internal and external conflicts, influences, relationships, and motivations.

Standard Set 3.4—Characters' Traits

Determine characters' traits based on the information given in the text. This information can come from the characters' narration, dialogue, dramatic monologue, and soliloquy.

Standard Set 3.5—Works with Universal Themes

Compare works' themes and provide support for the ideas expressed.

Standard Set 3.6—Time and Sequence

Analyze and trace the time sequence of a piece of literature. This includes the use of complex literary devices such as foreshadowing and flashbacks.

Standard Set 3.7—Literary Devices

Identify and understand various literary devices including figurative, allegory, imagery, and symbolism.

Standard Set 3.8—Impact in a Text

Understand and evaluate the impact of subtleties, ambiguities, contradictions, and ironies in a text.

Standard Set 3.9—Point of View

Clarify how point of view can affect the text. How does voice, persona, or choice of narrator affect the tone, plot and credibility of a text?

Standard Set 3.10—Functions of Types of Dialogue

Recognize and explain the function of types of dialogue, scene designs, and character foils in a piece of dramatic literature.

Standard Set 3.7 (Grade 8)—Biographical Approach

Analyze a piece of literature and show how it reflects the type of person the author is—attitude, heritage, beliefs, traditions.

Standard Set 3.11—Aesthetic Approach

Evaluate the impact of aesthetic style on a piece of literature. Use the terminology of literary criticism to evaluate diction, figurative language, tone, mood, and theme.

Standard Set 3.12—Historical Approach

Examine a work of literature as it relates to a historical period.

(The last three standards, involving the three different approaches, will be rotated through different exams.)

Some Specific Strategies for the Literary Response and Analysis Questions

Before you take a careful look at the samples and suggested approaches, let's review some specific test-taking strategies for the Literary Response and Analysis questions. These strategies can be very helpful.

- **Read Thoroughly.** Make sure you read the introductory lines at the top of the page, the passage, the questions, the footnotes (if there are any), and the choices in their entirety. A single word can make a difference in the answer, so do not skim or skip anything.
- **Read Carefully.** Pay attention to keywords. Words such as *best*, *most*, *main*, or *least* should make certain answers jump out at you. These words are asking you to make a judgment call. Even if another answer looks as though it could be correct, ask yourself, is that really the *best*, *most*, *main*, or *least*. Many of these words are often capitalized in the question to make them easier to spot.
- **Review Vocabulary.** The test questions assume you know the definitions of some basic literary devices. Words such as *metaphor*, *simile*, *alliteration*, *allegory*, and *foreshadowing* are used throughout the test. In Part II, the review section, a list of key literary terms and definitions is provided. The back of any literature book will also have a list of such definitions in an appendix usually titled something like, “Literary Terms.”

Now let’s take a look at some of the common question types.

Examples of Typical Literary Response and Analysis Question Types

What is the author’s main purpose in this passage?

Which of the following is the main theme of the passage?

Which of the following BEST describes the theme of this poem?

Which of the following BEST supports the story’s theme?

Which of the following BEST describes what happens in the story?

Which one of the following themes is developed in the article?

Which sentence is an example of a simile?

Which sentence from the passage is an example of figurative language?

What makes the statement above ironic?

The author conveys which of the following in the sentence above?

Which term BEST describes the narrator’s tone in the passage?

Which phrase from the poem creates a tone of despair?

Which of the following BEST describes the mood of the poem?

Which of these sentences from the story BEST illustrates the spirit of Fury?

Which of the following describes the attitude change during the play?

Which phrase BEST represents the organization of the poem?

The selection is BEST described as fiction? Essay? Biography? Article?

This story is an example of which of the following genres of writing? Narrative story? Persuasive essay? Biographical essay? Informational text?

How does the reader know that the story is a dramatic monologue?

How is Lee a foil character in the drama?

Where does the drama take place?

Where does the story take place?

Which of the following best describes the setting of the play?

What is the main effect produced by repeating the word *slower*?

What does the use of flashbacks accomplish in the story?

How does Billy react to the use of slang?

Which of the following illustrates the time sequence?

Which of the following BEST describes the relationship between Tom and Phil?

Why does the narrator whistle during the ceremony?

According to lines 10–15, the man's life is—

Sample Passages and Questions with Strategies

Some Word Analysis questions have been included in this section since they are interspersed throughout the reading section on the actual exam.

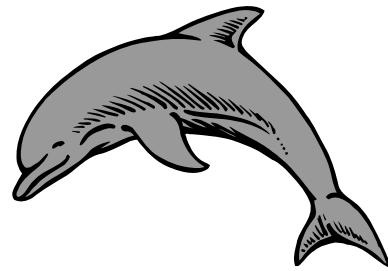
Read the following story and answer questions 1 through 3.

Boy on a Dolphin

by Horace E. Dobbs

Of all the creatures in the sea dolphins have a unique place: for centuries they have been renowned for their friendliness towards man. Telemachos, the legendary son of Ulysses, was saved from drowning by a dolphin and pushed ashore. Many sculptures and ancient coins, such as the didrachma from Tarentum (331–302 BC) have depicted boys riding on dolphins. Were the stories of rescues and rides that have been passed down through the ages simply myths? Before 1974 I had some reservations about the authenticity of these tales. But now I have none, and I will tell you why.

It started, as these things so often happen with me, by events not working out as planned. I had arranged to run a short course on underwater photography at Dale Fort, on the remote tip of south west Wales. It was to incorporate a short family holiday, and we were to be joined by our Italian underwater photographer friend, Luciano. A few days before he arrived I received a message to say the photography course was cancelled due to unrelenting south westerly gales.



It was Luciano's first diving visit to Great Britain and I was resolved that he should not go back to Milan without seeing something of the wealth of underwater life that the British Isles has to offer. The question was, where could we go? A visit to Douglas the previous year had brought me into contact with the Isle of Man Branch of the British Sub-Aqua Club. Two members of the club, Mike and Maura, had met my plane on arrival and the few dives I had there were memorable both for the prolific sea life I saw and the clarity of the water. The advantage of a large island is that a lee shore can be found; thus, theoretically, it should be possible to find a diving site even in bad conditions. So I telephoned Maura Mitchell to see if a last ditch operation could be mounted to save our holiday and get Luciano wet—in the sea. She reported that conditions were far from good; nonetheless,

we decided to risk making the Isle of Man the base for our mini-holiday. Maura quietly and efficiently organized accommodation for us. It was then only up to us to get there.

We arrived at Douglas after a hair-raising journey by car ferry in a force eight gale. Luciano, as he struggled to open the door against the pressure of the fierce wind, said he had never encountered such conditions before. Tongue in cheek, I told him the conditions were quite normal and would not deter us from diving. Poor Luciano was not sure whether to take my remark seriously. I told him that we

British regard the Mediterranean (the only sea in which he had dived) as no more than a large warm swimming pool. I pressed the point further, telling him that his introduction to real diving—diving off the British Coast—would be a baptism by fire, as the conditions would undoubtedly deteriorate even further.

As it turned out the converse was true. It would be more accurate to describe Luciano’s introduction to British diving as a baptism by cold for the water temperature on our first dive was 58 degrees F and the sea was flat and calm.

1. To prove a point, the opening paragraph makes reference to—

- A. mythology.
- B. the Bible.
- C. a short story.
- D. a novel.

Telemachos and Ulysses (which is the Latin name for Odysseus) are characters from mythology. They were made famous by the Greek poet Homer in the epic poems the *Iliad* and the *Odyssey*. If you haven’t studied Greek mythology, this may be a tough question to answer and while both the *Iliad* and the *Odyssey* are long pieces of fiction, they are poems, not novels; so this could be tricky.

If all else fails, use a process of elimination. Chances are a short story will not be the right answer because authors choose their references based on their belief that most people will have heard of the reference and not many short stories are “famous”; eliminate **C**. Telemachos and Ulysses are not names from the Bible, so you can eliminate Choice **B**. That leaves you with a 50/50 shot and based on the names of the characters, Greek mythology makes the most sense. The correct answer is **A. (Literary Response and Analysis)**

2. What does *prolific* mean in the sentence below taken from the passage?

Two members of the club, Mike and Maura, had met my plane on arrival and the few dives I had there were memorable both for the prolific sea life I saw and the clarity of the water.

- A. fascinating
- B. ostentatious
- C. abundant
- D. eager

If you don't know what *prolific* means, try substituting in the answers for the word. For example, "fascinating sea life I saw," "ostentatious sea life I saw," "abundant sea life I saw," and "eager sea life I saw." Through process of elimination, choices **B** (if you know what *ostentatious* means) and **D** make no sense. *Fascinating* could be correct, but earlier in the paragraph, the narrator makes reference to trying to find a "wealth of underwater life"; therefore, Choice **C** makes the most sense. The correct answer is **C. (Word Analysis)**

3. Read this sentence from the passage.

Tongue in cheek, I told him the conditions were quite normal and would not deter us from diving.

When discussing the dive with Luciano, the narrator uses the phrase *tongue in cheek* to mean—

- A. seriously.
- B. jokingly.
- C. sarcastically.
- D. calmly.

Tongue in cheek is an old saying that means you are joking about what you say. If you don't recognize the phrase, use the phrase in context by looking at the preceding and following sentences. In the preceding sentence the narrator makes reference to the "fierce winds" that make it hard to open a door. In the following sentence he says, "Poor Luciano was not sure whether to take my remark seriously," which connotes the idea that he *shouldn't* be taken seriously. He also goes on to refer to the Mediterranean as a "large warm swimming pool" which is obviously a humorous remark. The correct answer is **B. (Literary Response and Analysis)**

Read the following poem and answer questions 4 through 6.

Those Winter Sundays

by Robert Hayden

Sundays too my father got up early
and put his clothes on in the blueblack cold,
then with cracked hands that ached
from labor in the weekday weather made
(5) banked fires blaze. No one ever thanked him.
I'd wake and hear the cold splintering, breaking.
When the rooms were warm, he'd call,
and slowly I would rise and dress,
fearing the chronic angers of that house,
(10) speaking indifferently to him,
who had driven out the cold
and polished my good shoes as well.
What did I know, what did I know
of love's austere and lonely offices?

4. The term *blueblack cold* is an example of—

- A. imagery.
- B. simile.
- C. personification.
- D. alliteration.

The term *blueblack cold* makes it very clear to the reader that it is early and very cold. You should be able to eliminate Choice **B** immediately since a *simile* is where one thing is likened to another by using *like* or *as*. Choice **D** would work only if following the term *blueblack* another “b” word was used. Choice **C** cannot be correct because *blueblack* is not a human trait; therefore, you are left with imagery (a description that appeals to the five senses) as your answer. This problem is not difficult if you review basic literary terms before the test. The correct answer is **A. (Literary Response and Analysis)**

5. Read these last two lines from the poem.

What did I know,
what did I know of love's austere and lonely offices?

What device does the author use to express his relationship with his father?

- A. allegory
- B. figurative language
- C. foreshadowing
- D. recall

The last two lines make clear that the speaker looks back on his childhood and now understands that his father did love him. The speaker remembers that as a child he was angry and spoke indifferently to his father. As an adult, the speaker realizes that his father warmed the house before everyone else got up, shined his son's shoes, worked long hours, and did it all without a thank you. The recall of his childhood shows his understanding of his dad's love. Once again, a review of literary terms before the test will make this question an easy one. The correct answer is **D. (Literary Response and Analysis)**

6. What is the tone of the poem?

- A. angry
- B. regretful
- C. happy
- D. ambiguous

Based on lines such as, "No one ever thanked him," "speaking indifferently to him," and "what did I know of love's austere and lonely offices," it is clear that the speaker looks back and regrets his actions or lack of actions toward his father. Don't just focus on only one or two lines out of context. Make sure you read the whole poem twice and that you take it as a whole. For example, if you were to read only the line, "fearing the chronic angers of that house," you might think that the speaker is angry with his father. But the list of nice things the father did with no recognition shows how sorry the speaker is for his behavior. The correct answer is **B. (Literary Response and Analysis)**

Read the following selection and answer questions 7 through 9.

Eleven

by Sandra Cisneros

Sandra Cisneros is a Mexican-American who writes about her years growing up.

What they don't understand about birthdays and what they never tell you is that when you're eleven, you're also ten, and nine, and eight, and seven, and six, and five, and four, and three, and two, and one. And when you wake up on your eleventh birthday you expect to feel eleven, but you don't. You open your eyes and everything's just like yesterday, only it's today. And you don't feel eleven at all. You feel like you're still ten. And you are—underneath the year that makes you eleven.

Like some days you might say something stupid, and that's the part of you that's still ten. Or maybe some days you might need to sit on your mama's lap because you're scared, and that's the part of you that's five. And maybe one day when you're all grown up maybe you will need to cry like if you're three, and that's okay. That's what I tell Mama when she's sad and needs to cry. Maybe she's feeling three.

Because the way you grow old is kind of like an onion or like the rings inside a tree trunk or like my little wooden dolls that fit one inside the other, each year inside the next one. That's how being eleven years old is.

You don't feel eleven. Not right away. It takes a few days, weeks even, sometimes even months before you say

Eleven when they ask you. And you don't feel smart eleven, not until you're almost twelve. That's the way it is.

Only today I wish I didn't have only eleven years rattling inside me like pennies in a tin Band-Aid box. Today I wish I was one hundred and two instead of eleven because if I was one hundred and two I'd have known what to say when Mrs. Price put the red sweater on my desk. I would've known how to tell her it wasn't mine instead of just sitting there with that look on my face and nothing coming out of my mouth.

"Whose is this?" Mrs. Price says, and she holds the red sweater up in the air for all the class to see. "Whose? It's been sitting in the coatroom for a month."

"Not mine," says everybody. "Not me."

"It has to belong to somebody," Mrs. Price keeps saying, but nobody can remember. It's an ugly sweater with red plastic buttons and a collar and sleeves all stretched out like you could use it for a jump rope. It's maybe a thousand years old and even if it belonged to me I wouldn't say so.

Maybe because I'm skinny, maybe because she doesn't like me, that stupid Sylvia Saldivar says, "I think it belongs

to Rachel.” An ugly sweater like that, all raggedy and old, but Mrs. Price believes her. Mrs. Price takes the sweater and puts it right on my desk, but when I open my mouth nothing comes out. “That’s not, I don’t, you’re not . . . Not mine,” I finally say in a little voice that was maybe me when I was four.

“Of course it’s yours,” Mrs. Price says. “I remember you wearing it once.” Because she’s older and the teacher, she’s right and I’m not.

Not mine, not mine, not mine, but Mrs. Price is already turning to page thirty-two, and math problem number four. I don’t know why but all of a sudden I’m felling sick inside, like the part of me that’s three wants to come out of my eyes, only I squeeze them shut tight and bite down on my teeth real hard and try to remember today I am eleven, eleven. Mama is making a cake for me for tonight, and when Papa comes home everybody will sing Happy birthday, happy birthday to you.

But when the sick feeling goes away and I open my eyes, the red sweater’s still sitting there like a big red mountain. I move the red sweater to the corner of my desk with my ruler. I move my pencil and books and eraser as far from it as possible. I even move my chair a little to the right. Not mine, not mine, not mine.

In my head I’m thinking how long till lunchtime, how long till I can take the red sweater and throw it over the schoolyard fence, or leave it hanging on a parking meter,

or bunch it up into a little ball and toss it in the alley. Except when math period ends Mrs. Price says loud and in front of everybody, “Now, Rachel, that’s enough,” because she sees I’ve shoved the red sweater to the tippy-tip corner of my desk and it’s hanging all over the edge like a waterfall, but I don’t care.

“Rachel,” Mrs. Price says. She says it like she’s getting mad. “You put that sweater on right now and no more nonsense.”

“But it’s not —”

“Now!” Mrs. Price says.

This is when I wish I wasn’t eleven, because all the years inside of me — ten, nine, eight, seven, six, five, four, three, two, and one — are pushing at the back of my eyes when I put one arm through one sleeve of the sweater that smells like cottage cheese, and then the other arm through the other and stand there with my arms apart like if the sweater hurts me and it does, all itchy and full of germs that aren’t even mine.

That’s when everything I’ve been holding in since this morning, since when Mrs. Price put the sweater on my desk, finally lets go, and all of a sudden I’m crying in front of everybody. I wish I was invisible but I’m not. I’m eleven and it’s my birthday today and I’m crying like I’m three in front of everybody. I put my head down on the desk and bury my face in my stupid clown-sweater arms. My face

all hot and spit coming out of my mouth because I can't stop the little animal noises from coming out of me, until there aren't any more tears left in my eyes, and it's just my body shaking like when you have the hiccups, and my whole head hurts like when you drink milk too fast.

But the worst part is right before the bell rings for lunch. That stupid Phyllis Lopez, who is even dumber than Sylvia Saldivar, says she remembers the red sweater is hers! I take it off right away and give it to her, only Mrs. Price pretends like everything's okay.

Today I'm eleven. There's a cake Mama's making for tonight, and when Papa comes home from work we'll eat it. There'll be candles and presents and everybody will sing Happy birthday, happy birthday to you, Rachel, only it's too late.

I'm eleven today. I'm eleven, ten, nine, eight, seven, six, five, four, three, two, and one, but I wish I was one hundred and two. I wish I was anything but eleven, because I want today to be far away already, far away like a runaway balloon, like a tiny *o* in the sky, so tiny-tiny you have to close your eyes to see it.

7. How does Rachel feel about her teacher during this incident?

- A. She thinks her teacher is very wise.
- B. She thinks her teacher is funny.
- C. She thinks her teacher is weak.
- D. She thinks her teacher is mean.

Rachel says, "Because she's older and the teacher, she's right and I'm not" and "Mrs. Price pretends like everything's okay." She clearly feels betrayed by her teacher and upset that the teacher doesn't seem to see what the problem is. You could quickly eliminate choices **A** and **B** because you know she has a negative feeling. You could eliminate Choice **C** because the quotes point out that her teacher is not weak. The best answer is **D**. (**Literary Response and Analysis**)

8. What purpose does the repetition of a countdown serve?

- A. It heightens the excitement of the piece.
- B. It serves to keep readers focused on what they are reading.
- C. It serves to express all the years that go into making up eleven.
- D. It demonstrates the speaker's intelligence.

The entire passage serves as a discussion of all of the years that go into making a person a certain age. By using a countdown, the author is emphasizing the idea that turning a certain age means nothing without all of the other years behind it. The best answer is **C**. (**Literary Response and Analysis**)

9. Which statement from the passage is an example of a simile?

- A. "the way you grow old is kind of like an onion"
- B. "you might need to sit on your mama's lap"
- C. "Maybe because I'm skinny"
- D. "you don't feel smart eleven"

Keep in mind that a simile uses *like* or *as* as a comparison. The correct answer is **A**. (**Literary Response and Analysis**)

For more than two hundred years, adults and children alike have marveled at the picture created in the following lines by Gulliver, in *Gulliver's Travels*. Read the selection and answer questions 10 through 12.

Gulliver's Travels

By Jonathan Swift

On the fifth of November, which was the beginning of summer in those parts, the weather being very hazy, the seamen spied a rock, within half a cable's length of the ship; but the wind was so strong, that we were driven directly upon it, and immediately split. . . . What became of my companions in the boat, as well as of those who escaped on the rock, or were left in the vessel, I cannot tell; but conclude they were all lost. For my own part, I swam as fortune directed me, and was pushed forward by wind and tide. . . . When I awaked, it was just daylight. I attempted to rise, but was not able to stir: for as I happened to lie on my back, I found my arms and legs were strongly fastened on each side to the ground; and my hair, which was long and thick, tied down in the same manner.

I likewise felt several slender ligatures across my body, from my armpits to my thighs. I could only look upwards. . . . In a little time I felt something alive moving on my left leg, which advancing gently forward over my breast, came almost up to my chin; when bending my eyes downwards as much as I could, I perceived it to be a human creature not six inches high, with a bow and arrow in his hands, and a quiver at his back. In the mean time, I felt at least forty more of the same kind . . . following the first. I was in the utmost astonishment, and roared so loud, that they all ran back in a fright; and some of them, as I was afterwards told, were hurt with the falls they got by leaping from my sides upon the ground.

10. Which words from the selection suggest something about the character of the small people?

- A. hazy and lost
- B. long and slender
- C. alive and bending
- D. fright and leaping

The six-inch-high people are said to run back “in a fright” and possibly hurt themselves by “leaping” from Gulliver’s sides to the ground. Of the choices given, these are the only words that apply to the small people, and they suggest that these people are intimidated by and frightened of Gulliver, undoubtedly because of his size and the “roar” he gives out. The best answer is **D. (Literary Response and Analysis)**

11. Read the following from the selection.

. . . I perceived it to be a human creature not six inches high, with a bow and arrow in his hands, and a quiver at his back.

In this line from the selection, the word *quiver* means—

- A. a handful of ligatures.
- B. a nervous reaction.
- C. a holder for arrows.
- D. protective padding.

While the word *quiver* commonly means a shaking or trembling—that is, a nervous reaction, as in Choice **B**, in this case it does not. Immediately before the use of the term, the sentence says “with a bow and arrow in his hands,” a phrase that should lead you to Choice **C** as the correct answer. The quiver in question is a holder for arrows. You could eliminate Choice **A**, even if you don’t know the meaning of the word *ligature* (something with which tying up is done, such as a rope) because the choice mentions “handful,” and this quiver is “at his back.” And protective padding (**D**) is not mentioned in the selection (and, in fact, it is more likely they had no padding, since they were hurt in the fall from Gulliver’s sides). The best answer is **C**. (**Word Analysis**)

12. Gulliver’s tone in this passage would be BEST suited to which of the following?

- A. a travelogue
- B. a persuasive essay
- C. a critical review
- D. a reference book

Although *Gulliver’s Travels* is satiric fiction, it is written in the form of a travelogue—that is, an account of a person’s travels to various places in the world. A travelogue is usually written from the personal, *I*, point of view, as is this. And as amazing as Gulliver’s experiences are, the writing still seems to be a straightforward description of what happened to Gulliver after the shipwreck. Both a persuasive essay (**B**) and a critical review (**C**) would use language that attempts to bring readers to the writer’s point of view on an issue, which isn’t the case here. A reference book (**D**) wouldn’t be written in the first person (*I*), as this piece is. If you didn’t know the meaning of the word *travelogue*, you could have eliminated the other choices to get to the right answer. The best answer is **A**. (**Literary Response and Analysis**)