

TABLE OF CONTENTS

INTRODUCTION	
TAKING NOTES.....	
GRAMMAR	
NOUNS.....	
VERBS	
ADJECTIVES	
ADVERBS	
TYPES OF SENTENCES.....	
SENTENCE FRAGMENT	
READING COMPREHENSION	
MAIN IDEA	
SUPPORTING DETAILS.....	
THEME.....	
MAKING INFERENCE	
DRAWING CONCLUSION	
VOCANULARY	
ROOT WORDS.....	
PREFIX.....	
SUFFIX.....	
CONTEXT CLUES.....	
SAT TEST PRACTICE.....	
VERB TENSES.....	
ADJECTIVES AND ADVERB.....	
READING DRILL 1.....	
READING DRILL 2.....	
READING DRILL 3.....	

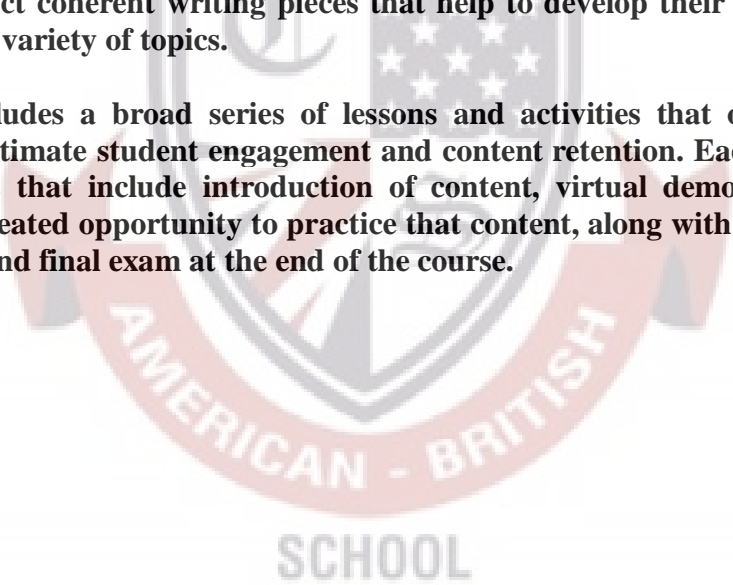
Dear Grade 10 student,

I am honored and privileged to teach English this year, As your English teacher I will do my best to prepare you for SAT Exam and the real world. I hope we will all have a great year full of learning and fun.

Course Description:

English 10 provides students with the language skills needed to prepare them for college and career readiness. These skills are developed through the active reading of literary and informational texts, academic language development of text-embedded vocabulary, oral language practice, and writing of informational, argumentative, synthetic, and narrative pieces. Students practice critical thinking, comprehension, and application skills through thematic units centered on topics, such as plot and conflict, themes and symbols, argument and persuasion, and drama. This course expands upon proficiencies in the fundamentals of reading and writing with focus on comprehension and mastery of syntax, grammar, punctuation, capitalization, spelling, and usage in written communication. Students are exposed to a variety of literary and informational texts in order to construct coherent writing pieces that help to develop their own position and perspective on a variety of topics.

This course includes a broad series of lessons and activities that offer a variety of modalities for ultimate student engagement and content retention. Each unit contains a series of lessons that include introduction of content, virtual demonstration of that content, and repeated opportunity to practice that content, along with a quiz per lesson, exam per unit, and final exam at the end of the course.



1. Why take notes?

Summary – notes give you an overview of a topic.

Memory – note-taking aids retention of the information.

double processing i.e. not only listening or reading but listening/reading and recording.

Revision – notes form the basis of revision or a guide for further reading, for essays, for example.

Concentration – note-taking is active, rather than passive. If you are not actively engaged you can be easily distracted.

ACTIVE Listening = Active LEARNING

- Notes are not just to remind you but good note making is an important part of the learning process
- Active listening and reading means that you are doing something with the information you are receiving.
- It involves putting yourself in the right conditions e.g. Sitting at a desk rather than lounging in an armchair etc. slouching makes your brain slouch!
- It involves making decisions and engaging in thought processes...

Whatever the purpose for note-taking, what is important is to be clear WHAT the notes will be used for:

- A supplement to detailed lecture materials?
- The basis of a revision 'pack' that must be learnt for an exam?
- To fuel critical thinking when researching assignments or essay questions?
- As evidence to back up arguments in assignments or essays
- An aide-mémoire when on a work placement?
- Purely a process to maintain concentration during learning activities?

2. Note-taking dos & don'ts

Do...

- Prepare - What questions are you trying to answer; what do you already know; check out the topic etc.
 - Main ideas/concepts
 - Line of argument
 - Some illustrative detail
 - Information about other sources of information/ideas
- Keep it **brief** and to the point – focus on what's important
- Use **symbols & abbreviations** – some are conventional but it's fine to use your own – as long as you remember what they are! (see below.)

- **Keywords** can come from your preparation and questions you have set for yourself
- **Signposts/ signal words**
 - Think about lecture plan, handout headings, contents page etc.
 - Summaries and conclusions are often indicated explicitly - Conclusions: "take-home message" "bumper sticker" "key aspects"
 - Definitions: "I'll first define the term..."
 - Examples: "Let's look at an example..."
 - Descriptions of sequences/processes: "The first step..."
 - Connections: "Therefore", "It can be seen that..."
 - "Critical" "Essential" "Crucial"
 - Stress and emphasis/ repetition
 - References: to text books or other sources – these will often provide a useful starting point when you come to research for essays etc.
- **Follow things up and flag this in your notes:**
 - Ideas, facts or concepts which you don't understand/ with which you agree or disagree.
 - The difference between facts and opinions.
 - Note any questions or comments that occur to you whilst listening/reading.
 - Note if there is a gap in your knowledge.

Don't...

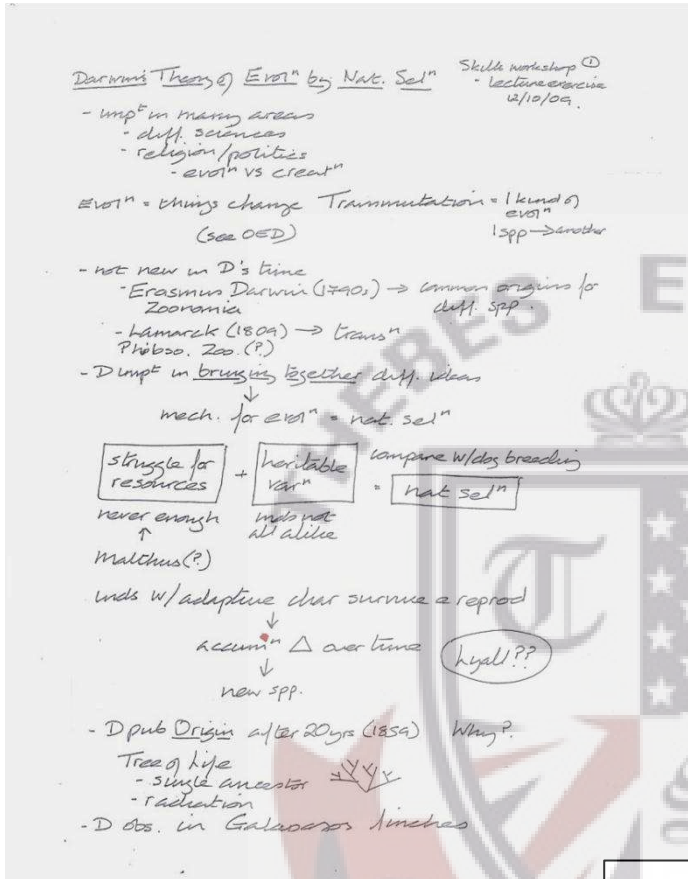
- Making a note of everything is impossible for most of us and not helpful, even if you are able (short-hand example) – similarly, don't copy large chunks of text from books etc. – you are not just recording information, you are processing it
- Hand-outs rarely contain everything you need – same goes for BlackBoard so don't rely on these in lieu of either lecture notes or proper reading for assignments etc.
- It's good to have a friend's notes if you have to miss a lecture, but make sure you go through them for yourself and review them. In relation to reading, it can sometimes be useful to share out a reading list for a first trawl but you will need to make notes on the most important sources for yourself

Useful abbreviations for note-taking

& or +	and/ in addition to	w/	with
>	greater/ more/ better than	wrt	with respect to
<	less/fewer/smaller than	e.g.	for example
=	equal to/ the same as	i.e.	that is, that means
≠	not the same as	etc.	and so on
δ	small change	p.	page, pp. = pages
Δ	large change	para.	paragraph
∴	therefore	info.	Information
∵	because	X	trans... e.g. transfer = Xfer, translate = Xlate
♂	male/ man	xxx ⁿ	xxx ⁿ tion
♀	female/ woman		e.g. education = educ ⁿ , or combined with above transformation = Xform ⁿ
→	leads to/ produces/ causes	cd	could
↓	decreasing/ reducing etc.	wd	would
↑	increasing/ upwards trend etc.	xxx ^t	xxx ^t ment or xxx ^{ant} , so government = gov ^t , important = imp ^t
~ or c.	approximately, around	C	century
		i.e. 19C	= 19 th century

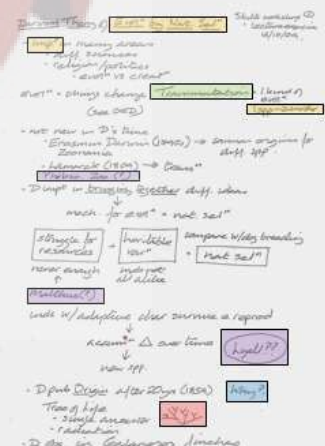
3. Strategies – linear notes

These are the notes most people are used to taking even if it does not appeal to their learning style (although possibly it is the best for most people). Linear notes tend to look like this (written or typed). They may be less neat and have bullets and relevant symbols but they use lots of words and are often done in phrases or sometimes in sentences.




- Pros:
 - Conventional – a format we are all used to
 - Relatively easy
 - Maintains chronology/ order (reflects the order of the argument)
- Cons:
 - Doesn't suit all learning styles
 - "Wordy"
- Don't just make a list... organise!
 - Use indentations/ subsections
 - Use bullet points or numbering
 - Underline, circle etc.
 - Leave good margins

- Use abbreviations
- New terms written in full
- Notes for follow-up
- Questions arising
- Diagrams: do they need to be accurate or representative?
- Decent margins for annotation later



Activity 2 - Cornell Note-taking (& note-making) template

1.	
2.	
3.	4.

THIS COVERS MOST OF YOUR PAGE OR WORD TEMPLATE

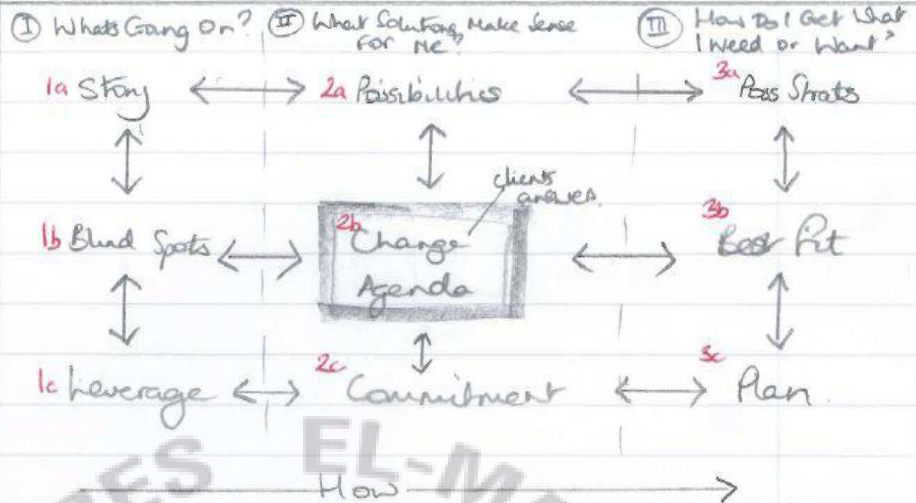
1. Record the Module, Lecture Title, Lecturer and Date	
3. After lecture go through notes – extract key concepts and questions and write them here.	<p>2. Make notes during lecture here.</p> <p>After writing down key concepts/questions in the column to the left (3), cover up this column (2) with a sheet of paper.</p> <p>Now try to recall the detail of your notes, using the words in the visible column to the left as cues – vocalise this detail in your own words.</p>
4. Summarise the content of this page of your notes in three or four sentences here.	

① Decision Making

Egan, Gerard (2002) 7th Ed Thomson Learning, Books/Cole

Skilled
Helper Model

32



Stage 1

27

Double headed arrows: not sequential + "interactive"

26

① - What's the present state of affairs?

27

1a - help clients tell their stories (details of missed opportunity this section = rehearsing)

1b - Challenging the client to reveal unexplored opps. → new perspectives + adds reality check

1c - "Helping clients choose the right problems... to work on" i.e. work on those issues that will make a difference

Stage 2

28

② - "What do you want this future to look like?"

29

2a - imaginative use to generate possibilities, brainstorming

2b - "Realistic + challenging Goals" Reframe elements of 1a-c/2a into GOALS should be "substantive, realistic, prudent, sustainable, flexible, consistent with the client's values and sets in a reasonable time frame."

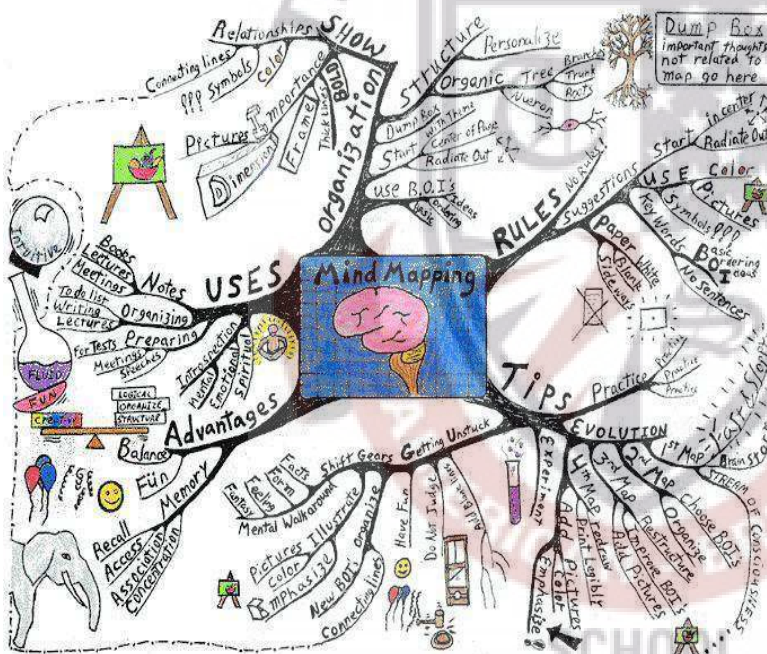
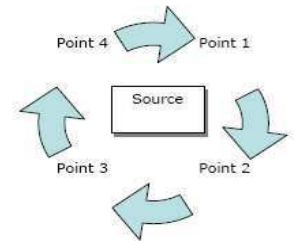
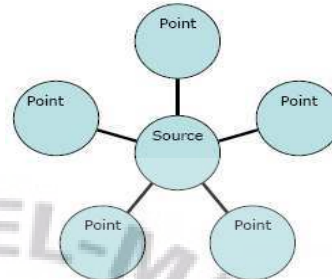
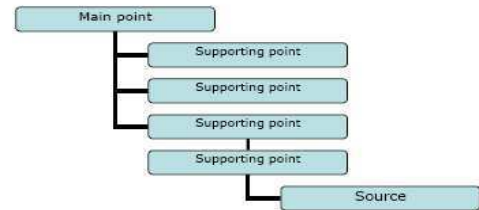
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2c - Looking for the "incentives" to motivate committing to agenda for change. "What am I willing to pay?" The helper commitment test their clients - "how much/badly do you want it."

How to work, prompts + questions for stages 1-2 of Egan's model.

4. Strategies – Annotation & Mapping

- This includes anything that appeals to more visual learners.
- Use colours and size to make things stand out.
- Rather than working in linear format you record the information on plain paper in any way that appeals to you – in bubbles, for instance.
- Use doodles and sketches to help you remember what you have heard or read.
- Turn lengthy text explanations or arguments into diagrams and charts.



MindMapping can be an extremely powerful visual tool.

Aim to colour code and link information.

You can include small graphics/doodles to stimulate memory.

Pros:

- Appeals to people who are visual thinkers/ active learners
- Creative – releases ideas
- Good in exams – as a way to plan your answers
- Good for exam revision - Helps you to see what you know and also what the gaps are

Cons:

- Does not suit everyone – the process can be difficult if you are not a visual thinker
- Hard to do 'on the spot' as a way of actually recording 'live' information in a lecture.

Annotation is a form of note-taking. It involves using pre-existing material and working **on** to it or around it.

- Again colours can be crucial here:
- Black = original jottings during the session
- Red = questions arising or understanding to be checked.
- Green = answers to the questions or additional detail after...
 - Talking to a lecturer
 - Reading a key text/researching to increase depth.

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Nouns

1. A **singular noun** is a word that names one person, place, thing, or idea: brother, classroom, piglet, and joy. A **plural noun** names more than one person, place, thing, or idea: brothers, classrooms, piglets, and joys.
2. To help you determine whether a word in a sentence is a noun, try adding it to the following sentences. Nouns will fit in at least one of these sentences:
I know something about _____. I know something about a(n) _____.
I know something about **brothers**. I know something about a **classroom**.
3. A **collective noun** names a group. When the collective noun refers to the group as a whole, it is singular. When it refers to the individual group members, the collective noun is plural.
The class meets two days a week. (singular)
The board of trustees come from all walks of life. (plural)
4. A **common noun** names a general class of people, places, things, or ideas: soldier, country, month, or theory. A **proper noun** specifies a particular person, place, thing, event, or idea. Proper nouns are always capitalized: **General Schwartzkopf, America, July, or Big Bang**.
5. A **concrete noun** names an object that occupies space or that can be recognized by any of the senses: tuba, music, potato, and aroma. An **abstract noun** names an idea, a quality, or a characteristic: courage, sanity, power, and memory.
6. A **possessive noun** shows possession, ownership, or the relationship between two nouns: Raul's house, the cat's fur, and the girls' soccer ball.

Pronouns

1. A **pronoun** takes the place of a noun, a group of words acting as a noun, or another pronoun.
2. A **personal pronoun** refers to a specific person or thing. **First person** personal pronouns refer to the speaker, **second person** pronouns refer to the one spoken to, and **third person** pronouns refer to the one spoken about.

	Nominative Case	Possessive Case	Objective Case
First Person, Singular	I	my, mine	me
First Person, Plural	we	our, ours	us
Second Person, Singular	you	your, yours	you
Second Person, Plural	you	your, yours	you
Third Person, Singular	he, she, it	his, her, hers, its	him, her, it
Third Person, Plural	they	their, theirs	them

3. A **reflexive pronoun** refers to the subject of the sentence. An **intensive pronoun** adds emphasis to a noun or another pronoun. A **demonstrative pronoun** points out specific persons, places, things, or ideas.
Reflexive: **They** psyched **themselves** up for the football game.
Intensive: **Freddie himself** asked Julie out.
Demonstrative: **That** is a good idea! **Those** are my friends.
4. An **interrogative pronoun** is used to form questions. A **relative pronoun** is used to introduce a subordinate clause. An **indefinite pronoun** refers to persons, places, or things in a more general way than a noun does.
Interrogative: **Which** is your choice? With **whom** were you playing video games?

Relative: The cake **that** we baked was delicious.
 Indefinite: **Everyone** has already voted. **No one** should enter without knocki

5. The **antecedent** of a pronoun is the word or group of words referred to by the pronoun.
Ben rode **his** bike to school. (*Ben* is the antecedent of *his*.)

Verbs

1. A **verb** is a word that expresses action or a state of being and is necessary to make a statement.
 Most verbs will fit one or more of these sentences:

We _____. We _____ loyal. We _____ it. It _____.
 We **sleep**. We **remain** loyal. We **love** it! It **snowed**.

2. An **action verb** tells what someone or something does. The two types of action verbs are transitive and intransitive. A **transitive verb** is followed by a word or words that answer the question *what?* or *whom?* An **intransitive verb** is not followed by a word that answers *what?* or *whom?*

Transitive: Children **trust** their parents. The puppy **carried** the bone away.
 Intransitive: The team **played** poorly. The light **burned** brightly.

3. A **linking verb** links, or joins, the subject of a sentence with an adjective, a noun, or a pronoun.
 The concert **was** loud. (adjective) I **am** a good card player. (noun)

4. A **verb phrase** consists of a main verb and all its **auxiliary**, or helping, verbs.
 My stomach **has been growling** all morning. I **am waiting** for a letter.

5. Verbs have four **principle parts** or forms: base, past, present participle, and past participle.

Base: I eat. Present Participle: I am eating.
 Past: I ate. Past Participle: I have eaten.

6. The principle parts are used to form six verb tenses. The **tense** of a verb expresses time.

Simple Tenses

Present Tense: She **eats**. (present or habitual action)
 Past Tense: She **ate**. (action completed in the past)
 Future Tense: She **will eat**. (action to be done in the future)

Perfect Tenses

Present Perfect Tense: She **has eaten**. (action done at some indefinite time or still in effect)
 Past Perfect Tense: She **had eaten**. (action completed before some other past action)
 Future Perfect Tense: She **will have eaten**. (action to be completed before some future time)

7. **Irregular verbs** form their past and past participle without adding *-ed* to the base form.

PRINCIPAL PARTS OF IRREGULAR VERBS

Base Form	Past Form	Past Participle	Base Form	Past Form	Past Participle
be	was, were	been	catch	caught	caught
beat	beat	beaten	choose	chose	chosen
become	became	become	come	came	come
begin	began	begun	do	did	done
bite	bit	bitten or bit	draw	drew	drawn
blow	blew	blown	drink	drank	drunk
break	broke	broken	drive	drove	driven
bring	brought	brought	eat	ate	eaten

Base Form	Past Form	Past Participle	Base Form	Past Form	Past Participle
fall	fell	fallen	run	ran	run
feel	felt	felt	say	said	said
find	found	found	see	saw	seen
fly	flew	flown	set	set	set
freeze	froze	frozen	shrink	shrank <i>or</i> shrunk	shrunk <i>or</i> shrunken
get	got	got <i>or</i> gotten	sing	sang	sung
give	gave	given	sit	sat	sat
go	went	gone	speak	spoke	spoken
grow	grew	grown	spring	sprang <i>or</i> sprung	sprung
hang	hung <i>or</i> hanged	hung <i>or</i> hanged	steal	stole	stolen
have	had	had	swim	swam	swum
know	knew	known	take	took	taken
lay	laid	laid	tear	tore	torn
lead	led	led	tell	told	told
lend	lent	lent	think	thought	thought
lie	lay	lain	throw	threw	thrown
lose	lost	lost	wear	wore	worn
put	put	put	win	won	won
ride	rode	ridden	write	wrote	written
ring	rang	rung			
rise	rose	risen			

8. **Progressive forms** of verbs, combined with a form of *be*, express a continuing action. **Emphatic forms**, combined with a form of *do*, add emphasis or form questions.

Kari **is scratching** the cat.

Loni **has been washing** the walls.

We **do support** our hometown heroes. (present)

He **did want** that dinner. (past)

9. The **voice** of a verb shows whether the subject performs the action or receives the action of the verb. The **active voice** occurs when the subject performs the action. The **passive voice** occurs when the action of the verb is performed on the subject.

The owl **swooped** upon its prey. (active) The ice cream **was scooped** by the cashier. (passive)

10. A verb can express one of three moods. The **indicative mood** makes a statement or asks a question. The **imperative mood** expresses a command or request. The **subjunctive mood** indirectly expresses a demand, recommendation, suggestion, statement of necessity, or a condition contrary to fact.

I **am** overjoyed. (indicative)

Stop the car. (imperative)

If I **were** angry, I would not have let you in. (subjunctive)

Adjectives

1. An **adjective** modifies a noun or pronoun by giving a descriptive or specific detail. Adjectives can usually show comparisons. (See Using Modifiers Correctly on pages 9 and 10.)

cold winter

colder winter

coldest winter

2. Most adjectives will fit this sentence:

The _____ one looks very _____.

The **dusty** one looks very **old**.

3. Articles are the adjectives *a*, *an*, and *the*. Articles do not meet the above test for adjectives.

4. A **proper adjective** is formed from a proper noun and begins with a capital letter.
Marijka wore a **Ukrainian** costume. He was a **Danish** prince.
5. An adjective used as an **object complement** follows and describes a direct object.
My aunt considers me **funny**.

Adverbs

1. An **adverb** modifies a verb, an adjective, or another adverb. Most adverbs can show comparisons. (See Using Modifiers Correctly on pages 9 and 10.)
 - a. Adverbs that tell how, where, when, or to what degree modify verbs or verbals.
The band stepped **lively**. (how) Maria writes **frequently**. (when)
Put the piano **here**. (where) We were **thoroughly** entertained. (to what degree)
 - b. Adverbs of degree strengthen or weaken the adjectives or other adverbs that they modify.
A **very** happy fan cheered. (modifies adjective) She spoke **too** fast. (modifies adverb)
2. Many adverbs fit these sentences:
She thinks _____. She thinks _____ fast. She _____ thinks fast.
She thinks **quickly**. She thinks **unusually** fast. She **seldom** thinks fast.

Prepositions, Conjunctions, and Interjections

1. A **preposition** shows the relationship of a noun or a pronoun to some other word. A **compound preposition** is made up of more than one word.
The first group **of** students arrived. They skated **in spite of** the cold weather.
2. Some common prepositions include these: *about, above, across, after, against, along, among, around, at, before, behind, below, beneath, beside, besides, between, beyond, but, by, concerning, down, during, except, for, from, into, like, near, of, off, on, out, outside, over, past, round, since, through, till, to, toward, under, underneath, until, up, upon, with, within, without.*
3. A **conjunction** is a word that joins single words or groups of words. A **coordinating conjunction** joins words or groups of words that have equal grammatical weight. **Correlative conjunctions** work in pairs to join words and groups of words of equal weight. A **subordinating conjunction** joins two clauses in such a way as to make one grammatically dependent on the other.
Coordinating conjunction: He **and** I talked for hours.
Correlative conjunctions: Russ wants **either** a cat **or** a dog.
Subordinating conjunction: We ate lunch **when** it was ready.
4. A **conjunctive adverb** clarifies a relationship.
He did not like cold weather; **nevertheless**, he shoveled the snow.
5. An **interjection** is an unrelated word or phrase that expresses emotion or exclamation.
Wow, that was cool! **Aha!** You fell right into my trap!

PARTS OF THE SENTENCE

Subjects and Predicates

1. The **simple subject** is the key noun or pronoun that tells what the sentence is about. A **compound subject** is made up of two or more simple subjects that are joined by a conjunction and have the same verb.
My **father** snores. My **mother** and I can't sleep.

- . The **simple predicate** is the verb or verb phrase that expresses the essential thought about the subject of the sentence. A **compound predicate** is made up of two or more verbs or verb phrases that are joined by a conjunction and have the same subject.
The night **was** cold. The elves **sang** and **danced** in the flower garden.
- 3. The **complete subject** consists of the simple subject and all the words that modify it.
The bright lights of the city burned intensely. **The warm, soothing fire** kept us warm.
- 4. The **complete predicate** consists of the simple predicate and all the words that modify it or complete its meaning.
Dinosaurs **died out 65 million years ago**. The sun **provides heat for the earth**.
- 5. Usually the subject comes before the predicate in a sentence. In inverted sentences, all or part of the predicate precedes the subject.
There **are** two **muffins** on the plate Over the field **soared** the **glider**.

Complements

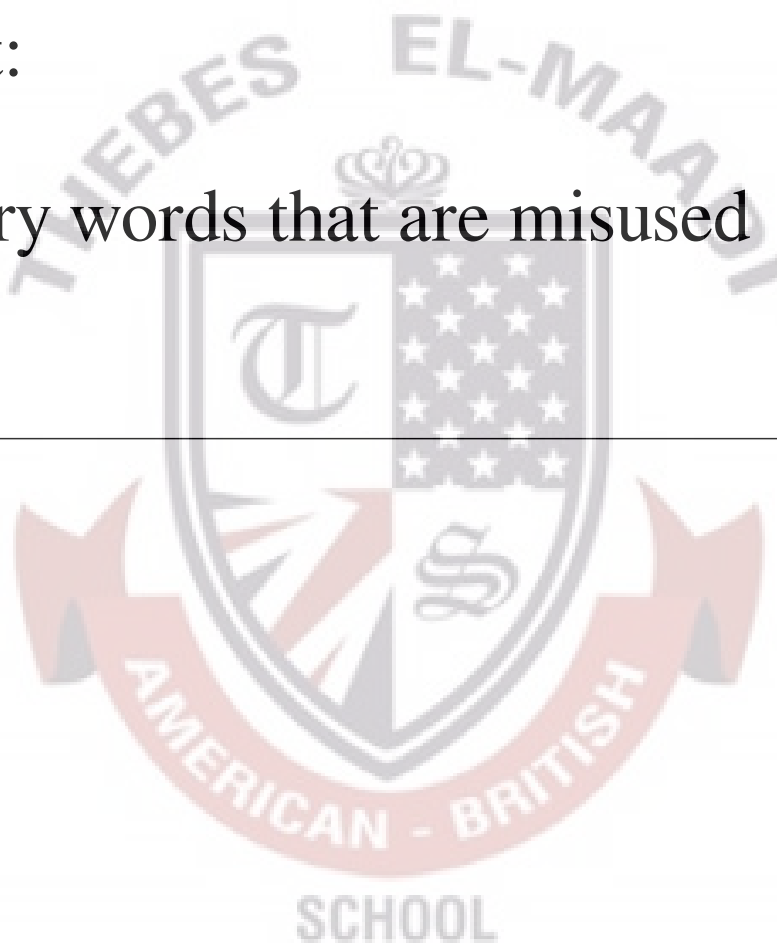
- 1. A **complement** is a word or a group of words that complete the meaning of the verb. There are four kinds of complements: direct objects, indirect objects, object complements, and subject complements.
- 2. A **direct object** answers *what?* or *whom?* after an action verb.
Sammi ate the **turkey**. (Sammi ate what?)
Carlos watched his **sister** in the school play. (Carlos watched whom?)
- 3. An **indirect object** receives what the direct object names.
Marie wrote **June** a letter. George Washington gave his **troops** orders.
- 4. A **subject complement** follows a subject and a linking verb and identifies or describes the subject. A **predicate nominative** is a noun or a pronoun that follows a linking verb and further identifies the subject. A **predicate adjective** follows a linking verb and further describes the subject.
Predicate Nominative: The best football player is **Jacob**.
Predicate Adjective: The people have been very **patient**.
- 5. An **object complement** describes or renames a direct object.
Object Complement: Ami found the man **handsome**.
Object Complement: Carlo thought the woman a **genius**.

PHRASES

- 1. A **phrase** is a group of words that acts in a sentence as a single part of speech.
- 2. A **prepositional phrase** is a group of words that begins with a preposition and usually ends with a noun or a pronoun called the **object of the preposition**. A prepositional phrase can modify a noun or a pronoun, a verb, an adjective, or an adverb.
One of my favorite meals is pigs **in a blanket**. (modifies the noun *pigs*)
The supersonic jet soared **into the sky**. (modifies the verb *soared*)
The love of a household pet can be valuable **for a family**. (modifies the adjective *valuable*)
The child reads well **for a six-year-old**. (modifies the adverb *well*)
- 3. An **appositive** is a noun or a pronoun that is placed next to another noun or pronoun to identify it or give more information about it. An **appositive phrase** is an appositive plus its modifiers.
My grandfather **Géza** takes me fishing. C.S. Lewis, **my favorite author**, lived in England.

Important:

Vocabulary words that are misused



USAGE GLOSSARY

a, an Use the article *a* when the following word begins with a consonant sound. Use *an* when the following word begins with a vowel sound.

a house **an** understudy **an** hour **a** united front

a lot, alot Always write this expression, meaning “a large amount,” as two words.
With his help, we will learn **a lot** about photography.

a while, awhile *In* or *for* often precedes *a while*, forming a prepositional phrase. *Awhile* is used only as an adverb.

Let us listen to the forest for **a while**. The students listened **awhile**.

accept, except *Accept*, a verb, means “to receive” or “to agree to.” *Except* may be a preposition or a verb. As a preposition it means “but.” As a verb it means “to leave out.”
I will **accept** all of your terms **except** the last one.

adapt, adopt *Adapt* means “to adjust.” *Adopt* means “to take something for one’s own.”
Species survive because they **adapt** to new situations. My church will **adopt** a needy family.

advise, advise *Advice*, a noun, means “helpful opinion.” *Advise*, a verb, means “to give advice.”
I must **advise** you to never take Jakel’s **advice**.

affect, effect *Affect*, a verb, means “to cause a change in, to influence.” *Effect* may be a noun or a verb. As a noun it means “result.” As a verb it means “to bring about.”
Is it true that the observer can **affect** the results? (verb)
I have no idea what **effect** that may have. (noun)
How can the president **effect** a good approval rating? (verb)

ain’t *Ain’t* is unacceptable in speaking and writing. Use only in exact quotations.

all ready, already *All ready* means “completely ready.” *Already* means “before or by this time.”
We had **already** purchased our plane tickets, and we were **all ready** to board.

all right, alright Always write this expression as two words. *Alright* is unacceptable.
Because she is your friend, she is **all right** with me.

all together, altogether The two words *all together* mean “in a group.” The single word *altogether* is an adverb meaning “completely” or “on the whole.”
The hikers gathered **all together** for lunch, and they were **altogether** exhausted.

allusion, illusion *Allusion* means “an indirect reference.” *Illusion* refers to something false.
Mr. Lee made an **allusion** to *The Grapes of Wrath*. The magician performed **illusions**.

anyways, anywheres, everywhere, somewheres Write these words and others like them without a final -s: *anyway, anywhere, everywhere, somewhere*.

bad, badly Use *bad* as an adjective and *badly* as an adverb.
We watched a **bad** movie. He sang the national anthem quite **badly**.

being as, being that Use these only informally. In formal writing and speech, use *because* or *since*.

beside, besides *Beside* means “next to.” *Besides* means “moreover” or “in addition to.”
Who, **besides** Antonio, will offer to sit **beside** the window?

between, among Use *between* to refer to or to compare two separate nouns. Use *among* to show a relationship in a group.
I could not choose **between** Harvard and Princeton. Who **among** the class knows me?

borrow, lend, loan *Borrow* is a verb meaning “to take something that must be returned.” *Lend* is a verb meaning “to give something that must be returned.” *Loan* is a noun.
People **borrow** money from banks. Banks will **lend** money to approved customers.
People always must apply for a **loan**.

bring, take Use *bring* to show movement from a distant place to a closer one. Use *take* to show movement from a nearby place to a more distant one.
Bring in the paper, and **take** out the trash.

can, may *Can* indicates the ability to do something. *May* indicates permission to do something.
Anyone **can** use a credit card, but only the cardholder **may** authorize it.

can’t hardly, can’t scarcely These terms are considered double negatives. Do not use them. Use *can hardly* and *can scarcely*.

continual, continuous *Continual* describes repetitive action with pauses between occurrences.

Continuous describes an action that continues with no interruption in space or time.

We make **continual** trips to the grocery. **Continuous** energy from our sun lights the sky.

could of, might of, must of, should of, would of Do not use *of* after *could, might, must, should, or would*. Instead, use the helping verb *have*.

That **must have been** the longest play ever!

different from, different than The expression *different from* is preferred to *different than*.

Baseball is **different from** the English sport of cricket.

doesn't, don't *Doesn't* is the contraction of *does not* and should be used with all singular nouns.

Don't is the contraction of *do not* and should be used with *I, you*, and all plural nouns.

My dog **doesn't** like the mail carrier. Bobsled riders **don't** take their job lightly.

emigrate, immigrate Use *emigrate* to mean "to move from one country to another." Use *immigrate* to mean "to enter a country to settle there." Use *from* with *emigrate* and *to* with *immigrate*.

Refugees **emigrate** from war-torn countries. My great-grandfather **immigrated** to America.

farther, further *Farther* refers to physical distance. *Further* refers to time or degree.

Traveling **farther** from your home may **further** your understanding of different places.

fewer, less Use *fewer* to refer to nouns that can be counted. Use *less* to refer to nouns that cannot be counted. Also use *less* to refer to figures used as a single amount or quantity.

If **fewer** crimes were committed, there would be **less** misery in the world.

The box measured **less** than 100 cm².

good, well *Good* is an adjective, and *well* is an adverb.

That spot is a **good** place for a picnic. We dined **well** that day.

had of Do not use *of* between *had* and a past participle.

I wish I **had eaten** my sundae when I had the chance.

hanged, hung Use *hanged* to mean "put to death by hanging." Use *hung* in all other cases.

In the Old West, many were convicted and **hanged**. I **hung** my coat on the hook.

in, into, in to Use *in* to mean "inside" or "within" and *into* to indicate movement or direction from outside to a point within. *In to* is made up of an adverb (*in*) followed by a preposition (*to*).

The fish swim **in** the sea. We moved **into** a new house last year.

The student walked **in to** see the principal for a meeting.

irregardless, regardless Always use *regardless*. *Irregardless* is a double negative.

Root beer tastes great **regardless** of the brand.

this kind, these kinds Because *kind* is singular, it is modified by the singular form *this* or *that*.

Because *kinds* is plural, it is modified by the plural form *these* or *those*.

I love **these kinds** of desserts! I do not feel comfortable with **this kind** of situation.

lay, lie *Lay* means "to put" or "to place," and it takes a direct object. *Lie* means "to recline" or "to be positioned," and it never takes an object.

I taught my dog to **lay** the paper at my feet and then **lie** on the ground.

learn, teach *Learn* means "to receive knowledge." *Teach* means "to impart knowledge."

I want to **learn** a new language and later **teach** it to others.

leave, let *Leave* means "to go away." *Let* means "to allow" or "to permit."

My guest had to **leave** because his parents do not **let** him stay up too late.

like, as *Like* is a preposition and introduces a prepositional phrase. *As* and *as if* are subordinating

conjunctions and introduce subordinate clauses. Never use *like* before a clause.

I felt **like** a stuffed crab after the feast. The pigeons flew away, **as** they always do when scared.

loose, lose Use *loose* to mean “not firmly attached” and *lose* to mean “to misplace” or “to fail to win.”
You don’t want to **lose** your nice pair of **loose** jeans.

passed, past *Passed* is the past tense and the past participle of the verb *to pass*. *Past* can be an adjective, a preposition, an adverb, or a noun.

He **passed** the exit ramp because he could not see the sign **past** the bushes.

precede, proceed *Precede* means “to go or come before.” *Proceed* means “to continue.”

We can **proceed** with the plans. From a distance, lightning appears to **precede** thunder.

raise, rise *Raise* means “to cause to move upward,” and it always takes an object. *Rise* means “to get up”; it is intransitive and never takes an object.

Raise the drawbridge! For some, it is difficult to **rise** in the morning.

reason is because Use either *reason is that* or *because*.

The **reason** he left **is that** he was bored. He left **because** he was bored.

respectfully, respectfully *Respectfully* means “with respect.” *Respectively* means “in the order named.”

We **respectfully** bowed to the audience.

Abla, Héctor, and Shelly, **respectively**, play first, second, and third base.

says, said *Says* is the third-person singular of *say*. *Said* is the past tense of *say*.

Listen carefully to what she **says**. I love what the keynote speaker **said**.

sit, set *Sit* means “to place oneself in a sitting position.” It rarely takes an object. *Set* means “to place” or “to put” and usually takes an object. *Set* can also refer to the sun’s going down.”

Sit anywhere you would like. **Set** the nozzle back in its slot before paying for the gas.

Today the sun will **set** at seven o’clock.

than, then *Than* is a conjunction that is used to introduce the second element in a comparison; it also shows exception. *Then* is an adverb.

Julio hit more home runs **than** Jacob this year. Call for help first, and **then** start CPR.

this here, that there Avoid using *here* and *there* after *this* and *that*.

This is bunk is yours.

who, whom *Who* is a subject, and *whom* is an object.

Who first sang the song “Memories”? To **whom** should I throw the ball now?

Unit 1: Parts of Speech

Nouns: Concrete, Abstract, and Collective

A **noun** is a word that names a person, place, thing, or idea. A **singular noun** names one person, place, thing, or idea, and a **plural noun** names more than one.

	SINGULAR	PLURAL
Person:	friend	friends
Place:	field	fields
Thing:	melody	melodies
Idea:	freedom	freedoms

A **collective noun** names a group. A collective noun is singular when it refers to the group as a whole. A collective noun is plural when it refers to the individual members of a group.

The **committee** is studying the issue. (singular)

The **committee** have gone to lunch. (plural)

► **Exercise 1** Write **S** above each singular noun and **pl.** above each plural noun.

pl.

pl.

The staff voted to rearrange their schedules.

1. Our group is planning a trip to New York.
2. The fountain in Grant Park is lovely at night.
3. A crowd had formed outside the department store.
4. The class donated their time to the senior citizens' center.
5. A company of actors entertained the children.
6. Sheep grazed on the grassy plain while tourists took pictures.
7. The soccer team will practice after the softball team.
8. The greenhouse was filled with orchids and irises.
9. This road follows the shoreline for five miles.
10. We saw surreys, covered wagons, and streetcars at the transportation museum.
11. The art league sponsored a competition for high school students.
12. Natalie and Suzanne often watch the evening news.

13. Geese wandered into our pond and stayed for nearly a week.

14. A vacant mansion was hidden behind the overgrown trees.

15. The show choir left their costumes in the auditorium.

A **concrete noun** names an object that occupies space or can be recognized by any of the senses.

grass apple odor stars actor

An **abstract noun** names an idea, a quality, or a characteristic.

beauty splendor poverty anger success

► **Exercise 2** Write *con.* above each concrete noun and *abst.* above each abstract noun.

con.

abst.

The flowers were a complete surprise.

1. His honesty impressed the members of the jury.
2. Carolyn is seeking compensation for her invention.
3. My diary contains no secrets.
4. People gathered around the stage in amazement.
5. We have plans to celebrate the victory.
6. Rita's notion of fairness is based on principle.
7. Mrs. Sanchez built a generator just for this experiment.
8. Freida made every effort to win the race.
9. Sherry can speak French, but Alicia knows both French and Spanish.
10. I finally understand the meaning of that song.
11. Juan has written an intriguing short story.
12. Talia listens to her favorite rock music on the radio.
13. Earl expressed curiosity about the plot of the novel.
14. With a little luck, Stan will get loge tickets to the concert.
15. Dwayne received an award for his devotion to this cause.

Lesson 2**Nouns: Proper and Common**

A **proper noun** is the name of a specific person, place, or thing. Proper nouns are capitalized. A **common noun** refers to persons, places, or things in general.

PROPER NOUNS

Person: George Washington

Place: Sahara

Thing: Iguanodon

Idea: Renaissance

COMMON NOUNS

president

desert

dinosaur

thought

► **Exercise 1** Write *prop.* above each proper noun and *com.* above each common noun.

prop. **prop.** **com.**
Europeans came to America in ships.

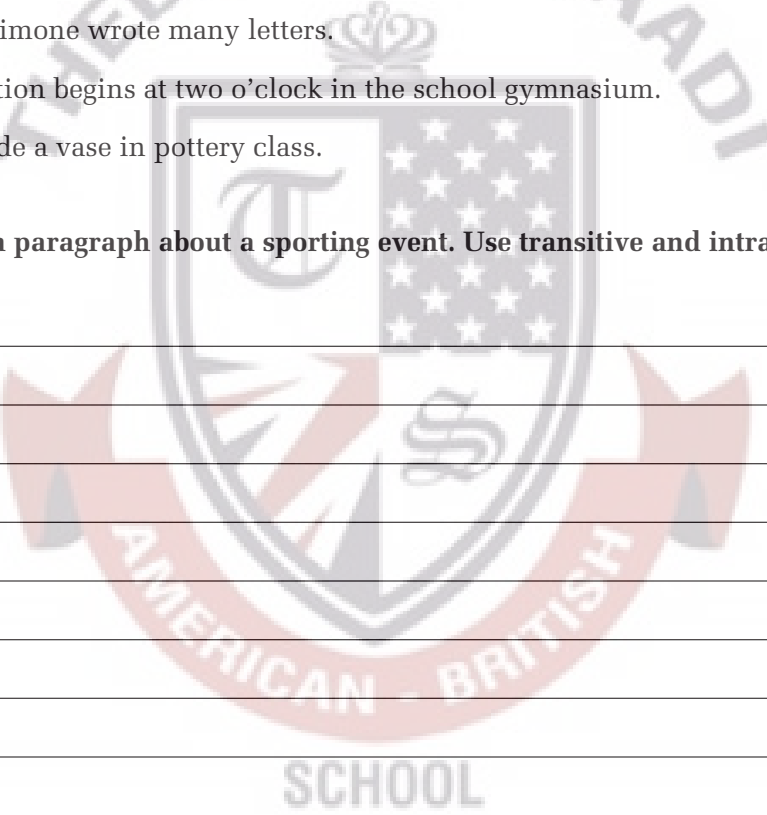
1. The vast Atlantic separates Europe from America.
2. After the Revolution, the United States attracted more and more people.
3. Most of the new arrivals settled in New England.
4. Many people chose to live near the water.
5. Area merchants knew that money was to be made in trade.
6. Residents of seaports, such as Salem, Massachusetts, built many ships.
7. Americans built their sailing craft with pride.
8. Designers created many new ships.
9. These new ships could sail as far as China.
10. Young people were attracted to the adventure of the oceans.
11. Nathaniel Brown Palmer was born in the late eighteenth century.
12. His father designed and built ships.
13. Young Nat grew up with knowledge of the sea.
14. He became a captain at the age of eighteen.
15. Three years later he made a discovery.

16. He was the first person to sight Antarctica.
17. Later, he supplied weapons to Simón Bolívar.
18. Bolívar is known as the liberator of South America.
19. Nat Palmer then became captain of a packet ship.
20. Packet ships were forerunners of the clippers.
21. Clippers are the most famous type of sailing ships.
22. Nat Palmer designed better and better packet ships.
23. Palmer sailed these ships to Europe and back.
24. His business partner was Edward Knight Collins.
25. Collins designed flat-bottomed sailing ships.
26. The new models carried larger cargoes.
27. Profits rose for Collins and Palmer.
28. Other merchants started copying the new ships.
29. Abbot Low and his brothers opened trade routes to China.
30. The Americans and the Chinese were trading partners for a century.

► **Writing Link** Write a paragraph about the plot of your favorite movie. Use proper and common nouns.

- _____ 19. The new lights on the pavement outline the road clearly.
- _____ 20. Tristan bought a road map from the convenience store.
- _____ 21. Renata's teammates waited impatiently.
- _____ 22. The toddler tripped on an uneven sidewalk.
- _____ 23. Our entire class contributed to the flood victims' relief fund.
- _____ 24. The space shuttle ascends through the clouds.
- _____ 25. Toby smells the tomato sauce hours before dinner.
- _____ 26. Many campers chose sites closer to civilization.
- _____ 27. The tourists complete their journey by train.
- _____ 28. Years ago, Simone wrote many letters.
- _____ 29. The celebration begins at two o'clock in the school gymnasium.
- _____ 30. William made a vase in pottery class.

► **Writing Link** Write a paragraph about a sporting event. Use transitive and intransitive verbs to describe the action.



Lesson 6**Linking Verbs**

A **linking verb** links, or joins, the subject of a sentence with a word that identifies or describes the subject.

Sculpture **is** important. The sculptor **seemed** dedicated. Jo **will become** a sculptor.

LINKING VERBS

Forms of *be*: am, is, are, was, were, been, being

appear

feel

look

seem

sound

become

grow

remain

smell

taste

► **Exercise 1** Write **LV** in the blank if the verb is a linking verb and **AV** if the verb is an action verb.

- LV Frédéric Auguste Bartholdi was a sculptor.
- _____ 1. Scholars recognize Alsace as Bartholdi's birthplace.
- _____ 2. His mother raised him in Paris.
- _____ 3. Alsace lies between Germany and France.
- _____ 4. Long ago it was an independent kingdom.
- _____ 5. However, today, as in 1834, it is part of France.
- _____ 6. Bartholdi was a poor student at first.
- _____ 7. Then he became interested in art.
- _____ 8. He seemed genuinely attracted to sculpture.
- _____ 9. However, sculpture is a difficult art to pursue.
- _____ 10. Sculpture requires much space.
- _____ 11. Its cost is often very great.
- _____ 12. The young Bartholdi dreamed of large sculptures.
- _____ 13. His options appeared limited.
- _____ 14. Bartholdi was nothing if not resourceful.
- _____ 15. His first success occurred in his hometown of Alsace.
- _____ 16. The town, Colmar, wanted a large statue to commemorate a local hero.
- _____ 17. Bartholdi's design appealed to the town leaders.
- _____ 18. He received the commission in 1856.
- _____ 19. The statue of the Napoleonic marshal Jean Rapp was a great success.

- _____ 20. He made fountains, portrait busts, and a statue of the Celtic hero, Vercingetorix.
- _____ 21. However, Bartholdi felt unsatisfied with these commissions.
- _____ 22. He wanted his statues timeless.
- _____ 23. He would express ideals with his works of art.
- _____ 24. War, however, crushed his hopes.
- _____ 25. In 1870 Prussia, a German state, invaded France.
- _____ 26. The sculptor became an officer.
- _____ 27. Bartholdi had command of fifteen soldiers in Colmar against some five thousand Germans.
- _____ 28. The Germans forced his soldiers to retreat.
- _____ 29. The Germans occupied his hometown.
- _____ 30. His mood remained melancholy for some time.
- _____ 31. In 1871 the unhappy Bartholdi sailed to America.
- _____ 32. France and the United States had been strong friends since the American Revolution.
- _____ 33. The French patriot Lafayette was also an American general in the Revolution.
- _____ 34. Bartholdi liked America.
- _____ 35. He was a guest at President Grant's summer cottage.
- _____ 36. The French sculptor talked to Grant about an idea.
- _____ 37. Edouard Laboulaye, a French journalist and politician, was the originator of the idea.
- _____ 38. A Frenchman makes a monument to America's independence.
- _____ 39. Bartholdi enlarges the notion into a fantastic idea.
- _____ 40. He creates the Statue of Liberty.

► **Writing Link** Describe in two or three sentences a pet you or someone you know has had. Use a linking verb in at least two of the sentences.

Verb Phrases

The verb in a sentence may consist of more than one word. The words that accompany the main verb are called **auxiliary**, or helping, **verbs**. A **verb phrase** consists of a main verb and all its auxiliary verbs.

Miki and Steve **should finish** the posters before noon.

AUXILIARY VERBS

Forms of *be*: am, is, are, was, were, being, been

Forms of *have*: has, have, had, having

Other helping verbs: can, could, do, does, did, may, might, must, shall, should, will, would

► Exercise 1 Draw two lines under each verb phrase and circle each auxiliary verb.

The performers may begin this concert early.

1. Jacques has played golf several times.
2. The majestic mountain will challenge any climber.
3. Three poodles have escaped from the Allingham estate.
4. An army captain could capture the attention of every private in the room.
5. Belinda might have seen the tornado from the basement window.
6. Mandy and Monica are visiting their aunt in Pittsburgh.
7. Walden Pond has become a popular destination for fans of Henry David Thoreau.
8. New rock bands will be featured on that radio station every Sunday evening.
9. This antique car did function well in its day.
10. The duchess may wear her diamond tiara to the embassy.
11. A new movie has sparked interest in Latin dancing.
12. Dorothy Parker was considered a great wit.
13. The history museum might acquire a collection of Civil War clothing.
14. The alarm will sound at precisely six o'clock.
15. Hernando must assist the band leader between songs.
16. Our plan could have succeeded at any other time of the year.
17. The Fadorsens shall hire a nanny for Angelina.
18. Dr. Carmichael is conducting a survey on sleep habits.

19. Though an amateur composer, Henri will create a memorable melody for the occasion.
20. Lisa will study phonetics next semester.
21. A detective would be gathering clues in this situation.
22. Champion divers are practicing for their Olympic event.
23. Eleanor Parker did play the baroness in *The Sound of Music*.
24. Irene and Ben will meet us along the parade route.
25. All of the horses were surging toward the finish line.
26. Alicia should recover in time for the next event.
27. Mr. Muldoon had conducted the orchestra since 1982.
28. I do worry about the effects of pollution on the environment.
29. Charlie is learning patience from his grandfather.
30. Jeanine might be chosen as a contestant on that game show.
31. Native American jewelry is sold at that store.
32. This discussion has been planned by the search committee.
33. The entire family shall fly to Paradise Island.
34. Don may give the precious music box to Teresa.
35. The incompetent sleuth had accused the wrong person.
36. Purple and yellow wildflowers were dotting the verdant meadow.
37. Katherine does enjoy each video game in her collection.
38. A number of potential buyers were being shown the Davises' house.
39. Mom could use some help with the neighborhood council meeting.
40. Nathan will be singing in the talent show.

► **Writing Link** Write two or three sentences about an activity you enjoy. Use an auxiliary verb in at least two of the sentences.

Adjectives

An **adjective** is a word that modifies a noun or a pronoun by limiting its meaning.

dark clouds **wet** snow **clear** lake **magnificent** lightning

Adjectives include the articles *a*, *an*, and *the*. *A* and *an* are **indefinite** articles; *the* is a **definite** article.

A dove glided over **the** orange trees.

Because they modify nouns, possessive nouns and pronouns are considered adjectives as well.

Place **your** jacket next to **Ryan's** jacket.

A **proper adjective** is formed from a proper noun and begins with a capital letter. Proper adjectives are often created by using the following suffixes: *-an*, *-ian*, *-n*, *-ese*, and *-ish*.

We ate **German** food and listened to **African** music at the international festival.

► Exercise 1 Draw a line under each adjective in the following sentences.

A great number of adventurous people have immigrated to America.

1. European powers expanded their influence in the seventeenth century.
2. French explorers started North American colonies in Quebec.
3. English colonies started for religious freedom and business opportunities.
4. The Virginia colony was a business colony.
5. Large numbers of immigrants enabled the various colonies to prosper in the eighteenth century.
6. By the nineteenth century, Europe had a great number of unhappy people.
7. The common people's concerns were often ignored.
8. Therefore, many ordinary folk decided to emigrate.
9. They left their old homes and took a chance on America.
10. The first great immigration into the new nation came with the French Revolution.
11. The fierce Revolution caused many dramatic changes in France.
12. Every few years the weak government would be overthrown.
13. French immigrants to America included former royalists and radicals.
14. Very few people liked the constant twists and turns of the bitter struggle.
15. After the dictator Napoleon was defeated, however, emigration from France lessened.

16. Then aggressive Germany developed widespread troubles.
17. Many educated Germans fought for true, lasting political reform.
18. However, the strict Prussian government took over more and more of Germany.
19. Liberal Germans began immigrating to distant America.
20. Many Germans had immigrated to colonial America years before.
21. They found the rich farmland of Pennsylvania to be like the fertile regions they had left.
22. However, the new German immigrants often settled in wild frontier areas such as Wisconsin.
23. The American government gladly encouraged French and German immigration.
24. It saw this encouragement as a serious duty to European peoples.
25. One of the most numerous immigrant groups was the Irish.
26. Irish people had come to colonial America in the eighteenth century.
27. They fled the English government and its military occupation of Ireland.
28. In the 1840s, a terrible famine killed more than one million Irish people.
29. Many survivors considered America their only hope for lasting freedom.
30. Toward the end of the nineteenth century, the serious situation in eastern Europe became even worse.
31. Millions emigrated from their homelands in Russia, Austria-Hungary, Poland, and other areas.
32. Russia established a *Russification* policy for its people.
33. The Russian empire was a vast, gigantic empire stretching from the Pacific to Germany.
34. The Tsar's government sought to make everyone speak the Russian language.
35. His policy also persecuted the Jewish people within his lands.
36. The terrible attacks against Jews were known as *pogroms*.
37. Therefore, many Jewish people emigrated from Russia and came to America.
38. Large numbers of Chinese immigrants arrived in California after the Gold Rush.
39. They contributed to the economic successes of the West Coast.
40. Significant numbers of Japanese immigrants arrived in the late nineteenth century.

Adverbs

An **adverb** is a word that modifies a verb, an adjective, or another adverb by making its meaning more specific. Adverbs answer the questions *how? when? where?* and *to what degree?*

When modifying a verb, an adverb may appear in various positions in a sentence. When modifying an adjective or another adverb, an adverb appears directly before the modified word.

The boy had run **quickly** home. (*Quickly* modifies the verb phrase *had run*.)
Kate is **very** nervous about her performance. (*Very* modifies the adjective *nervous*.)
Dr. Delacorte removed the bandages **quite carefully**. (*Quite* modifies the adverb *carefully*; *carefully* modifies the verb *removed*.)

The negatives *no*, *not*, and the contraction *-n't* are adverbs.

Other negative words, such as *nowhere*, *hardly*, and *never*, can function as adverbs of time, place, and degree.

I **couldn't** remember where I left my science book.
The rain **never** begins until softball practice starts.

► Exercise 1 Draw an arrow from each adverb to the word it modifies.

The children were happily playing in the park for an hour.

1. We gleefully danced because of our victory.
2. My sister can type fast.
3. The maple tree in the yard is gradually losing its leaves.
4. The grandfather clock chimes merrily.
5. The big harvest moon shone brightly in the October sky.
6. Father loudly whistled for his dog.
7. The high school band marched proudly in the festival parade.
8. I thought the conductor was rather late in calling, "All aboard!"
9. The muddy creek flows very quickly.
10. The young artist watched the master closely.

11. The cooks in the cafeteria generously gave to the food drive.
12. The dairy cows grazed contentedly in the sweet clover.
13. It is nearly impossible to see butterflies this time of year.
14. Canadian geese gently settled down on the blue lake.
15. Boats that flew colorfully painted sails glided through the canal.
16. Karen and Brad seem very pleased with their score in ice dancing.
17. The cool air subtly reminds us that fall is approaching.
18. My family is planning this year's completely relaxing vacation.
19. The track team eagerly ate the soup and sandwiches.
20. The baby bird fluttered clumsily.
21. We noticed that the wildflowers had quickly withered.
22. The steam engine puffed loudly as it pulled slowly into the station.
23. The kids jumped happily on the sled and swiftly slid down the hill.
24. Caitlin searched everywhere for the missing locket.
25. My little brother's football team practiced hard for their first game.
26. The flame on the candle suddenly flickered.
27. Our lovely cactus bloomed beautifully in time for the holidays.
28. The antique bed was entirely covered by the homemade quilt.
29. The passenger was snoring loudly when the bus finally stopped at the station.
30. The aerobics class will meet again in two weeks.
31. Flowering shrubs totally surrounded the large porch.
32. The elephants in the circus were successfully trained for their job.
33. Wait here for the subway train.

34. The varsity team usually wore the school colors.
35. Jackets and sweaters were carelessly laid on the chairs and tables.
36. The art teacher artistically displayed the students' paintings.
37. Her older sister Gail will earnestly study anthropology in college.
38. The guides at the zoo skillfully led the group of tourists.
39. The new tractor deeply plowed the large field.
40. Uncle Dave certainly tells good stories.

► **Exercise 2** Draw a line under each adverb. Write in the blank the type of word it modifies: *V* (verb), *adj.* (adjective) or *adv.* (adverb).

- | | |
|--|---|
| <p>_____ V _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____</p> | <p>The balloon floated <u>gently</u> toward the sky.</p> <p>1. The wind whistled sharply through the trees.</p> <p>2. The crowd angrily protested the court's decision.</p> <p>3. He hardly had the ball, and then he dropped it.</p> <p>4. I enrolled in a slightly unusual course.</p> <p>5. Diane carried the carton of eggs very carefully.</p> <p>6. Teri and Samantha worked on their science project yesterday.</p> <p>7. In spite of the setbacks, John succeeded quite well.</p> <p>8. We cheerfully rode many miles in the restored train.</p> <p>9. How will you maintain your grades?</p> <p>10. She joined the club extremely early to qualify for the contest.</p> <p>11. The demonstration we witnessed was truly extraordinary.</p> <p>12. The announcer says the show will begin soon.</p> <p>13. The storm was terribly severe on the East Coast.</p> <p>14. Jasmine then answered the question for the entire class.</p> <p>15. The guest of honor was very knowledgeable.</p> <p>16. Greg barely heard the news on the radio.</p> <p>17. You will never guess whom I saw at the mall.</p> <p>18. You will need one cup of finely chopped celery for this omelette.</p> <p>19. They recently established their friendship.</p> |
|--|---|

- _____ 20. I nearly grabbed the wrong suitcase from the luggage carousel.
- _____ 21. We quite possibly will launch the boat in the morning.
- _____ 22. Colleen waited quietly for me to demonstrate the program.
- _____ 23. Andre did not hear a shriek in the dark studio.
- _____ 24. She is already practicing for the school play.
- _____ 25. I have voiced my well-researched position on that issue.
- _____ 26. Joni quickly locked the front door.
- _____ 27. Cynthia says she never dreams about her job.
- _____ 28. The choir rehearsed diligently for the homecoming program.
- _____ 29. The evening sky slowly turned deep blue.
- _____ 30. The president solemnly opened the assembly.
- _____ 31. The bike was totally clean despite the rain.
- _____ 32. I desperately wanted to see the adventure movie at our local theater.
- _____ 33. This job seems utterly hopeless.
- _____ 34. Our team firmly defended the championship trophy.
- _____ 35. Sven almost surely will sell his computer to Alison.
- _____ 36. The yellow daffodils are gently swaying in the spring breeze.
- _____ 37. The tape in your videocassette recorder is rather tangled.
- _____ 38. Maria certainly seems devoted to the school newspaper.
- _____ 39. The soft drink can felt extremely cold in my hand.
- _____ 40. We saw the small sailboat drifting aimlessly.

► **Writing Link** Write a paragraph about a new activity you have tried recently. Use adverbs in your sentences.

Kinds of Sentences

A **declarative sentence** makes a statement. It usually ends with a period.

I love swimming. Carey said, "I want some cookies."

An **imperative sentence** gives a command or makes a request. The subject *you* is understood. Imperative sentences end with a period or an exclamation point.

Get moving. Please hurry up!

An **interrogative sentence** asks a question. It ends with a question mark.

You did what? The man asked, "Would you like one?"

An **exclamatory sentence** expresses strong emotions. It ends with an exclamation point.

What a sight you are! The sign read, "Hurry, or you'll miss the sale!"

► **Exercise 1** Label each sentence *dec.* if it is declarative and *imp.* if it is imperative.

- dec. The air feels as if rain is on the way.
- _____ 1. The herd of cattle grazed daily in the pasture.
- _____ 2. Put your dishes in the dishwasher when you have finished lunch.
- _____ 3. Howard doesn't feel well today.
- _____ 4. School starts on the Monday following band camp.
- _____ 5. Turn the music down.
- _____ 6. Every afternoon my dog Boulder sits at the bus stop and waits for me.
- _____ 7. Louie XIV was known as the "Sun King."
- _____ 8. I need change for a dollar.
- _____ 9. If I'm not home by seven, start the movie without me.
- _____ 10. Some readers think that Li Po was China's greatest poet.
- _____ 11. Set the alarm clock carefully this time.
- _____ 12. The fresh breeze filled the billowing sails.
- _____ 13. Shawna is our fastest runner.
- _____ 14. Oil the bike chain, Will.
- _____ 15. The legendary hero Hercules had many great adventures.
- _____ 16. Sook won the door prize at Karen's party.

- _____ 17. Take out the garbage before you forget about it.
- _____ 18. We're sailing from Cleveland to Erie Beach, Ontario.
- _____ 19. James Watt, for whom the electric unit of power is named, was a Scottish inventor.
- _____ 20. Smith, do twenty push ups and twenty sit-ups.

► **Exercise 2** Insert a question mark if the sentence is interrogative or an exclamation point if the sentence is exclamatory.

Who's there?

1. Watch out
2. Heads up
3. Are you ready
4. When does school start
5. Don't do it, Ashford
6. Did you sign up for drivers' education yet
7. Isn't Sri Lanka south of India
8. I don't want sugar on my cereal
9. You're going to be late for school
10. Are you in a big hurry
11. Didn't you say I could use it
12. Billy Collins got to go with them, and I didn't
13. Samantha, didn't you say you studied violin
14. Hold the mayonnaise, and definitely, no tomatoes
15. Who told you I said that to him
16. I thought you ordered a cheeseburger
17. That last candy bar is mine
18. No one could tell those twins apart
19. Well, didn't you have the whole weekend to study
20. What time do you want to get up to go fishing
21. Of course, the Queen of England is the Queen of Canada, too
22. I thought everybody in town knew her parents' car

Sentence Fragments

A **sentence fragment** is an incomplete sentence. It may lack a subject, a verb, or both. It might also be a subordinate clause that cannot stand alone. Correct sentence fragments by adding the missing words or phrases.

► **Exercise 1** Write *F* next to each sentence fragment. Write *S* next to each complete sentence.

- F** When you are ready.
1. If you said I was going to go.
2. The lake is beautiful.
3. I don't like.
4. Whom he told to take the letter to.
5. Travel to the store on Tuesday?
6. Run of the mill place with the usual scenery.
7. The bird in the air.
8. Cammila told me the tale.
9. The books on the table that my friend found at the antique mall.
10. The french fries are too hot.
11. Hamal wants to be a scientist.
12. Said to tell you about it.
13. I prefer orange juice to apple juice.
14. Which book is best to start with?
15. Stories of children, some of my favorite.
16. Tina laughed loudly.
17. A kind of milky white?
18. The moose by the river that runs through our town.
19. The speckled trout are difficult to catch.
20. The VCR still on?
21. The old bicycle tire is flat.
22. The swans float slowly and majestically.

- _____ 23. The rain comes down like a blue curtain.
- _____ 24. Runs from the park northward to the bench and then south.
- _____ 25. Michigan on map like a giant mitten.

► **Exercise 2** Write whether you should add a subject (S), verb (V), or a main clause (M), to form a complete sentence.

- M Under the rose bush.
- _____ 1. In from the cold weather.
- _____ 2. The children the blue bird in the tree.
- _____ 3. The trolley car.
- _____ 4. Rolled along the sidewalk.
- _____ 5. Napoleon at Waterloo.
- _____ 6. Fell out of the sack.
- _____ 7. Beyond the trees.
- _____ 8. Next to the mossy boulders.
- _____ 9. Sat by the statue.
- _____ 10. Until tomorrow.
- _____ 11. Lovely California chaparral country.
- _____ 12. Located near Lake Huron.
- _____ 13. Chief Pontiac the great leader.
- _____ 14. Over the third base line.
- _____ 15. Sank in 1912.
- _____ 16. The rhino magnificently.
- _____ 17. Swam the English Channel.
- _____ 18. Because I said so.
- _____ 19. I think the T'ang dynasty greatest in Chinese history.
- _____ 20. Opened Tutankhamen's tomb in 1922.

Sentence Fragments

PROBLEM 1

Fragment that lacks a subject

frag Ali baked a chocolate cake. Took it to the party.

frag Maria thought the comedian was funny. Laughed at his jokes.

SOLUTION

Ali baked a chocolate cake. He took it to the party.

Maria thought the comedian was funny. She laughed at his jokes.

Make a complete sentence by adding a subject to the fragment.

PROBLEM 2

Fragment that lacks a complete verb

frag Helen is a photographer. She becoming well-known for her work.

frag Alicia has a new computer. It very powerful.

SOLUTION A

Helen is a photographer. She is becoming well-known for her work.

Alicia has a new computer. It is very powerful.

Make a complete sentence by adding a complete verb or a helping verb.

SOLUTION B

Helen is a photographer and is becoming well-known for her work.

Alicia has a new computer, which is very powerful.

Combine the fragment with another sentence.

PROBLEM 3

Fragment that is a subordinate clause

frag Akira repaired the old boat. (Because it was beautiful.)

frag Jennifer has two race car magazines. (Which she bought at the store.)

SOLUTION A

Akira repaired the old boat because it was beautiful.

Jennifer has two race car magazines, which she bought at the store.

Combine the fragment with another sentence.

SOLUTION B

Akira repaired the old boat. He thought it was beautiful.

Jennifer has two race car magazines. She bought them at the store.

Make the fragment a complete sentence by removing the subordinating conjunction or the relative pronoun and adding a subject or other words necessary to make a complete thought.

PROBLEM 4

Fragment that lacks both subject and verb

frag The soft rustle of the trees makes me sleepy. (In the afternoon.)

frag (The next morning.) We talked about our adventure.

SOLUTION

The soft rustle of the trees makes me sleepy in the afternoon.

The next morning, we talked about our adventure.

Make the fragment part of a sentence.

Main Idea

Directions: Read each passage and ask yourself, "What is the author doing in this paragraph?" Write your answer in the summary box and then think of an appropriate title for the passage based on the main idea of the passage.

1. A penny for your thoughts? If it's a 1943 copper penny, it could be worth as much as fifty thousand dollars. In 1943, most pennies were made out of steel since copper was needed for World War II, so the 1943 copper penny is ultra-rare. Another rarity is the 1955 double die penny. These pennies were mistakenly double stamped, so they have overlapping dates and letters. If it's uncirculated, it'd easily fetch \$25,000 at an auction. Now that's a pretty penny.

Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea.**

An appropriate title: _____

2. Before you put on that skeleton costume and rove door-to-door pandering for candy, take a minute to reflect on this tradition. Halloween is believed to have come from an ancient Celtic festival dating back some 2,000 years. November 1st was the Celtic New Year and marked the end of summer to the Celts. They celebrated on its eve by wearing costumes made of animal skins and dancing around bon fires. Over the next two millennia, this primitive celebration grew to be the candy fueled costume ball that we know today.

Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea.**

An appropriate title: _____

3. When one hears the term "reality" applied to a show, one might expect that the events portrayed occurred naturally or, at the least, were not scripted. This is not always the case. Many reality shows occur in unreal environments, like rented mansions occupied by film crews. Such living environments do not reflect what most people understand to be "reality." Worse, there have been accusations that events not captured on film were later restaged by producers. Worse still, some involved in the production of "reality" television claim that the participants were urged to act out story lines premeditated by producers. With such accusations floating around, it's no wonder many people take reality TV to be about as real as the sitcom.

Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea.**

An appropriate title: _____

4. It is estimated that over twenty million pounds of candy corn are sold in the US each year. Brach's, the top manufacturer, sells enough candy corn to circle the earth 4.25 times if each piece were laid end to end. That's a lot of candy corn, but that's nothing compared to the production of Tootsie Rolls. Over 64 million Tootsie Rolls are produced every day! But even Tootsie Rolls have got nothing on the candy industry's staple product: chocolate. Confectioners manufacture over twenty billion pounds of chocolate in the United States each year. Now that's a mouthful!

Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea.**

An appropriate title: _____

5. Screech! When a driver pushes on the brake pedal, it initiates a process that causes the vehicle to stop in motion. We literally trust braking systems with our lives every time we get into a vehicle or cross at a busy intersection. How does this life-critical process work? It begins when the pedal is pushed. At this moment brake fluid is released into the braking mechanisms. As the fluid collects, this creates a leverage, which causes a friction to be applied. This friction will create a force that will cause the wheels to stop and allow you to reach your destination safely. Beep! Beep!

Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea.**

An appropriate title: _____

6. There are many types of lethal venom in the animal kingdom, but perhaps no stranger carrier than the platypus. The platypus is one of few venomous mammals. Male platypus carry a venom cocktail in their ankle spurs. This venom incapacitates victims with excruciating pain. Stranger still, the platypus is the only mammal that uses electroreception. That means that the platypus uses its bill to sense the electricity produced by the muscular movements of its prey. Electroreception is a sixth sense different from seeing, hearing, smelling, tasting, or feeling. Perhaps most odd, the platypus is the only mammal that lays eggs rather than giving birth to live young. What an odd creature indeed.

Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea.**

An appropriate title: _____

7. Yellowstone National Park is mainly located in Wyoming, although three percent is located in the state of Montana. The Continental Divide of North America runs diagonally through the southwestern part of the park. The park sits on the Yellowstone Plateau, which is an average elevation of 8,000 feet above sea level. This plateau is bounded on nearly all sides by mountain ranges. There are 290 waterfalls that are at least fifteen feet in the park, the highest being the Lower Falls of the Yellowstone River, which falls 308 feet.

Summarize this paragraph in one sentence. **Be specific and clearly explain the main idea.**

An appropriate title: _____

Supporting Details - Tutor Hints

Supporting Details provide information to clarify, prove, or explain the *main idea*. These details demonstrate the validity of the *main idea*. They often list parts, aspects, steps, or examples of the *main idea*. Or sometimes they may list the causes of it, effects from it, or ways in which it shows itself to be true.

There are two types of supporting details: **major** and **minor**

- **Major Details**
 - explain the *main idea*.
 - are more specific than the main idea.
 - provide the examples, reasons, statistics and studies that help make the main idea clear and convincing.
 - answer readers' questions about the main idea.
- **Minor Details**
 - explain a **major detail**.
 - are even more specific than **major details**.
 - repeat key points and add colorful detail.
 - may or may not be important enough to include in reading notes.

Example:

I really like apples. They are sweet, crisp, and juicy and just filling enough to take the edge off my appetite. When I eat apples, I also think of the vitamins and minerals they contain, and the fiber they supply to keep me healthy.

Main Idea: I like apples (for the following reasons).

Major Detail: They are crisp, juicy, and filling.

Major Detail: They provide healthy vitamins, minerals, and fiber.

Some extra Hints - The supporting details in a sentence or a paragraph **MIGHT** begin with some of the following words:

for example, for instance, in addition, another, in fact, furthermore, moreover, therefore, as a result, consequently, first, second, third, next, then, last, finally, etc...

Example:

Neighborhood watch programs are good for everyone. One reason for this is that neighborhood watches unite neighbors in a common goal. Neighbors work together to protect each other. One family's security becomes everyone's concern. Another reason is that neighborhood watches reduce crime in a couple of ways. Posted signs act as deterrents to criminals. Neighbors in these areas are more likely to report any suspicious persons or activities. And finally, watch programs keep neighbors alert. Because neighbors meet regularly, everyone is more aware of events, rules, or changes in the community.

Main Idea: Neighborhood watch programs are good for everyone (in the following ways).

Major: Neighborhood watches unite neighbors in a common goal.

Minor: Neighbors work together to protect each other.

Minor: One family's security becomes everyone's concern.

Major: Neighborhood watches reduce crime.

Minor: Posted signs act as deterrents to criminals.

Minor: Neighbors are more likely to report suspicious persons or activities.

Major: Watch programs keep neighbors alert.

Minor: Because neighbors meet regularly, they are more aware of events, rules, or changes in the community.

Identifying Theme

Directions: Determine what the theme is for each story and explain your answer. Remember, a theme is a lesson or message in the story. **Write in complete sentences.**

1. When Katie Clean invited Messy Missy to her house to work on their biology project, she had no idea what a visit from Messy Missy entailed. First of all, it was raining and Messy Missy neither bothered to take her boots off nor thoroughly wiped them on the doormat. Then Messy Missy ate a bag of hot chips on Katie Clean's white bedspread without asking. Messy Missy is a sloppy eater too, so hot chip powder got all over the bedspread. Katie Clean tried to be polite and ignore Messy Missy's sloppy behavior. But then Messy Missy threw her chip wrapper on the floor. Offended, Katie Clean pretended that she was sick and asked Messy Missy to leave. The next day Katie Clean asked the teacher if she could work by herself. After Katie explained the situation, the teacher allowed Katie to work alone. Messy Missy almost finished the assignment alone, but she spilled grape soda all over it and quit.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

2. Money Mark was born rich. He never had to work a day in his life and he got everything handed to him on a silver platter. When he was six, Money Mark wanted to go to a basketball game. His father paid the starting five of the Bulls and Celtics to play a private game of Nerf-ball in Money Mark's bedroom. When Money Mark turned thirteen, he wanted to start a band. His father hired the Mountain Boys to play with him every Saturday at the family's private concert hall, though his family was never there. By the time he was twenty-one, Money Mark was bored with life. He was surrounded by a bunch of possessions that he didn't appreciate. Nothing was new or exciting to him. Despite his vast wealth, Money Mark never found happiness. Penny Petal was born poor. Her family hardly had anything to eat, but they loved each other. Penny Petal appreciated every thing she got. When she was six, her father walked her around the United Center before the Bulls played the Celtics. She was excited by the crazy fans and feeling in the air. She looked forward to the day that she could see a real game. When she was thirteen, she learned to play the buckets. She was an extremely talented musician, a natural percussionist. Everyone on the block loved the rhythms that poured from her palms. By the time she was twenty-one, Penny was a successful businesswoman. Soon she had everything that she had ever dreamed of having. She loved to share her wealth and happiness with her family, who had supported her through the hard times.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

3. Tammy and Sammy were both students in Mr. Morton's reading class. Mr. Morton wasn't too strict about deadlines, and Sammy took advantage of that. Sammy did all his homework in his other classes. But he never bothered to complete Mr. Morton's reading assignments. He figured that he could complete them later. Tammy, on the other hand, completed each assignment Mr. Morton had assigned every night. She had to stay up a little later, but she knew that reading was the most important subject. She knew that if she learned to read well, then she could teach herself anything. So she always worked hard in her reading class. When the end of the quarter came, Tammy and Sammy had both planned on going to the Magic Castle amusement park. They were both so excited. But then Mr. Morton called Sammy's mother to report Sammy's grade. She grounded Sammy and that weekend was horrible for him. He stayed up until 2:00 AM each night, yet he still couldn't complete all the assignments. Meanwhile, Tammy had a great time eating pizza at Enchanted Castle. After that she stayed up late and watched movies. She enjoyed her weekend free of stress and pressure. At the end of the quarter, Sammy was lucky to squeak by with a C minus. Tammy earned an A. Yet, Sammy still hasn't learned his lesson. He may not complete this activity either.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

4. Mr. Pig and Mr. Dog relaxing at the food court of the animal shopping mall. Mr. Pig was eating a huge feast of pizza and drinking a large jug of fruit punch. Mr. Dog was watching him eat. "Hey, Mr. Pig. If you give me a slice of your pizza, I'll let you have the next bone I find." Mr. Pig declined, even though it hurt his stomach to eat the last three slices of pizza. "I'm sorry, Mr. Dog," Mr. Pig said between grunts, "but I paid for this pizza and it's all mine." Mr. Dog sighed and waited for Mr. Pig to finish. Then they left the animal mall together. On the way out, a hunter spotted them and gave chase. Mr. Pig normally could have escaped the hunter, but he was weighed down by the large meal. Mr. Pig collapsed and the hunter seized him. Mr. Dog easily escaped. Later that night, Mr. Dog returned to the scene. He caught the scent of something delicious and began digging around a trashcan. He found a large ham bone with lots of meat and marrow still stuck to it. Mr. Dog happily ate.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

5. In his sophomore year of high school, basketball legend Michael Jordan tried out for the varsity basketball team. But at five feet and eleven inches tall, the coach believed that Jordan was too short to play. The coach cut Jordan from the team. Jordan didn't let this obstacle defeat him. In fact, it pushed him to work even harder. He trained vigorously and grew another four inches the following summer. The next year, Jordan made the varsity squad. He averaged 25 points a game and went on to become one of the greatest basketball players in history.

What is the theme of the story? _____

What happens in the story that leads you to believe this? _____

Name: _____

Inferences Worksheet 1

Directions: Read each passage and then respond to the questions. Each question will ask you to make a logical inference based on textual details. Explain your answer by referencing the text.

Every day after work Paul took his muddy boots off on the steps of the front porch. Alice would have a fit if the boots made it so far as the welcome mat. He then took off his dusty overalls and threw them into a plastic garbage bag; Alice left a new garbage bag tied to the porch railing for him every morning. On his way in the house, he dropped the garbage bag off at the washing machine and went straight up the stairs to the shower as he was instructed. He would eat dinner with her after he was “presentable,” as Alice had often said.

1. What type of job does Paul do? _____

How do you know this?

2. Describe Alice: _____

What in the text supports your description?

3. What relationship do Paul and Alice have? _____

Why do you feel this way?

Crack! Thunder struck and rain poured. Max stared blankly out the window, trying to contain his emotions that raged like the weather. He was beginning to lose it. Dropping the kite from his hand, Max broke out into full sobs. His mother comforted him, “There, there, Max. We’ll just find something else to do.” She began to unpack the picnic basket that was on the counter and offered him a sandwich. Max snapped, “I don’t wanna sand-mich!” A flash from the sky lit up the living room. *Boom!* Mom sighed.

4. Why is Max upset? _____

How do you know this?

5. What was Mom planning on doing today? _____

What in the text supports your description?

“Tommy!” Mom called out as she walked in the front door. “Tommy,” she continued shouting, “I sure could use some help with these groceries. There was still no reply. Mom walked into the kitchen to put the grocery bags down on the counter when she noticed shattered glass from the picture window all over the living room floor and a baseball not far from there. “I’m going to kill you, Tommy!” Mom yelled to herself as she realized that Tommy’s shoes were gone.

6. What happened to the window? _____

How do you know this?

7. Why did Tommy leave? _____

What in the text supports your description?

Today was a special day in Ms. Smith’s class. Some of the children were walking around the room, some of them were standing in small groups, and some of them were at their desks, putting finishing touches on cardboard mailboxes. After coloring a cool flame on the side of his racecar mailbox, Johnny hopped off his chair, strutted over to Veronica’s desk, and dropped a small white envelope into her princess castle mailbox. Veronica blushed and played with her hair. While this was happening, Bartleby was frantically trying to put a small white envelope into everyone’s mailbox. After giving one to Ms. Smith, Bartleby pulled out a medium-sized red envelope from his pocket. He blushed and tried to put it in Veronica’s mailbox, but it wouldn’t quite fit. Bartleby struggled with it for a few seconds and then ran off with the envelope. Veronica rolled her eyes and popped her gum.

8. Why is today a special day? _____

What in the text supports your idea?

9. Which boy does Veronica like? _____

What in the text supports your idea?

10. Why did Bartleby run? _____

What in the text supports your idea?

Making Predictions Worksheet 1

Directions: Read the following passages. Determine what event is likely to occur next. Explain your answer using textual evidence.

Vince Thunder waved to the crowd one more time before he put on his motorcycle helmet. The crowd cheered uproariously. Vince looked down the ramp and across the 17 school busses that he was about to attempt to jump. It was a difficult trick and everything would need to go right for him to nail it. His cape blew in the wind. As Vince hopped on his motorcycle and started down the ramp, he noticed something that he had not seen before. There was large oil slick at the end of the ramp. He attempted to stop the bike, but it was too late. He had already built up too much momentum...

1. What event is most likely to occur next? _____

2. What evidence from the text supports your prediction?

Rex sat at the mouth of the alley and chewed the bone that he had found by the dumpster. It was a meaty bone that had belonged to a larger animal, perhaps a state fair prize winning pig. Rex was attracted to the bone by its strong scent. Apparently, he was not the only one who could smell it. He heard the jangle of tags behind him and turned to see a larger dog. Rex released the bone and began growling at the other dog. The other dog began growling at Rex. The two dogs inched toward one another, maintaining eye contact. Each began growling louder as the other approached within striking distance...

3. What event is most likely to occur next? _____

4. What evidence from the text supports your prediction?

John sat in the classroom and drew pictures of the Tatakai Fighting Warriors in his notebook while his teacher lectured about biology or something. He didn't really know for sure. The last thing he remembered her saying was that there would be a test tomorrow. His heart jumped. He went home to study for the test, but he was soon drawn to his Game Box. He played Tatakai Fighting Warriors long into the night. When his alarm clock rang the next day, he was too tired to hit the snooze button, so he let it beep for about 20 minutes before he got up and went to school. As she had promised, the teacher has prepared a test. She reviewed the testing procedures and directions with the class and then passed out the test. John looked at his test and scratched his head...

5. What event is most likely to occur next? _____

6. What evidence from the text supports your prediction?

Angela threw the bedspread over the bed and fussed with it until it was free of wrinkles. She dusted her dresser and straightened the knickknacks. As she was leaving the room, she noticed that a picture frame on the nightstand was slightly crooked. She went back into the room and straightened the picture frame. She examined her bedroom one more time and gave it a satisfied nod, and then she went to vacuum the living room. As she was running the vacuum, her three-year-old son Jason walked into Angela's bedroom. He was drinking a glass of grape juice and playing with his cars. Angela's bedspread fell as he raced his cars off the bed. While hitting an imaginary jump with his cars, he bumped into the nightstand and knocked over Angela's picture frame. Then, while he lined his cars up at the starting line of a pretend race, he kicked over the grape juice and it spilled all over Angela's white carpet. Jason didn't notice. After Angela finished vacuuming the living room, she tied the cord around the vacuum and went to return it to her bedroom...

7. What event is most likely to occur next? _____

8. What evidence from the text supports your prediction?

Lance didn't cook much but he wanted to do something nice for his wife's birthday, so he decided to make her dinner. He was preparing a meal of steak and potatoes by following a recipe that he had found on the Internet. He put the steaks on the grill on low heat and quartered the potatoes. Then he threw the potatoes in a skillet with a little bit of oil and cooked them over medium heat. After browning the potatoes, he grabbed the skillet by the metal handle and put it into the oven at 400 degrees. Twenty minutes later he grabbed the steaks off of the grill and began preparing the plates. The last thing that he needed to do was take the potatoes out of the oven. He thought about using a potholder to remove the pan, but didn't want to bother with getting one out of the drawer. He reached into the hot oven, his hand nearing the metal handle of the skillet. He wrapped his hand around the handle and clenched tightly...

9. What event is most likely to occur next? _____

10. What evidence from the text supports your prediction?

A prefix is a word part that is added to the front of a base word to change the meaning of that word. More than one prefix may mean the same thing.

Examples:

the prefixes **dis-**, **non-**, and **un-**
mean "not," or "the opposite of."

dis + approve = disapprove(not approve)
non + toxic = nontoxic (not toxic)
un + happy = unhappy (not happy)

A. Add the correct prefix to the front of each base word to make a new word.

dis- non- un-

- | | |
|-----------------|-------------------|
| 1. zip _____ | 6. pleasant _____ |
| 2. honest _____ | 7. stop _____ |
| 3. fat _____ | 8. respect _____ |
| 4. agree _____ | 9. fair _____ |
| 5. ripe _____ | 10. obey _____ |

B. Use the words you made above to complete each sentence.

1. Haley knew it was _____ to copy her sister's homework.
2. Luke could not _____ his jacket.
3. Claire ate some _____ yogurt before going for a run.
4. Gloria did not tolerate _____ from anyone.
5. Phil worked _____ on his project.
6. Cameron and Mitchell _____ about everything.
7. Jay had an _____ time at the party.
8. Manny would never _____ his mother.
9. Lily ate the banana even though it was still _____.
10. Alex felt her teacher was being _____.

Name_____

Date_____

Fill in the charts by adding the prefix to the base word. If the prefix and base word do not make a real word, put an "X" in the box.

Base word	re-	mis-	un-	in-
1. match				
2. load				
3. take				
4. tied				
5. cut				
6. connect				
7. direct				
8. shape				

Base word	dis-	pre-	out-	over-
1. board				
2. load				
3. take				
4. count				
5. charge				
6. view				
7. qualify				
8. order				

Name _____

Date _____

A suffix is a word part that is added to the end of a base word. A suffix usually changes the meaning of the word.

Examples:

The suffix **-able** means "able to be."

The suffix **-ment** means "the act of."

The suffix **-ness** means "being."

pass + able = passable (able to pass)

move + ment = movement (the act of moving)

kind + ness = kindness (being kind)

Circle the correct suffix to go with each base word. Then use the new word in a sentence.

1. **depend** -able -ment -ness Sentence: _____

2. **sad** -able -ment -ness Sentence: _____

3. **amaze** -able -ment -ness Sentence: _____

4. **manage** -able -ment -ness Sentence: _____

5. **soft** -able -ment -ness Sentence: _____

6. **accept** -able -ment -ness Sentence: _____

Suffixes:

Silent "e" Rule

Sometimes the base word must change when a suffix is added.

Silent "e" Rule

When a base word ends with a silent "e" and the suffix begins with a vowel, leave the "e" out.

Examples:

like + ing = liking
tame + able = tamable
wide + est = widest

A. Underline the silent "e" in each base word. Then add the suffix in parentheses to make a new word. Be sure to apply the silent "e" rule!

- | | |
|------------------------|----------------------|
| 1. ride (-ing) _____ | 5. ripe (-est) _____ |
| 2. rate (-ed) _____ | 6. joke (-er) _____ |
| 3. store (-able) _____ | 7. state (-ed) _____ |
| 4. fame (-ous) _____ | 8. tune (-ing) _____ |

B. Underline the silent "e" in each base word. Then add the suffix in parentheses to make a new word. Remember, you do not need to apply the silent "e" rule if the suffix begins with a consonant.

- | | |
|------------------------|------------------------|
| 1. slide (-ing) _____ | 6. trade (-able) _____ |
| 2. pride (-ful) _____ | 7. cute (-ness) _____ |
| 3. take (-er) _____ | 8. blame (-less) _____ |
| 4. smoke (-less) _____ | 9. state (-ment) _____ |
| 5. place (-ed) _____ | 10. ice (-ing) _____ |

C. Write four more silent "e" words that end with the *-ing* suffix. You may not use any words from this page.

- | | |
|----------|----------|
| 1. _____ | 3. _____ |
| 2. _____ | 4. _____ |

What are Word Roots?

A word root is a word or word part that contains the basic meaning of the word. The meaning can be changed by combining two or more roots or by adding prefixes and suffixes. Knowing the meaning of roots can help you understand new words.

Words grow from roots a little like a tree grows from roots.

Complete each word tree by taking words with the correct roots the box. Underline the root in each word.

autograph
bicycle
cyclone
graphite
microphone
paragraph
photograph
recycle
symphony
telephone
unicycle
xylophone

cycl
(circular)

graph
(write or draw)

phon
(sound)

Answer Keys

Prefixes: non- dis- un-

A.

1. unzip
1. dishonest
2. nonfat
3. disagree
4. unripe

5. unpleasant

6. nonstop
7. disrespect
8. unfair
9. disobey

B.

1. dishonest
2. unzip
3. nonfat
4. disrespect
5. nonstop

6. disagree
7. unpleasant
8. disobey
9. unripe
10. unfair

Add the Prefix

Base word	re-	mis-	un-	in-
9. match	rematch	mismatch	x	x
10. load	reload	x	unload	x
11. take	retake	mistake	x	intake
12. tied	retied	x	untied	x
13. cut	x	x	uncut	x
14. connect	reconnect	misconnect	x	x
15. direct	redirect	misdirect	x	indirect
16. shape	reshape	x	x	x

Base word	dis-	pre-	out-	over-
9. board	x	x	outboard	overboard
10. load	x	preload	x	overload
11. take	x	x	outtake	overtake
12. count	discount	x	x	x
13. charge	discharge	x	x	overcharge
14. view	x	preview	x	overview
15. qualify	disqualify	prequalify	x	x
16. order	disorder	preorder	x	x

Suffixes: -able -ment -ness

- | | | |
|---------------|---------------|---------------|
| 1. dependable | 3. amazement | 5. softness |
| 2. sadness | 4. management | 6. acceptable |
- (sentences will vary)

Suffixes: Silent "e" Rule

A.

- | | |
|--------------------------------|------------------------------|
| 1. ride _e riding | 5. ripe _e ripest |
| 2. rate _e rated | 6. joke _e joker |
| 3. store _e storable | 7. state _e stated |
| 4. fame _e famous | 8. tune _e tuning |

B.

- | | |
|---------------------------------|---------------------------------|
| 1. slide _e sliding | 6. trade _e tradable |
| 2. pride _e prideful | 7. cute _e cuteness |
| 3. take _e taker | 8. blame _e blameless |
| 4. smoke _e smokeless | 9. state _e statement |
| 5. place _e placed | 10. ice _e icing |

C. answers will vary

What are Root Words?

cycle: bicycle, cyclone, recycle, unicycle

graph: autograph, graphite, paragraph, photograph

phon: microphone, symphony, telephone, xylophone

SAT VOCABULARY

PART 2

The new SAT's Evidence-Based Reading and Writing Test assesses your knowledge of college-level vocabulary—the kinds of words that you will need to know in order to understand academic writing about many different subjects. The vocabulary tested on the new SAT includes words that you are likely to see and use frequently in college courses, as well as words that have different meanings in different contexts.

Building your college-level vocabulary now will not only help you increase your score on the SAT, but also help you in your future studies. In this part, we've included a list of 250 college-level words, as well as lists of common word parts to help you learn new vocabulary.

WORD ROOTS, PREFIXES, AND SUFFIXES

Many words can be broken into basic parts. **Roots** carry the basic meaning of a word, **prefixes** come before roots and alter their meaning, and **suffixes** come after roots and alter either their meaning or their part of speech. Because English is related to French, German, Spanish, Latin, and Greek, many of these word parts will look familiar if you speak one of those languages.

The lists below contain some of the most common roots, prefixes, and suffixes that make up English words. Start learning these basic parts to help you break down unfamiliar vocabulary and speed up your vocabulary building process for the SAT.

Common Roots		
ag, act	do	action, activity, agent
ambul	walk, move	ambulance, ambulatory, amble
ami, amo	love	amiable, amorous
anim	mind, soul, spirit	animal, animate, unanimous
anthro	human	anthropology, philanthropy
aud, audit	hear	audible, auditorium, audience

auto	self	automobile, autobiography, autograph
belli	war	belligerent, rebellious, bellicose
ben	good	benefactor, beneficial, benevolence
biblio	book	bibliography, Bible
bio	life	biography, biology
carn	flesh, meat	carnivore, carnal, incarnate
chron	time	chronic, chronology, synchronize
cid, cis	cut, kill	incision, homicide, insecticide
civi	citizen	civilization, civilian, civil
corp	body	corporation, corporeal, corpse
dem	people	democracy, demographic
dic, dict	speak	dictate, contradict, prediction, verdict
domin	master	dominant, domain, domineering
err	wander	error, erratic, errand
eu	good, beautiful	eulogize, euphoria, euphemism
fall, fals	deceive	fallacious, infallible, falsify
fid	faith	fidelity, confide, confidence
graph, gram	writing	grammar, telegram, graphite
loqu, locut	talk	soliloquy, loquacious, elocution
luc	light	elucidate, lucid, translucent
magn	great	magnify, magnate, magnanimous
mal	bad	malevolent, malediction, malicious
mori, mort	die	mortuary, immortal, moribund
morph	shape, form	amorphous, metamorphosis
nat	born	innate, natal, nativity
nom	name	misnomer, nominal
nov	new	novice, innovate, renovate, novelty
omni	all	omniscient, omnipotent, omnivorous
pac, pas, pax	peace	pacify, pacific, pacifist, passive
path, pass	disease, feeling	pathology, sympathetic, apathy, antipathy
phil	love	philanthropist, philosophy, philanderer
port	carry	portable, porter, transport, export
poten	able, powerful	potential, omnipotent, potentate, impotent

psych	mind	psyche, psychology, psychosis, psychopath
reg, rect	rule	regicide, regime, regent, insurrection
sacr, secr	holy	sacred, sacrilegious, sacrament, consecrate
scribe, script	write	scribe, describe, script
somn	sleep	insomnia, somnolent, somnambulist
spec, spic	see, look	spectators, spectacles, retrospect, conspicuous
tang, tact, ting	touch	tactile, tangent, contact, contingent
terr	land	terrain, terrestrial, subterranean
urb	city	urban, urbane, suburban
vac	empty	vacation, vacuous, evacuate, vacant
ver	truth	veracity, verify, veracious
verb	word	verbose, verbatim, proverb
viv, vit	alive	revival, vivacious, vitality

Common Prefixes		
ambi, amphi	both	ambidextrous, ambiguous, ambivalent
an, a	without	anarchy, anemia, amoral
anti	against	antibody, antipathy, antisocial
circum	around	circumnavigate, circumspect, circumscribe
co, col, com, con	with, together	coauthor, collaborate, composition, commerce
contra, contro	against	contradict, contravene, controversy
di, dif, dis	not, apart	digress, discord, differ, disparity
dia	through, across	diagonal, diameter, dialogue
dys	abnormal, bad	dysfunction, dyslexia, dystopia
e, ex, extra, extro	out, beyond	expel, excavate, eject, extrovert
in, il, im, ir (1)	not	inefficient, inarticulate, illegible, irrepressible
in, il, im, ir (2)	in, upon	invite, incite, impression, illuminate
inter	between, among	intervene, international, interjection, intercept
intra	within	intramural, introvert, intravenous
mis	bad, hatred	misdemeanor, mischance, misanthrope
mono	one	monarchy, monologue, monotheism
pan	all, every	panacea, panorama, pandemic
peri	around, near	perimeter, periphery, periscope

poly	many	polygon, polygamist, polyglot
post	after	postpone, posterity, postscript, posthumous
pre	before	preamble, prefix, premonition, prediction
pro	forward, for, before	propulsive, proponent, prologue, prophet
re, retro	again, back	reiterate, reimburse, react, retrogress
sub, suc, sup, sus	under, less	subway, subjugate, suppress
super, sur	over, above	superior, supernatural, supervise, surtax
syn, sym, syl, sys	with, together	symmetry, synchronize, synthesize, sympathize
trans	across	transfer, transport, transpose
un	not	unabridged, unkempt, unwitting

Common Suffixes		
<i>able, ible</i>	ADJ: capable of	edible, presentable, legible
<i>ac, ic, ical</i>	ADJ: like, related	cardiac, mythic, dramatic, musical
<i>acious, icious</i>	ADJ: full of	malicious, audacious
<i>ant, ent</i>	ADJ/N: full of	eloquent, verdant
<i>ate</i>	V: make, become	consecrate, enervate, eradicate
<i>en</i>	V: make, become	awaken, strengthen, soften
<i>er (1)</i>	ADJ: more	bigger, wiser, happier
<i>er (2)</i>	N: a person who does	teacher, baker, announcer
<i>cy, ty, ity</i>	N: state of being	democracy, accuracy, veracity
<i>ful</i>	ADJ: full of	respectful, cheerful, wonderful
<i>fy</i>	V: to make	magnify, petrify, beautify
<i>ism</i>	N: doctrine, belief	monotheism, fanaticism, egotism
<i>ist</i>	N: dealer, doer	fascist, realist, artist
<i>ize, ise</i>	V: make	victimize, rationalize, harmonize
<i>logy</i>	N: study of	biology, geology, neurology
<i>oid</i>	ADJ: resembling	ovoid, anthropoid, spheroid
<i>ose, ous</i>	ADJ: full of	verbose, lachrymose, nauseous, gaseous
<i>osis</i>	N: condition	psychosis, neurosis, hypnosis
<i>tion, sion</i>	N: state of being	exasperation, irritation, transition, concession
<i>tude</i>	N: state of	fortitude, beatitude, certitude

VOCABULARY LIST

The vocabulary list below contains 250 words at the same difficulty level and of content areas that are most likely to appear on the SAT. Work your way through this list, using flashcards to learn words you don't know and looking up words that you're not sure how to use. To help you remember their meanings, see if you can break down any of these words into parts using the roots, prefixes, and suffixes charts above.

#	Word	Definition
1	accede	1. give in, agree to 2. take office
2	acclaim	praise
3	acquiesce	give in
4	affable (related: affability)	friendly
5	affected	1. influenced by something 2. artificial, trying to impress
6	affluent	wealthy
7	ailment	illness
8	ambivalence (related: ambivalent)	mixed feelings
9	amenable	1. cooperative, easily persuaded 2. receptive, responsive
10	animosity	hostility
11	anomalous (related: anomaly)	not normal, unusual
12	antecedent	what came before
13	antithesis	opposite
14	apathetic (related: apathy)	lacking interest
15	apparatus	device, equipment
16	arbitrary	random
17	archaic	old or old-fashioned
18	assail	attack
19	assuage	1. relieve, soothe 2. satisfy
20	atrophy	waste away
21	atypical	not normal
22	augment	enlarge, increase
23	auspicious	favorable, promising
24	aversion	dislike

25	banal	not original, common, boring
26	benevolent	generous
27	bog	marsh, swamp
28	buoyant	1. cheerful 2. floating 3. very active (in an economic context)
29	buttress	support
30	byzantine	excessively complex
31	cajole	persuade
32	callous	cruelly insensitive
33	capacity	ability
34	catalyst	something that triggers an event
35	caustic	1. bitter and sarcastic 2. acidic
36	cerebral	intellectual
37	charismatic	charming
38	circumscribe	restrict, limit
39	circumvent	overcome an obstacle
40	cite	1. quote as evidence 2. mention as an example
41	combustible	able to catch fire easily
42	compatible	1. able to co-exist peacefully, well-suited 2. consistent
43	compile	assemble, collect
44	comply	go along with rules
45	comprehensive	thorough
46	conducive	favorable to, likely to bring about a certain outcome
47	congenial	pleasant
48	conscientious	careful, hardworking
49	constraint	restriction, limitation
50	consummate	1. (verb) complete, make perfect 2. (adjective) highly skilled, perfect
51	contemporary	1. living or occurring at the same time 2. occurring in the present
52	contemptuous (related: contempt)	scornful, disrespectful
53	contingency	1. possibility 2. unforeseen event
54	convoluted	complicated, twisted
55	criterion	standard by which things are judged or measured
56	cursory	quick, hurried, not thorough
57	deficit	lack, shortage

58	definitive	absolute, authoritative
59	demure (related: demurral)	overly modest, shy
60	denounce	declare to be wrong, criticize
61	depose	1. remove from power 2. testify or give evidence (in a legal context)
62	deprecate (related: deprecating)	disapprove of, criticize
63	derivative	not original
64	derogatory (related: derogate)	insulting, disrespecting
65	destitute	poor
66	deter	prevent, discourage
67	detrimental	damaging, harmful
68	devoid	lacking
69	diligent (related: diligence)	hardworking
70	diplomatic	1. having to do with foreign relations 2. tactful, sensitive, polite
71	dire	urgent, dreadful
72	discount (verb)	1. reduce in price 2. ignore, disregard
73	discourse	discussion
74	discredit	harm someone's reputation
75	discrepancy	difference, mismatch
76	discriminating	selective, having refined taste
77	disseminate	scatter or spread widely
78	domestic	relating to the home or the home country
79	dominant	most important or powerful
80	dormant	not active
81	eclectic	from a variety of sources
82	efface (related: effacement)	erase
83	effervesce (related: effervescent)	bubble, fizz
84	eloquence (related: eloquent)	flowing and persuasive speech or writing
85	elude	escape from, avoid
86	embitter (related: embittered)	cause someone to feel bitter
87	empirical	based on observation and experimentation

88	encompass	include, surround
89	endorse	approve, support
90	enigma (related: enigmatic)	mystery
91	equanimity	calmness
92	equitable	fair, even-handed
93	erroneous	incorrect
94	evinced	show clearly
95	exacting	demanding, having severe requirements
96	exasperate	annoy
97	excise	remove
98	explicit	fully expressed, leaving nothing implied
99	exploit	1. (verb) benefit unfairly from something 2. (noun) bold or heroic deed
100	facile	1. shallow, simplistic 2. effortless
101	facilitate	help, make easier
102	faction	a small group within a larger group
103	fallacy	mistaken belief, faulty reasoning
104	fastidious	careful, painstaking
105	fathom	1. (verb) understand 2. a unit of depth, usually measuring water
106	flag	1. (noun) symbol of a country or institution 2. (verb) point out, signal, draw attention to 3. (verb) become tired or weak
107	florid (related: floridity)	1. having a red or flushed face 2. flowery, elaborate
108	folly	foolishness
109	furtive	sneaky
110	generic	general, not specific
111	germinate	begin or cause to grow
112	glacial	1. icy, related to glaciers 2. cold, unfriendly 3. extremely slow
113	gravity	seriousness
114	hail	1. (noun) pellets of ice 2. (verb) rain down with force 3. (verb) signal, greet, call out 4. (verb) praise
115	harbor	1. (noun) safe place or shelter, particularly for boats 2. (verb) keep or hold in mind 3. (verb) give a home to, shelter, or hide someone
116	hedonist	someone driven by pleasure
117	heresy (related: heretic)	belief that goes against the established opinion

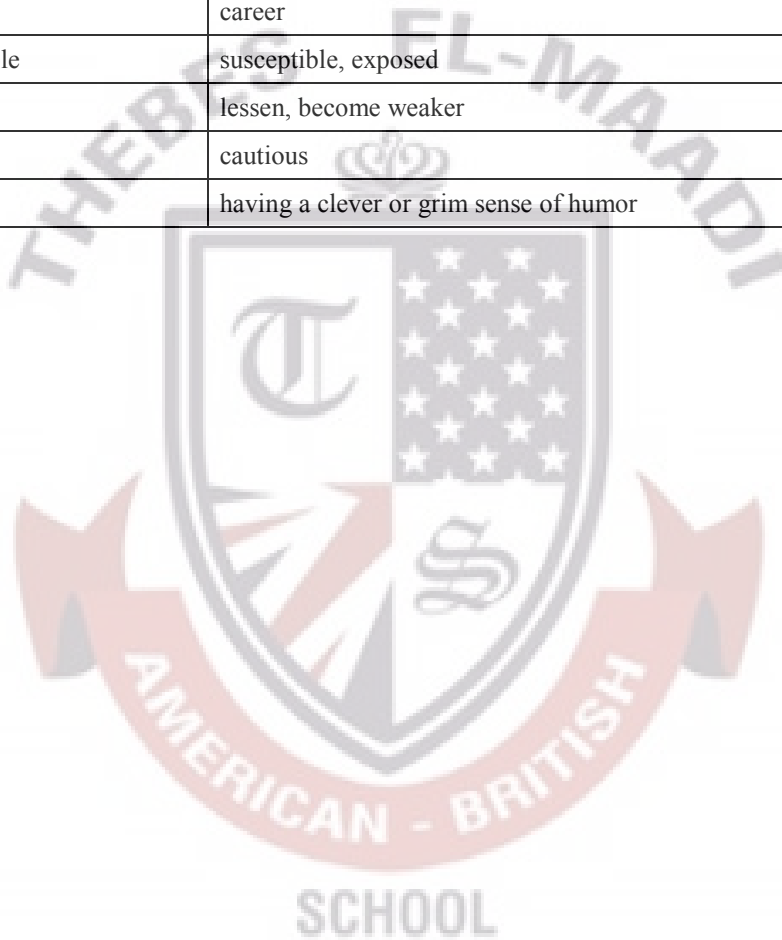
118	hierarchy	ranking, classification
119	hospitable	welcoming, friendly
120	hypothesis (related: hypothetical)	theory, guess
121	iconoclast (related: iconoclastic)	someone who attacks traditional beliefs
122	ideology	system of ideas, way of thinking
123	idiosyncrasy (related: idiosyncratic)	unique personal trait
124	impeccable	perfect, flawless
125	impetuous	impulsive, spontaneous
126	impetus	motivation
127	incarnate	1. possessing a concrete, material form 2. in the flesh
128	incontrovertible	definitive, unable to be denied
129	incorrigible	incapable of being corrected or improved
130	incredulous (related: incredulity)	disbelieving, skeptical
131	indiscriminate	unselective, random
132	indisposed	1. ill 2. unwilling
133	induce	1. bring about, cause 2. arrive at a conclusion by logical reasoning
134	inert (related: inertia)	not moving or active
135	inherent	innate, inborn, natural
136	inhibit (related: inhibiting)	hold back, restrain, prevent
137	innocuous	harmless
138	innovate (related: innovation, innovative)	make something new, change, create
139	insidious	sneaky, stealthy, treacherous
140	insular	1. related to or similar to an island 2. narrow-minded, isolated
141	integrity	1. honesty, dignity 2. completeness
142	inundate	flood, overwhelm
143	irony (related: ironic)	difference between what is expected and what actually happens
144	laborious	involving hard work
145	lofty	1. tall 2. majestic, noble 3. arrogant
146	lucid	clear, easily understood
147	lurid	sensational, shocking

148	malign (related: malignant)	1. (adjective) evil 2. (verb) criticize, speak ill of
149	mar	hurt someone's appearance
150	meander	wander
151	mercenary	1. (adjective) motivated by money 2. (noun) soldier hired to fight for a foreign country
152	mercurial	unpredictable, inconsistent
153	mitigate (related: mitigation)	make less serious, reduce
154	muted	quiet, soft
155	myopic	1. nearsighted 2. unimaginative
156	nebulous	vague, cloudy
157	nonchalance (related: nonchalant)	lack of concern
158	notorious (related: notoriety)	famous for something bad
159	novelty	1. newness, originality 2. a trinket or toy
160	odoriferous	having a strong or unpleasant smell
161	opaque (related: opacity)	1. not transparent 2. hard to understand
162	opportunist (related: opportunistic)	a person who takes advantage of opportunities, often unethically
163	orthodox	conservative, traditional
164	oversight	mistake
165	parochial	1. relating to church 2. narrow-minded, unsophisticated
166	particular (related: particularity)	1. specific, individual 2. fussy, demanding
167	partisan	1. supporter of a party or a cause 2. someone who is prejudiced towards a certain cause
168	patronize	1. support financially 2. act superior, look down on
169	peremptory	bossy, commanding
170	perennial	long-lasting, continual
171	perfidious	untrustworthy, disloyal
172	perverse	1. unacceptable, unreasonable 2. unnatural, abnormal
173	pigment	substance that gives color
174	plebeian	common citizen
175	poignant	emotionally touching
176	pragmatic (related: pragmatism, pragmatist)	practical
177	precipitate	cause a sudden outcome

178	precocious	having early development in maturity and intelligence
179	prescribe	1. recommend, advise 2. command
180	presumption	1. assumption, guess 2. boldness, disrespect
181	pretense	1. make-believe, fake 2. false claim
182	prevalent	widespread
183	proclivity	natural tendency
184	procure	get or provide
185	profane	1. not sacred or religious 2. showing disrespect for religion
186	prohibitive (related: prohibit, prohibition)	1. forbidding or restricting 2. excessively high in price
187	prolific	1. productive, creative, fertile 2. plentiful
188	prospective	likely or expected to become
189	quagmire	1. complex, difficult situation 2. bog or swamp
190	qualified	1. competent, able 2. limited
191	quash	1. reject 2. put down, suppress
192	radical	extreme
193	recourse	the act of turning to someone or something for assistance
194	rectify (related: rectitude)	put right, correct
195	regressive	backward-looking, becoming less advanced
196	rejuvenate	make young again
197	remission	reduction or decrease, particularly of a debt or medical symptoms
198	remote	distant, far
199	renounce	reject, abandon
200	repudiate	reject entirely, deny
201	repugnant	offensive, disgusting
202	resign (related: resignation, resigned)	1. give in, surrender 2. step down from a position
203	rhetoric (related: rhetorical, rhetorician)	persuasive speech or writing
204	rudimentary	1. basic 2. undeveloped, incomplete
205	sanction	1. (noun) penalty for disobeying a law 2. (verb) punish, impose a penalty 3. (verb) formally approve
206	sanguine	cheerfully confident, optimistic
207	satire (related: satirical, satirize)	sarcastic imitation

208	saturate	soak, make completely full
209	scintillating	lively, effervescent
210	scope	1. range 2. opportunity, possibility
211	sensational	amazing, shocking, scandalous
212	servile	submissive, overly willing to please
213	shopworn	worn out, trite
214	simile	comparison
215	solicitous (related: solicitousness)	expressing care or concern, often too much
216	sparse	lacking, rare
217	spate	outbreak of similar events happening one after another
218	spurn	reject, turn down
219	stagnant (related: stagnation)	not moving
220	stark (related: starkness)	harsh, plain
221	staunch	strong, loyal
222	stock (adjective)	standard, usual, automatic
223	strain	1. (verb) stress, force, make an excessive effort 2. (noun) excessive stress, effort, or force 3. (verb) separate solids from a liquid
224	stupefy	amaze
225	subjugate	conquer, dominate, control
226	subordinate	lower in rank, inferior
227	subservient	1. obedient, yielding 2. less important
228	subtle	not obvious
229	supine	1. lying on one's back 2. not resisting
230	susceptible	easily influenced or affected
231	sustain	1. strengthen, support 2. maintain, carry on 3. experience, suffer
232	synthesis	combination of elements or ideas
233	tangent (related: tangential)	1. different or irrelevant line of thought 2. a line that touches a curve at a point (in math)
234	tempestuous	stormy
235	tenacious (related: tenacity)	stubborn, determined
236	thrive	grow, develop, prosper
237	transcend	go beyond, rise above
238	trite	unoriginal, common

239	unorthodox	not traditional
240	unprecedented	without any previous example
241	usurp	seize power without authority
242	vicarious	felt indirectly by imagining someone else's experiences
243	vindicate (related: vindication)	clear someone of blame, prove to be right
244	virulent	1. poisonous 2. bitter, harsh, hostile
245	vitiate	spoil, destroy
246	vocation	career
247	vulnerable	susceptible, exposed
248	wane	lessen, become weaker
249	wary	cautious
250	wry	having a clever or grim sense of humor



SAT Verb Tenses and Forms Practice

1. While you were at the hotel eating lunch, I will be at the gym for my daily workout.

- ☐ A. [NO CHANGE]
- ☐ B. you are
- ☐ C. you were being
- ☐ D. you have been

2. It's a bad idea to go to an international airport without having your passport ready!

- ☐ A. [NO CHANGE]
- ☐ B. idea going to
- ☐ C. idea will go to
- ☐ D. idea went to

3. When your grandfather came to America two generations ago, he runs a small factory in New York.

- ☐ A. [NO CHANGE]
- ☐ B. ago, running a
- ☐ C. ago, he will run a
- ☐ D. ago, he ran a

4. This mountain began as a resort that will attract famous international visitors to its spa and hotel.

- ☐ A. [NO CHANGE]
- ☐ B. attracts
- ☐ C. is attracting
- ☐ D. once attracted

5. This wolf has not only learned to howl on cue, but also will jump over fences.

- ☐ A. [NO CHANGE]
- ☐ B. jumping
- ☐ C. has jumped
- ☐ D. to jump

6. Lizards rustled through the grass as we hiked up the hills of the wild island.

- ☐ A. [NO CHANGE]
- ☐ B. Lizards rustling
- ☐ C. Lizards are rustling
- ☐ D. Lizards will rustle

7. Someday we went to the North Pole to be like our favorite adventurers of olden days.

- ☐ A. [NO CHANGE]
- ☐ B. we will go to
- ☐ C. we had gone to
- ☐ D. we have gone

8. Having a computer allowed you to view more free entertainment than even a king and queen of a hundred years ago.

- ☐ A. [NO CHANGE]
- ☐ B. allows you
- ☐ C. allowing you
- ☐ D. is allowing you

9. Since I've studied hard for medical school for years, I believed I would become a doctor.

- ☐ A. [NO CHANGE]
- ☐ B. believed I will become
- ☐ C. believe I can become
- ☐ D. would become

10. The oceans will have rose from their ancient levels to their present-day levels because of powerful natural forces.

- ☐ A. [NO CHANGE]
- ☐ B. will be rising
- ☐ C. rose from
- ☐ D. will rise



SAT Adjectives and Adverbs Practice

1. A well-trained team must practice regular and diligently, so that the members trust one another.

- ☐ A. [NO CHANGE]
- ☐ B. regular and diligent
- ☐ C. regularly and diligent
- ☐ D. regularly and diligently

2. After training for many years in the company of other well- disciplined soldiers, a sniper shoots more accurately than other marksmen.

- ☐ A. [NO CHANGE]
- ☐ B. shoots more accurate
- ☐ C. can shoot more accurate
- ☐ D. shoots accurately more

3. Though you may have training as a radiological technician, you can still make a career change easy to an executive role.

- ☐ A. [NO CHANGE]
- ☐ B. make a career change easier
- ☐ C. make easy a career change
- ☐ D. easily make a career change

4. You must run quickly to get first or second place in the highly competitive Olympic sprints.

- ☐ A. [NO CHANGE]
- ☐ B. must run quick
- ☐ C. must run pretty quick
- ☐ D. might run quickly

5. Kei Tari was a Japanese comedian and musician who melded seamless jazz and humor.

- ☐ A. [NO CHANGE]

- ☐ B. who seamlessly melded jazz and humor
- ☐ C. who was known for his melding of seamless jazz and humor
- ☐ D. who, with jazz and humor, seamlessly melded the two

6. Annual "Clean Your Computer Day" is a keen- awaited holiday for programmers around the world.

- ☐ A. [NO CHANGE]
- ☐ B. is keenly awaited by
- ☐ C. is keenly awaiting for
- ☐ D. is awaited with keenness by

7. Surprisingly, my anthropology professor says she can speak easier to a large crowd of people than to a small group of experts in her field.

- ☐ A. [NO CHANGE]
- ☐ B. can easily speak
- ☐ C. can speak more easy
- ☐ D. can speak more easily

8. The "Feaster Five" road race is known for ending dramatically.

- ☐ A. [NO CHANGE]
- ☐ B. ending dramatic.
- ☐ C. being dramatic and for ending.
- ☐ D. its having a dramatic ending.

9. Sir Erec is an Arthurian Knight of the Round Table, and as such, he is required to fight valiant.

- ☐ A. [NO CHANGE]
- ☐ B. he is valiantly required to fight.
- ☐ C. he is required to fight valiantly.
- ☐ D. requirements are that he must valiantly fight.

10. The champion lost all of our respect when she snatched the microphone and gave a haughty victory speech.

- ☐ A. [NO CHANGE]
- ☐ B. gave a haughtily
- ☐ C. gives a haughty
- ☐ D. sounding haughtily, gave a



Although wolf packs once roamed from the Arctic tundra to Mexico, they were regarded as dangerous predators, and gradual loss of habitat and deliberate extermination programs led to their demise throughout most of the United States. By 1926, when the National Park Service (NPS) ended its predator control efforts, there were no gray wolf (*Canis lupus*) packs left in Yellowstone National Park (YNP).

In the decades that followed, the importance of the wolf as part of a naturally functioning ecosystem came to be better understood, and the gray wolf was eventually listed as an endangered species in all of its traditional range except Alaska. Where possible, NPS policy calls for restoring native species that have been eliminated as a result of human activity. Because of its large size and abundant prey, the greater Yellowstone area was identified in the recovery plan as one of three areas where the recovery of wolves had a good chance of succeeding.

SCHOOL

20 At the end of 2012, at least 83 wolves in 10 packs (6
breeding pairs) occupied YNP. This is approximately
a 15% decline from the previous three years when
numbers had stabilized at around 100 wolves. Breeding
pairs declined slightly from eight the previous year.
25 Wolf numbers in YNP have declined by about 50%
since 2007, mostly because of a smaller elk population,
the main food of wolves in YNP. State-managed wolf
hunts harvested 12 wolves that lived primarily in
YNP when these animals moved into Montana and
30 Wyoming. The number of wolves living in the park
interior has declined less, probably because they
supplement their diet with bison. The severity of
mange continued to decline in 2012, although some
packs still showed signs of the mite. There was no
35 evidence that distemper was a mortality factor in 2012
as it was in 1999, 2005, and 2008. Pack size ranged
from 4 (Blacktail and Snake River) to 11 (Lamar
Canyon, Cougar, and Yellowstone Delta) and averaged
10, which is the long-term average. Seven of 11 (64%)
40 packs had pups.

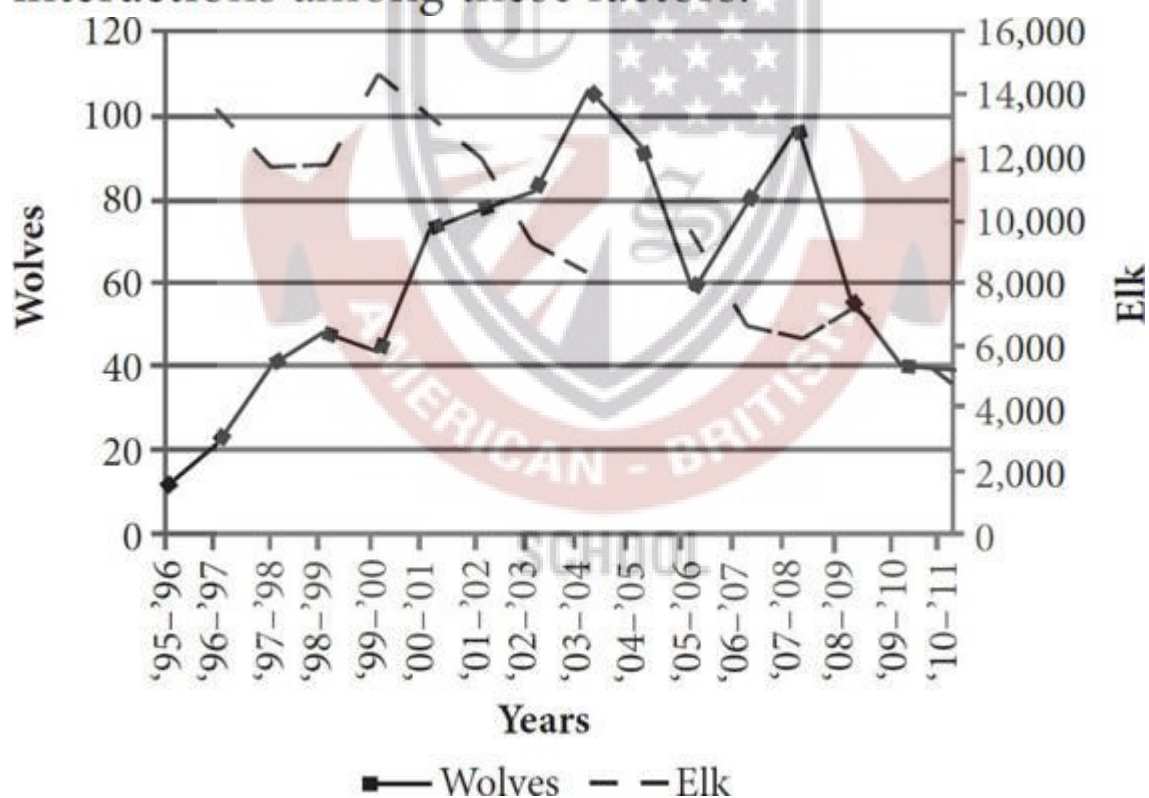
The number of wolves observed spending most
of their time in the park was significantly fewer than
the parkwide peak of 174 in 2003, a decline that was
brought about by disease and food stress, and suggests
45 a long-term lower equilibrium for wolves living in

YNP, especially on the northern range. Northern range
wolves have declined 60% since 2007 compared to
only 23% for interior wolves during the same period.
Northern range wolves are more dependent on elk as
50 a food source, and elk have declined 60% since 2007.
Wolf packs in the interior also prey on bison, which
were still widely available in 2012. Disease impacts
have also likely played a larger role in the wolf decline
on the northern range because of higher canid density
55 (wolves, coyotes, and foxes) than in the interior where
density was lower.



Wolf-prey relationships were documented by observing wolf predation directly and by recording the characteristics of prey at kill sites. Wolf packs
60 were monitored for two winter-study sessions in 2012 during which wolves were intensively radio-tracked and observed for 30-day periods in March and from mid-November to mid-December. The Blacktail, Agate Creek, and Lamar Canyon packs were the main study
65 packs monitored by three-person ground teams and aircraft during the March session, with the Junction Butte pack replacing the Agate Creek pack for the November–December session. Additionally, other park packs (Canyon, Cougar Creek, Mary Mountain,
70 Mollie’s, Quadrant, 8-mile) were monitored from only aircraft. The Delta pack was monitored less intensively because of logistical constraints and the Bechler pack (no radio collars) was unable to be located. Data from downloadable GPS collars was also utilized to
75 detect predation events for wolves from the Agate Creek, Blacktail, Lamar Canyon, and Junction Butte packs during winter studies and also during a spring–summer (May–July) monitoring period. During these established predation studies, and opportunistically
80 throughout the year, project staff recorded behavioral interactions between wolves and prey, kill rates, total time wolves fed on carcasses, percent consumption of kills by scavengers, characteristics of wolf prey (e.g., sex, species, nutritional condition), and characteristics
85 of kill sites.

Given the controversy surrounding wolf impacts on ungulate populations, wolf and elk interactions continue to be a primary focus of predation studies in YNP. The northern Yellowstone elk population
 90 has declined since wolf reintroduction. In addition to wolves, factors affecting elk population dynamics include other predators, management of elk outside the park, and weather patterns (e.g. drought, weather severity). Weather patterns influence forage quality
 95 and availability, ultimately impacting elk nutritional condition. Consequently, changes in prey selection and kill rates through time result from complex interactions among these factors.



Yellowstone National Park northern range elk-wolf populations, 1995–2010.

1. The passage suggests that which of the following previous beliefs about wolf packs may be inaccurate?

- ☐ A. The sizes of elk populations and wolf populations are related to one another.
- ☐ B. Wolves are part of the naturally functioning ecosystem.
- ☐ C. Predator control efforts can be extremely effective.
- ☐ D. Wolf packs are too dangerous to be left alive.

2. As used in line 14, "native" most nearly means

- ☐ A. inborn.
- ☐ B. constitutional.
- ☐ C. indigenous.
- ☐ D. canine.

3. As used in line 28, "harvested" most nearly means

- ☐ A. gathered.
- ☐ B. killed.
- ☐ C. acquired.
- ☐ D. grown.

4. Which of the following, if true, would most weaken the author's argument in lines 30-32?

- ☐ A. Predation studies on Delta and Bechler packs done by a separate research group show their diet to consist almost entirely of elk.
- ☐ B. Northern packs that occasionally roam into the park's interior have more stable populations than other northern packs.
- ☐ C. In 2013 a pack of coyotes infected with mange migrated into the park and wolf populations soon declined.
- ☐ D. Studies of bison populations are incomplete and are known to over-estimate the number of bison living in YNP.

5. The fifth paragraph (lines 57-85) most strongly suggests which of the following about the predation data gathered in 2012?

- ☐ A. The wolves are primarily responsible for the drops in the elk population.
- ☐ B. The predation data is incomplete.
- ☐ C. Most of the packs were observed by ground teams.
- ☐ D. Researchers documented characteristics of only wolf prey.

6. Which choice provides the best evidence for the answer to the previous question?

- ☐ A. Lines 59-63 ("Wolf packs...mid-December")
- ☐ B. Lines 63-68 ("The Blacktail...session")
- ☐ C. Lines 71-73 ("The Delta...located")
- ☐ D. Lines 78-85 ("During...sites")

7. The passage suggests that the relationship between elk and wolf populations is best characterized as which of the following?

- ☐ A. The size of the northern wolf packs is the major limiting factor on elk populations.
- ☐ B. The superior hunting tactics that wolves possess are one of many factors that affect elk populations.
- ☐ C. The sizes of wolf and elk populations affect one another.
- ☐ D. The size of the elk population is the major limiting factor on the wolf packs.

8. Which choice provides the best evidence for the answer to the previous question?

- ☐ A. Lines 25-27 ("Wolf numbers...YNP")
- ☐ B. Lines 51-52 ("Wolf packs...2012")
- ☐ C. Lines 57-59 ("Wolf-prey...sites")
- ☐ D. Lines 90-94 ("In addition...severity")

9. The author references weather (lines 94-96) primarily in order to

- ☐ A. illustrate one possible logistical difficulty in tracking wolves in YNP.
- ☐ B. provide a reason for the improved quality of elk food.
- ☐ C. argue for the design of a new predation study in YNP.
- ☐ D. provide additional information relevant to the decline of elk.

10. Which claim about wolf and elk populations studied by the National Park Service is supported by the graph?

- ☐ A. Currently, elk populations out-number wolf populations in YNP.
- ☐ B. Since wolf reintroduction in YNP, elk populations have only decreased.
- ☐ C. Wolf populations are highest when elk populations are lowest.
- ☐ D. Currently, elk populations and wolf populations are about the same.



Reading Drill 1

For each question in this section, circle the letter of the best answer from among the choices given.

Questions 1-9 are based on the following passage.

This passage is adapted from Christine Amancoeur, The Rise of the Superpower States. (C) 1983 by Milleson Press.

NATO was formed in April 1949 because of a fear by its original signatories—Belgium, Canada, Denmark, France, Iceland, Italy, Luxembourg, the Netherlands, Norway, Portugal, the United Kingdom, and the United States—that the Soviet Union posed a major threat to their security. Its central provision is Article 5, which states: “The parties agree that an armed attack against one or more of them in Europe or North America shall be considered an attack against them all.”

NATO is a grand alliance. It is, however, a grand alliance different from earlier alliances. When grand alliances were formed in the past—such as those that put down Napoleon, Kaiser Wilhelm, and Adolph Hitler—they were formed after an act of aggression occurred. The purpose of NATO is twofold: deterrence and defense. The very act of forming a peacetime alliance, it was believed, would serve to deter aggression by the Soviet Union. If deterrence failed, however, the alliance would be politically united and militarily strong so as to protect its members from a Soviet victory.

Certain factors underlay the formation of NATO. These involved supremacy of the United States as a nuclear power, the fear of Soviet policies, and the economic conditions of the Europeans. First, in April 1949, the United States had a monopoly of nuclear weapons. The United States could carry those weapons to the Soviet Union itself by relying on its air bases in Western Europe and Africa. NATO members could believe that the American nuclear forces offered a credible deterrent to Soviet aggression.

Second, it seemed to NATO members that the Soviet Union in particular and communism in general posed a threat to Western security. The post-World War II period was characterized by such apparent threats as a civil war in Greece, communist takeover in France and Italy, a Soviet-inspired communist takeover of Czechoslovakia in 1948, and a blockade of allied surface routes to Berlin in 1948.

Third, Western Europe was devastated by World War II. It depended upon the United States for its economic support. The Marshall Plan of 1947, in which the United States committed nearly \$15 billion of economic aid to its Western European allies, was a reflection of that economic bond.

In the more than 35 years since NATO came into existence, there have been many changes in the conditions underlying NATO and in the character of the alliance itself. No longer does the United States possess a monopoly of nuclear weapons, as it did until the 1960s.

During the Cuban missile crisis of 1962, the Soviet Union had about seventy long-range missiles that took 10 hours to fuel. This made Soviet missiles easily vulnerable to an American attack before they could be launched. Even as late as the Yom Kippur war of 1973, the United States had a superiority of about 8 to 1 in nuclear warheads.

In addition, NATO’s membership grew. Greece and Turkey joined the alliance in 1952, and West Germany entered in 1955. West German entrance into NATO was the immediate cause of the establishment in 1955 of the equivalent Soviet alliance defense organization—the Warsaw Pact. In 1982, Spain became the sixteenth member of NATO.

1. The primary purpose of the passage is to

- A) portray the Soviet Union as an aggressive force that could be controlled only by an alliance of world powers
- B) describe the influence the Marshall Plan of 1947 had on the creation of NATO
- C) identify the conditions that led to the creation of NATO and outline the subsequent changes it has undergone
- D) question the necessity of the NATO alliance following the breakup of the Soviet Union

2. In line 15, the word “deterrence” refers to

- A) the discouragement of attack by other nations, especially the Soviet Union
- B) the strength of the NATO member nations with regard to the rest of Europe
- C) the possible aggressive behavior of the Soviet Union
- D) the high moral purpose of earlier alliances as opposed to the superficial purpose of NATO

Questions 10-19 are based on the following passage.

In 63 B.C., after losing an election for the Roman senate, the politician Catiline attempted, with the help of a band of co-conspirators, to take the office by force. When Cicero, the great Roman orator and philosopher who had defeated Catiline in election, heard of this plot, he arrested and put to death five of the conspirators. Catiline, however, had already fled. He escaped execution, but died in battle in Pistoia a month later. The first of the following passages is adapted from a speech by Catiline to his conspirators. The second is adapted from a speech against Catiline by Cicero to the Roman senate.

Passage 1

As I have, on many remarkable occasions, experienced your bravery and attachment to me, I have ventured to engage in a most important and glorious enterprise. I am aware, too, that whatever advantages or evils affect you, the same affect me; and to have the same desires and the same aversions is assuredly a firm bond of friendship.

My ardor for action is daily more and more excited when I consider what our future condition of life must be unless we assert our claims to liberty. For since the government has fallen under the power and jurisdiction of a few, kings and princes have constantly been their tributaries; but all the rest of us have been regarded as a mere mob, without interest or authority. Hence all influence, power, honor, and wealth, are in their hands; to us they have left only insults, dangers, persecutions, and poverty. To such indignities, O bravest of men, how long will you submit?

But success (I call gods and men to witness!) is in our own hands. Our years are fresh, our spirit is unbroken; among our oppressors, on the contrary, through age and wealth a general debility has been produced. We have, therefore, only to make a beginning; the course of events will accomplish the rest.

Will you not, then, awake to action? Behold that liberty for which you have so often wished, with wealth, honor, and glory, are set before your eyes. Let the enterprise itself, then, let the opportunity, let your property, your dangers, and the glorious spoils of war, animate you far more than my words. Use me either as your leader or your fellow soldier; neither my heart nor my hand shall be wanting to you. These objects I hope to effect, in concert with you, in the character of consul*; unless, indeed, my expectation deceives me, and you prefer to be slaves rather than masters.

Passage 2

When, O Catiline, do you mean to cease abusing our patience? Do not the nightly guards placed on Palatine Hill— does not the alarm of the people, and the union of all good men—does not the precaution taken of assembling the senate in this most defensible place—do not the looks and countenances of this venerable body here present, have any effect upon you? Do you not see that your conspiracy is already arrested and rendered powerless by the knowledge which everyone here possesses of it?

You ought, O Catiline, long ago to have been led to execution by command of the consul. You are summoning to destruction and devastation the temples of the immortal gods, the houses of the city, the lives of all the citizens; in short, all Italy. Wherefore, since I do not yet venture to do that which is the best thing, and which belongs to my office and to the discipline of our ancestors, I will do that which is more merciful if we regard its rigor, and more expedient for the state. For if I order you to be put to death, the rest of the conspirators will still remain in the republic; if, as I have long been exhorting you, you depart, your companions, will be drawn off from the city too. Do you ask me, Are you to go into banishment? I do not order it; but if you consult me, I advise it.

For what is there, O Catiline, that can now afford you any pleasure in this city? For there is no one in it, except that band of profligate conspirators of yours, who does not fear you—no one who does not hate you. What brand of domestic baseness is not stamped upon your life? Is there one youth, when you have once entangled him in the temptations of your corruption, to whom you have not held out a sword for audacious crime?

Since this is the case, do you hesitate, O Catiline, to depart to some distant land? Make a motion to the senate and if this body votes that you ought to go into banishment, you say that you will obey. I will not make such a motion, it is contrary to my principles, and yet I will let you see what these men think of you. Do you not perceive, do you not see the silence of these men? They permit it, they say nothing; why wait you for the authority of their words, when you see their wishes in their silence?

* one of the chief magistrates of the Roman Republic

10. Which of the following best describes the contrast between the portrayal of Catiline in Passage 1 and that in Passage 2?
- Passage 1 portrays him as a leader of men, while Passage 2 claims that even his co-conspirators do not subscribe to his beliefs.
 - Passage 1 portrays him as a proponent of peaceful change, while Passage 2 portrays him as warlike.
 - Passage 1 portrays him as a liberator, while Passage 2 portrays him as corrupt and dangerous.
 - Passage 1 portrays him as selfless, while Passage 2 portrays him as one eager to rule.
11. Catiline's question, "O bravest . . . submit?" (lines 16-17) is most likely intended to
- determine how dedicated his listeners are to the rebellion
 - diminish the aggressiveness and pride of his audience
 - inspire his listeners to take action against their oppressors
 - cast doubt on the bravery of his own countrymen
12. The speaker in Passage 1 advances which of the following as a reason for his belief that the rebellion he urges will succeed?
- The people in power have no honor or courage.
 - Age and prosperity have weakened those who govern.
 - A cause that is just must always prevail.
 - The government has fallen under the power of kings.
13. What is the speaker of Passage 2 referring to when he talks about the "countenances of this venerable body" (line 40)?
- The powers possessed by Cicero
 - The intelligence of the speaker
 - The expressions of the senators
 - The conspiracy of Catiline and his followers
14. The measures listed by the orator of Passage 2 in lines 36-44 serve to
- demonstrate that the city has opposed itself to Catiline's conspiracy
 - exploit Catiline's growing sense of isolation
 - alert the people of the city to Catiline's subversive actions
 - appeal to Catiline's remaining national pride
15. It can be inferred from the passage that the orator in Passage 2 chooses not to call for Catiline's execution because
- the execution of criminals and rebels is against his morals
 - the senators have concluded that banishment is more prudent than execution
 - he fears that Catiline's death could anger the senate
 - he believes that an alternative punishment is more beneficial to the state
16. Which choice provides the best evidence for the answer to the previous question?
- Lines 41-44 ("Do you not . . . of it")
 - Lines 49-53 ("Wherefore, since . . . the state")
 - Lines 57-58 ("I do not . . . advise it")
 - Lines 70-72 ("I will not . . . of you")
17. In line 59, "afford" most nearly means
- purchase
 - spare
 - promote
 - provide
18. According to the orator in Passage 2, the "silence" (line 75) of the senators indicates which of the following?
- Their hostility toward Catiline
 - Their unwillingness to execute Catiline
 - Their concern with morality
 - Their disagreement with the orator
19. The orator in Passage 1 would most likely respond to the accusation in Passage 2 that "You are summoning . . . all Italy" (lines 46-49) by
- claiming that his goal was justice through nonviolent revolution
 - insisting on the right of citizens to arm themselves against oppressive rulers
 - demonstrating that the subjugation of his people would inevitably lead to such drastic action
 - swearing that his true allegiance lay with those having power, honor, and wealth
20. Which of the following best describes the society suggested by BOTH of the speeches?
- An uneasy society contemplating its current political situation
 - A polarized society divided along economic lines
 - A tyrannical society in which the expression of opinions is forbidden
 - A society on the verge of sweeping political change

Questions 21-31 are based on the following passages.

Passage 1 is adapted from John Richard Alden, George Washington. © 1984, by Louisiana State University Press. Passage 2 is adapted from James Thomas Flexner, Washington: The Indispensable Man. © 1974 by Little, Brown and Company.

Passage 1

At the end of his own time and for generations thereafter, he was acclaimed at home and abroad as the founder of the American nation. He achieved sainthood in the minds of the Americans who came after him. There was a tendency to look upon him as an archangel who possessed the genius of Caesar, the vision of Moses, and the morals of Galahad. A change came. Later Americans gave more and more attention to their rights, less and less to the man who was the principal begetter of those rights. Scholars and teachers in America offered more and more praise to men of the era of the Revolution who talked and wrote on behalf of liberty, to those who labored at European capitals for independence, to those who remodeled American institutions, to Thomas Paine, Thomas Jefferson, Benjamin Franklin, Alexander Hamilton, and James Madison. There was also in the twentieth century a school of biographical "debunkers" who discovered that great men and women, American as well as European, were inconstant and incontinent, addicted to profanity, and menaced by insanity. Among them were writers who sought to destroy the hallowed Washington, to reduce him to mortal or smaller proportions. They found sin in the saint. So doing, they tended to make the Father of His Country into an important scamp. It was often forgotten that the sword can be more potent than the pen, that the bayonet can speak more decisively than the tongue of the diplomat, that Washington was the one man essential to the triumph of the Patriots in the War of Independence, to the creation of the American union, and perhaps even to the success of the democratic revolution throughout the world.

It is no secret that Washington was not born to the imperial purple. Nor was he by birth a member of the First Families of Virginia, the fabled Virginia aristocracy. He opened his eyes without fanfare of trumpets, with modest hereditary prestige, in a brick house near the junction of Pope's Creek with the Potomac River in Westmoreland County, Virginia, at 10 A.M. on February 11, 1732—a day of the month that became February 22 when Britain and the British empire afterward condescended to strike eleven days from their defective calendar to match it with that of the remainder of the Western world. He was later duly baptized in the Episcopal church. He was not christened after King George III, who came into the world six years later. It has been urged that he was named after a George Eskridge, a benefactor of Washington's mother. It is not unlikely that the parents had King George II in mind.

Passage 2

On April 14, 1789, Washington received formal notification of his election. He set out in his coach "with more anxious and painful sensations than I have words to express."

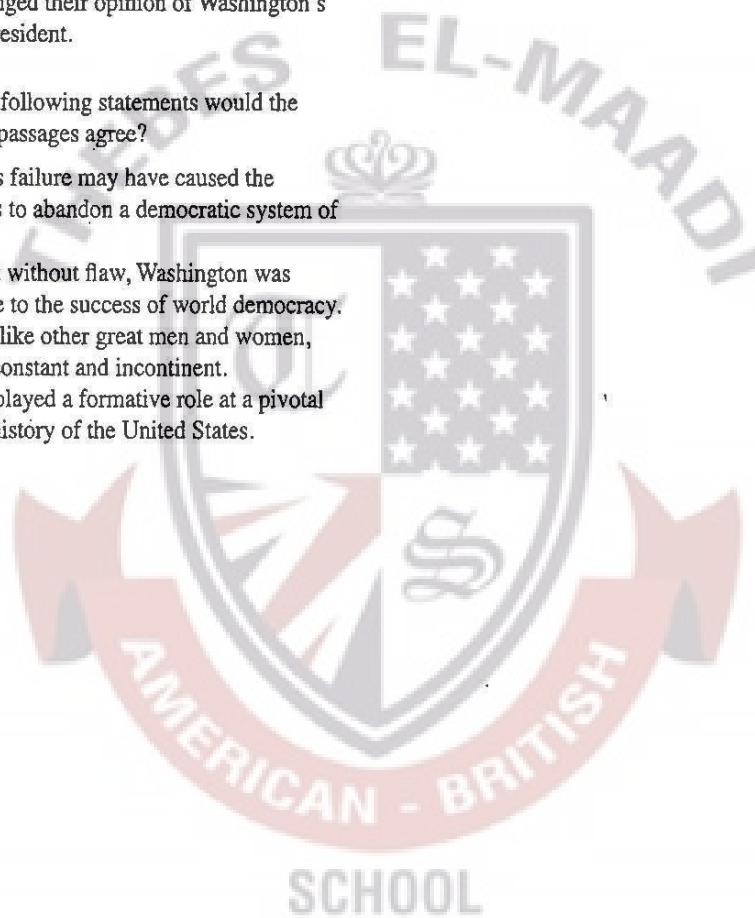
Among the worries that now bothered him was a fear that the people might resent his return to public office after his promise that he would never do so. The enthusiasm with which he was greeted on the road not only extinguished this fear but raised its opposite. As he moved, he could not see the countryside because of the dust churned up by the horsemen who in relays surrounded his carriage. At every hamlet there were speeches; at every city he had to lead a parade and be toasted at a sumptuous dinner; everywhere and always people were jostling him, shaking his hand, cheering and cheering until his ears ached. Throughout the jubulations that stretched down the long days and late into the nights, Washington sensed a hysteria which he found "painful." How easily and with what frenzy could this irrational emotion turn, if the government did not immediately please, "into equally extravagant (though I will fondly hope unmerited) censures. So much is expected, so many untoward circumstances may intervene, in such a new and critical situation that I feel an insuperable diffidence in my own abilities."

The task which he was now approaching was both more uncertain and infinitely more important than that which had lain before him when in 1775 he had ridden north to take command of the Continental Army. His duty then had been to win military victory. Since such victories had been won ten thousand times, there was no philosophical reason to doubt that success was possible. And, if he did fail, the result would be sad for America, catastrophic perhaps for himself and his companions, but no more than a tiny footnote in the history of mankind.

Washington's present mission might change all history. As he himself put it, "the preservation of the sacred fire of liberty and the destiny of the republican model of government are justly considered as deeply, perhaps as finally, staked on the experiment entrusted to the hands of the American people." He was on his way to lead an enterprise which, if it succeeded, would prove to all the world, and for the future to time immemorial, the falsity of the contention that men were "unequal to the task of governing themselves and therefore made for a master." That contention had, down the ages, been accepted by many of the greatest thinkers. Supposing the failure of the American experiment should seem to prove them right? How long would it be before this "awful monument" to the death of liberty would be forgotten, before the experiment was tried again? And if, through inability or misunderstanding, Washington contributed to the catastrophe, how deep and eternal would be his personal guilt?

21. As used in line 9, "begetter" most nearly means
- A) owner.
 - B) procreator.
 - C) reformer.
 - D) procurer.
22. The author of Passage 1 objects to the attitudes of certain "Later Americans" (line 7) for which of the following reasons?
- A) Their admiration for Caesar, Moses, and Galahad was unjustified.
 - B) They tended to ignore the achievements of Washington.
 - C) Their misconceptions of Washington could have been easily avoided.
 - D) They took their personal rights for granted.
23. According to the author of Passage 1, the "biographical 'debunkers'" described in lines 17-20 were responsible for
- A) discovering the greatness of American and European men and women
 - B) expanding awareness of such historical figures as Jefferson and Franklin
 - C) writing inaccurate portrayals of Washington's patriotism
 - D) reducing Washington to a less than heroic status
24. Which choice provides the best evidence for the answer to the previous question?
- A) Line 7 ("There was . . . Galahad")
 - B) Lines 10-16 ("Scholars . . . Madison")
 - C) Lines 20-23 ("Among them . . . proportions")
 - D) Lines 25-31 ("It was often . . . world")
25. In lines 59-73, the author of Passage 2 implies that the wildly supportive crowd
- A) could help Washington succeed by supporting his policies
 - B) could quickly turn on Washington if he did not satisfy their needs
 - C) would ignore Washington's shortcomings because of their overwhelming allegiance
 - D) would not endorse a president about whom they knew so little
26. In line 71, the phrase "insuperable diffidence" refers to
- A) Washington's lack of self-confidence
 - B) the disparity between Washington's own beliefs and the beliefs of his constituents
 - C) Washington's unwavering self-assurance in the face of adversity
 - D) Washington's firm convictions about how the country must be run
27. The distinction between Washington's potential success in his "task" (line 73) and his command of the Continental Army might be best expressed in which of the following ways?
- A) The first had historical precedent, the second did not.
 - B) The first was more easily accomplished than the second.
 - C) The first was as yet untried by Washington, the second was familiar and possible.
 - D) The first was Washington's responsibility, the second was not.
28. Which pair of words best describes the author's view in Passage 2 of Washington's "duty" (line 77) in the continental Army and Washington's presidency?
- A) Abrasive and contentious
 - B) Impartial and disinterested
 - C) Unremarkable and momentous
 - D) Uncertain and doubtful
29. According to the author of Passage 2, which of the following is true about the statement that men "were unequal to the task of governing themselves and therefore made for a master" (lines 91-92)?
- A) It was not a commonly held belief.
 - B) It was believed only by pessimistic philosophers.
 - C) It would be disproved if Washington was successful.
 - D) It was Washington's credo.

30. Which of the following best describes the primary difference between Passage 1 and Passage 2 ?
- A) Passage 1 describes the myths surrounding Washington's life, while Passage 2 presents Washington's view of his place in history.
 - B) Passage 1 presents an objective view of Washington, while Passage 2 attempts to show Washington as a perfect leader.
 - C) Passage 1 focuses on Washington's achievements after the Revolutionary War, while Passage 2 discusses his military successes.
 - D) Passage 1 gives a personal view of Washington, while Passage 2 shows how academics have recently changed their opinion of Washington's success as president.
31. With which of the following statements would the authors of BOTH passages agree?
- A) Washington's failure may have caused the United States to abandon a democratic system of government.
 - B) Although not without flaw, Washington was indispensable to the success of world democracy.
 - C) Washington, like other great men and women, was often inconstant and incontinent.
 - D) Washington played a formative role at a pivotal point in the history of the United States.



Reading Drill 3

For each question in this section, circle the letter of the best answer from among the choices given.

Questions 1-12 are based on the following passage.

Passage 1

Music in Peril confirms most of our worst suspicions. The 2011 survey gives an interesting but ultimately saddening assessment of the state of music in schools. In a span of only thirty years, the number of children playing musical instruments has been cut in half. If you care about sustaining cultural life in this country, you are probably as worried now as many of the rest of us are.

Music in Peril is not the collection of urban legends that most of its critics will accuse it of being. It is a set of data collected from elementary and middle schools all over the country. With schools represented from each of the 50 states, it accounts for all the great diversity in this country—not merely race and gender diversity, but class and regional diversity as well. Given the broad reach of the survey, and the fact that it has collected its data in at least the five most populous towns in each state, *Music in Peril* is a statistically sound document. Although the survey covers a wide range of topics relating to music education, the basic results go something like this: music education and instrument-playing have decreased dramatically among all children aged 6-18, regardless of race, gender, or region, and this decrease is occurring at a higher rate than in the past.

Even if the data in the report are potentially disturbing these data are hardly unexpected, unless we did not realize just how widespread music education was in the past. *Music in Peril* has simply put what everyone knows—that state and federal governments have cut music out of public schools at an alarming rate—into the language of statistics. The ability to play a musical instrument and to appreciate music is not inborn, even if some people seem to have “natural” talents. True musical proficiency is the result of many years of encouraging musical education, and not only for those who eventually become musicians. Ours is a dire world indeed when not only have our musicians lost the ability to play but also the broader populace has lost the discernment and ability to hear them.

Passage 2

Music in Peril is hardly surprising in our era of apocalyptic surveys, yet more evidence that all the bad things we suspect are worse than we even knew. These surveys are the bread and butter of cultural critics, who are always looking for social-scientific support for their own suspicions. These critics were already speaking of “decline” and “death,” and now these surveys just give more fodder to their calls for “reinvention” and “change.” Now, for the first time in history, the story goes, fewer children are learning instruments than ever before.

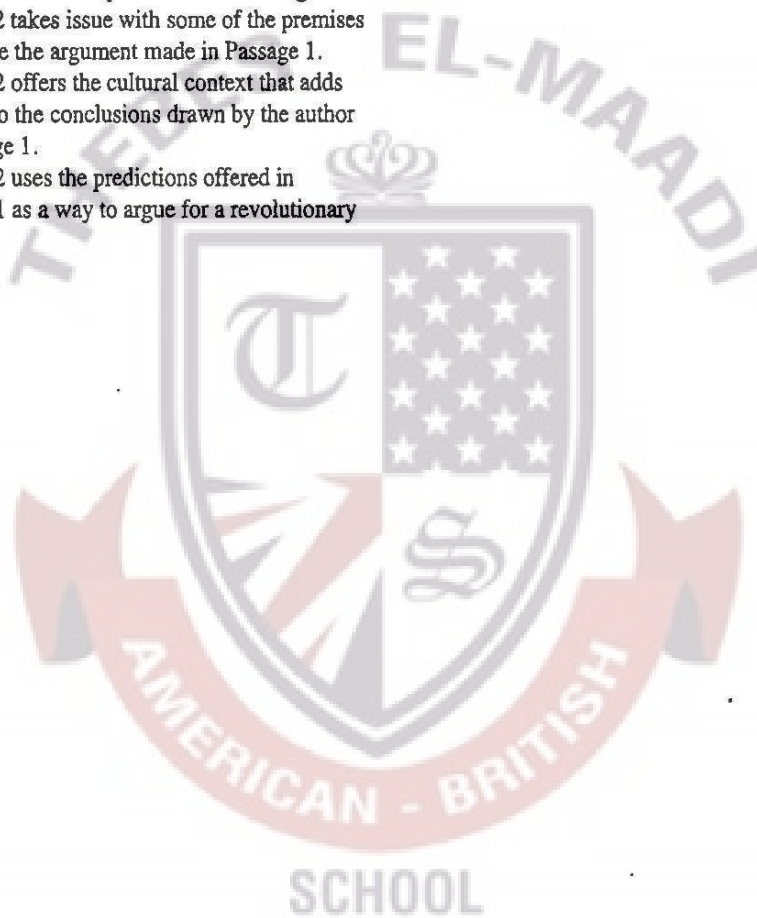
Nevertheless, *Music in Peril* misses the important fact that music is as interesting as it has ever been, even if the average teen doesn’t know a Beethoven symphony from a Chopin étude. In the age of the iPod, people are listening to music all the time, even if they’re not doing it in quite the ways or the places that musical conservatives want them to.

It would be naïve, however, to say that *Music in Peril*’s findings are completely wrongheaded. Music programs have been slashed at many public schools, and less than half as many children today are learning instruments than were the generations of forty or fifty years earlier. And this statistical certainty is not limited to the less fortunate areas of the country: “Indeed,” write the statisticians, “the 50 percent reduction is only the median. While some schools have seen more modest declines, many schools have cut out their music education and appreciation programs almost entirely.”

So what is the lesson of the survey? The musical landscape is changing, yes, but not in the distressing way that *Music in Peril* wants to suggest. The survey can’t capture the fact that classical music is not the only place to find interesting, complex music anymore, except by the most conservative, crustiest definitions. Listen to any of the new experimental music in genres like post-rock, math rock, and tech-noire, and you’ll see that classical music no longer has an exclusive hold on musical virtuosity. You’ll see that, in surveys like *Music in Peril*, the only real decline is in musical categories that don’t apply anymore. All that is happening is that the institutions of old are trying to hold on for dear life and actually belong in the same irrelevant pile as studies on the decline of cursive or telephone conversations.

1. Lines 3-5 ("In a ... half") suggest that the situation described should be considered
- A) rapid.
 - B) suspicious.
 - C) inevitable.
 - D) essential.
2. The author of Passage 1 suggests that a set of data (lines 9-10) should ideally be
- A) taken from the same set as previous surveys.
 - B) diverse enough to reflect the group it represents.
 - C) made up of elementary-school-aged children.
 - D) comprised of equal numbers from each race.
3. The author of Passage 2 would most likely argue that the reach of the survey (Passage 1, lines 14-15) is
- A) less representative of racial diversity than the author of Passage 1 promises.
 - B) less relevant to the study than the author of Passage 1 believes.
 - C) drawn from a group that does not represent the diversity that the author of Passage 1 assumes.
 - D) more similar to the reach of previous studies than the author of Passage 1 knows.
4. The final paragraph of Passage 1 (lines 24-37) serves primarily to
- A) discount the survey's findings by showing that they are already well-known.
 - B) argue for a new approach that the survey's results show is inevitable.
 - C) take issue with the statisticians who collected the data for the survey.
 - D) suggest the cultural implications of the trend it is describing.
5. The author of Passage 2 would most likely consider the final two sentences of Passage 1 (lines 32-37) to be
- A) overstated.
 - B) ironic.
 - C) shrewd.
 - D) dishonest.
6. Which of the following would the author of Passage 2 most likely consider another apocalyptic (line 39) idea?
- A) An editorial that argues that the trend toward text messaging has led to a decline in the number of E-mails sent per year
 - B) An article that shows that reading among teenagers has increased since the popularization of e-readers
 - C) A slideshow that details the 20 most environmentally conscious cities in the United States
 - D) A sociologist who argues that the use of smartphones among teenagers will lead to a significant increase in driver fatalities.
7. Lines 55-65 ("It would ... entirely") focus on which aspect of the statistical certainty?
- A) Its obviousness
 - B) Its range
 - C) Its conservatism
 - D) Its bias
8. The author of Passage 2 indicates that the landscape referenced in line is
- A) characterized by a lack of expertise.
 - B) based on regional preferences and racial identity.
 - C) shifting and thus not possible to describe.
 - D) no longer defined by its traditional parameters.
9. As used in line 71, "crustiest" most nearly means
- A) most ineffective.
 - B) cruelest.
 - C) most inflexible.
 - D) filthiest.
10. The author of Passage 1 would most likely respond to the last statement in Passage 2 (lines 77-80) by asserting that
- A) a survey of musical-education programs has broader cultural importance.
 - B) classical music is as essential to well-rounded citizens as cursive.
 - C) *Music in Peril* is one of the first studies of school-aged children.
 - D) surveys like the one in *Music in Peril* are run by respected statisticians.

11. Which best describes the tone of the first paragraph of Passage 1 and the tone of the first paragraph of Passage 2, respectively?
- A) Morose vs. elated
 - B) Sensitive vs. offensive
 - C) Conservative vs. dismissive
 - D) Concerned vs. skeptical
12. Which best conveys the primary relationship between the two passages?
- A) Passage 2 discusses some of the findings that undermine the survey described in Passage 1.
 - B) Passage 2 takes issue with some of the premises that shape the argument made in Passage 1.
 - C) Passage 2 offers the cultural context that adds support to the conclusions drawn by the author of Passage 1.
 - D) Passage 2 uses the predictions offered in Passage 1 as a way to argue for a revolutionary change.



Questions 13-21 are based on the following passage.

The following excerpt is adapted from a 1985 book on the role of storytelling in human understanding.

We love to spin yarns, to tell tales, to chronicle events. If we get even a few details about someone, we'll start to connect those details into some kind of narrative about that person. We want any nearby dots to be connected.

Effect with no cause, correlation with no causation: we can't assimilate these ideas because they don't have that narrative structure. Our minds want stories, even if those stories need to be twisted and mangled into existence.

This is how we give order to the chaotic world around us. Take any messy, complicated historical event, something like the American Civil War: a bloody and long conflict, and hopelessly complex when taken in isolation. Historians and onlookers alike have spent over a century debating the causes, the effects, and the place of this event in the ongoing plot of American history. Neuroscientists have referred to a "need for narrative," both as an explanation for the popularity of fiction and for how people interact with one another. In the grander scheme, the need for narrative may inform the way we understand ourselves. We'll take anything conclusive as long as it's consistent.

Personality is one of life's great mysteries. It is too large; it has too many components; it has too many omissions. It changes all the time, from day to day or hour to hour, and there are times that it can seem we've got multiple personalities at once. Because it is too many things to manage, we turn personality into a single narrative, a single "me" or "you." I need my friend Jack to be the brainy one; I need my husband to be the comforting one; I need my parents to be my sources of strength. Understanding them as I do, as the stories that they are, I simply forget whenever they do something that doesn't make narrative sense. It makes sense that in the earliest literary and historical texts we have, the main characters are defined by their cardinal attributes. Whether Odysseus is characterized by his bravery, Penelope by her devotion, or Oedipus by his tragic love, these complex characters are made into simpler, more consistent wholes on the strength of narrative.

In all eras of history, literature and art have been filled with "characters," whether the symbolic, allegorical characters of the Bible or the subjects of contemporary biographical film. In the early twentieth century, the very notion of "consistent" stories broke down, and characters became less rigidly defined as a result. Suddenly, amid a cultural shift away from religious certainty, one's environment, one's historical era, one's family history could all come to bear on the maze of human personality. Psychologists began to spend entire careers studying human personalities, but for all these changes, the goal was still the same: contain the human experience, find the story that can encapsulate all of human complexity. If the

human personality seems more complex, then the method of storytelling needs to be changed accordingly. Our need for narrative will not allow us to abandon storytelling altogether. Because after all that has come before us, and all that will come later, if we're not part of the big story, what are we?

13. As used in line 1, "yarns" most nearly means

- A) strings.
- B) tapestries.
- C) narratives.
- D) tails.

14. The author implies that "nearby dots to be connected" (line 4) are details that

- A) are part of the simplicity of the meaning of life.
- B) do not exist in the real world.
- C) different personalities understand in different ways.
- D) may not be connected outside the human mind.

15. The author uses the phrase "twisted and mangled" (line 8) in order to

- A) chastise readers for accepting simple solutions.
- B) show the historical roots of a human response.
- C) identify why humans prefer certain types of personality.
- D) underline the need for a particular preference.

16. In context, the reference to the "ongoing plot" (line 15) serves to emphasize the

- A) historical interest in conspiracy theories.
- B) challenge in uncovering historical mysteries.
- C) perceived relatedness of historical events.
- D) human talent for creating fictional stories.

17. The phrase "In the grander scheme" (line 18) serves as a transition between a discussion of

- A) historical events and literary texts.
- B) a contested theory and scientific certainty.
- C) a neuroscientist's view and a psychologist's critique.
- D) a general theory and a specific application.

18. Based on information presented in lines 22-26, which of the following would most likely be the title of a study of human personality in the twentieth century?
- A) The Tragic Flaw in Human Personality
 - B) Who We Are In Three Easy Steps
 - C) The Mirror and the Labyrinth of Personality
 - D) The Role of the American Civil War in History
19. The author refers to a “cultural shift” (line 46) to help account for
- A) the historically consistent understandings of personality.
 - B) psychologists’ desires to do away with storytelling.
 - C) a general human distrust of psychological theories.
 - D) the broad historical change in attitudes toward personality.
20. As used in line 51, “contain” most nearly means
- A) hold.
 - B) understand.
 - C) imprison.
 - D) restrain.
21. Which of the following best captures the main idea in lines 56-58 (“Because ... we?”)?
- A) Our historical era is just as important as other past eras.
 - B) People in the future will tell themselves different stories from the ones we tell ourselves.
 - C) History is ultimately very similar to writing fiction or poetry.
 - D) Life as we know it would be much different without the need for narrative.

Questions 22-33 are based on the following passage.

*In this passage, a literary critic discusses some of the issues he encountered while researching the life of Jean Toomer (1894-1967), an author from the early to mid-twentieth century. Most famous as the author of the seminal book *Cane* (1923), Toomer was also a deeply private individual, whose views of race were often in conflict with those of others from his time.*

Though lauded as a central figure in the Harlem Renaissance, Jean Toomer the man has remained a mystery to literary historians. In an article published in *The Crisis* in 1924, race leader W.E.B. DuBois pointed to the mystery surrounding Toomer: "All of his essays and stories, even when I do not understand them, have their strange flashes of power, their numerous messages and numberless reasons for being." Essayist William Stanley Braithwaite is unreserved in his praise for Toomer's major book, *Cane* (1921): "*Cane* is a book of gold and bronze, of dusk and flame, of ecstasy and pain, and Jean Toomer is a bright morning star of a new day of the race in literature." Toomer gained huge accolades from the white literary world as well, and well-known authors such as Sherwood Anderson and Waldo Frank considered him one of their own. But Toomer's full connection to the white world remains a mystery, and critics have begun to wonder whether Toomer is the paragon of racial representation that he was initially represented, by Braithwaite especially, to be.

For many black artists in the 1930s and 1940s, Jean Toomer was an inspiration. He helped to broaden the definition of what "race literature" could be. He was not constrained, as many other black authors of the time were, to writing only about race oppression and race conflict. He could incorporate influences from white as well as black artists, and he melded them into an innovative style that mixed poetry, prose, jazz, folklore, and spiritualism. He showed that an African American author didn't have to be defined by his race but could enjoy, and even surpass, the artistic freedom enjoyed by white artists. Furthermore, he was able to cross over the color line to reach white audiences, who, in the 1920s especially, remained widely uninformed about cultural production by African Americans.

Still, his relationship to civil rights and the African American community has been difficult to determine. After the success of *Cane*, Toomer contributed only a few more essays before withdrawing from the literary world altogether. In the 1930s, he had nearly disappeared from the literary scene, and his two marriages, in 1931 and 1934, were interracial, both to white women. Although intermarriage between blacks and whites was still socially vilified at the time, Toomer's attitude toward this social restriction is vague. Toomer himself may not have thought

of these marriages as interracial: particularly by the 1940s, Toomer insisted that his race was "American" and by the end of his life, he may have even identified as a white man. These scraps are all historians have.

By the 1960s, race activism reached its apex with such figures as Martin Luther King, Jr., and Malcolm X. Black and white artists alike joined together in the fight that became known as the Civil Rights movement. By that time, however, Jean Toomer was nestled in a deeply private life in Doylestown, Penn., and was not one of the voices in the fight for black equality. By then, and until his death in 1967, Toomer was much more taken with local issues, and his main concern was with his church, the Friend's Society of Quakers, and the high school students whom he taught there.

If Toomer's early literary output can be more thoroughly understood than his later personal life, or his later racial identification, it can only be because Toomer himself wanted it to be so. His own sense of race and personality was so complex that he likely did not want to become embroiled in debates that were literally so black and white. In a 1931 essay, Toomer announced that "the old divisions into white, black, brown, red, are outworn in this country. They have had their day. Now is the time of the birth of a new order, a new vision, a new ideal of man." Whether we consider Toomer's view naïve or not, there can be no question that he thought himself a part of this "new order." Because Toomer was such a truly great artist, literary historians will always long for more information about his life. Unfortunately, there's little hope more information will emerge, and Jean Toomer the man must remain an inscrutable piece in our understanding of Jean Toomer the artist. Perhaps such inscrutability is good for us, too. We should be wary of the rigid categories that Toomer fought against all his life, and if anything, perhaps Toomer's refusal to fit into these categories can help us to modify our own.

22. The author suggests that Toomer's relationship with the black community has remained a mystery to literary historians (lines 2-3) because

- A) details of Toomer's later life are insufficient to explain his personal attitudes.
- B) Toomer's fame in literary circles was not acknowledged by white authors.
- C) Toomer's essays provide inconsistent representations of his views.
- D) evidence shows that Toomer worked against the Civil Rights movement.

23. In lines 3-16, the author's discussion of Toomer's contemporaries and later artists is used to
- A) show how one particular era viewed the role of race in art.
 - B) give evidence of their views of Toomer's influence on black artists and thinkers.
 - C) provide examples of Toomer's literary mastery and experimentation.
 - D) list the challenges faced by black artists in contemporary society.
24. As used in line 9, "unreserved" most nearly means
- A) vacant.
 - B) available.
 - C) garrulous.
 - D) complete.
25. The author mentions Waldo Frank and Sherwood Anderson (lines 14-15) as indications of the
- A) urgency with which Toomer courted a white readership.
 - B) limited supply of published reviews of Toomer's first novel.
 - C) types of influences upon which Toomer drew in writing *Cane*.
 - D) appeal that Toomer had to both black and white readers.
26. The author most directly supports the statement in lines 21-22 ("For many ... inspiration") by citing
- A) influences from which Toomer drew inspiration.
 - B) the reception of Toomer's work by contemporary black critics.
 - C) lists of Toomer's most famous published works.
 - D) aspects of Toomer's art that showed a new way.
27. "These scraps" (line 49) most directly refer to evidence that
- A) gives actual details of Toomer's biography.
 - B) paints a complete picture of Toomer's life.
 - C) frees literary historians to speculate.
 - D) reaffirms the messages found in Toomer's work.
28. In lines 50-53, the author discusses race activism primarily to
- A) demonstrate that Toomer's racial attitudes were atypical.
 - B) praise the achievements of the Civil Rights movement.
 - C) refer to a major equality movement in American history.
 - D) state that Toomer had no interest in contemporary race relations.
29. The word "taken" (line 57) most directly emphasizes which aspect of Toomer's approach to race issues?
- A) His disapproval of broad social changes
 - B) His ability to play both sides of an issue
 - C) His focus on smaller matters
 - D) His eagerness to fight for broader causes
30. In lines 61-67, the author emphasizes which point about Toomer?
- A) His contemporaries disparaged him for his cowering attitude toward social equality
 - B) His attitude toward race was rooted in private and philosophical concerns
 - C) His public attitude toward race differed sharply from his private views
 - D) His commitment to racial equality influenced his political views on race
31. As used in lines 66-67, "black and white" most nearly means
- A) faintly tinged.
 - B) socially progressive.
 - C) racially complex.
 - D) reductively simple.
32. Which resource, if it existed, would be most helpful for the task described in lines 75-78 ("Unfortunately ... artist")?
- A) Accurate information about the progress of social equality in the United States
 - B) Toomer's personal diary or autobiography
 - C) Records of household income kept by Toomer's wives
 - D) Statements from later authors about the importance of Toomer's influence
33. The final phrase in lines 80-82("if ... own") primarily emphasizes which of the following points?
- A) Toomer identified as white at the end of his life to distance himself from Civil Rights.
 - B) Those in the Civil Rights movement were correct to dismiss Toomer as a counterproductive force.
 - C) Toomer had more advanced views than most African American authors from the 1920s.
 - D) Toomer's personal views on race remain complex even in our own day.