

High School English Vocabulary/Reading: The Fundamentals Student Review Guide

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Analyzing and Evaluating Texts

Section 2.4 Summarizing Research



Pre-View 2.4

- **Electronic Text** – literature, poetry, dictionaries, encyclopedias, biographies, etc. that are in an electronic (computerized) format instead of written on paper
- **Abstract** – a very brief summary of a much longer text
- **Paraphrase** – to reword text in your own words
- **Plagiarism** – using someone else’s ideas or copying someone else’s exact words and claiming them as your own in a report, research paper, etc.
- **Synthesize** – to put together information from more than one source

Electronic Text

At some point in your school career, you’ll likely be required to write a research paper. In the “old days,” most research was done in the library. Students looked up information in books, magazines, newspapers, etc. Now, large amounts of information are available in an electronic form. **Electronic text** is any text, including literature, poetry, dictionaries, encyclopedias, and biographies, that is in an electronic form. Much of this information is accessible from a computer and stored on CDs, DVDs, online databases, or the Internet.



Caution! Using the Internet to do research from the comfort of your own home may be easy and convenient, but you also have to be cautious of what you find. Some online encyclopedias allow information to be added by any user, so all the material found may not be factual. Opinions that are stated as facts can often be found on blog sites and message boards. Internet users must check the validity of material by considering the source. Ask yourself questions such as “who wrote this material” and “are they qualified as an expert?” For example, a university who hosts a “writing center” website is likely a better source of information for grammar rules than a post on a message board made by a fifth grader. Use some common sense when using the Internet.

When available, online libraries or databases such as Mississippi’s MAGNOLIA, available to students in Mississippi, are good sources of information. Much of the “garbage” that you might get on the Internet is screened out.

Abstracts

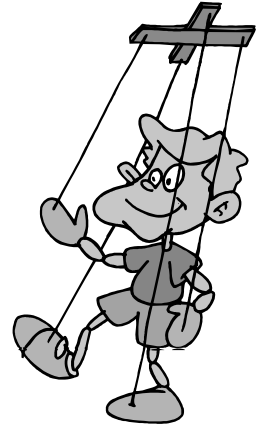
When searching for information using online databases or the Internet, you will often find **abstracts** that give very brief summaries of the information found in a much longer text. Abstracts are helpful because they allow you to read a brief summary and determine if the longer work is something that would be useful in your research. If the abstract looks promising, you can choose to read the longer text for more details. Or you may see from the abstract that the text isn’t what you’re looking for, and the abstract saved you the time of having to skim through a long document.

Section 2.4, continued

Summarizing Research

Research Skills

When you do research, you will normally take notes by paraphrasing the information you find. To **paraphrase**, you reword the text by using your own words. Using the exact words as your source in a report or research paper as if they are your own words is called **plagiarism**. Using original ideas, even if they are paraphrased, is also plagiarism. If you use someone else's exact words or original ideas, even if they are paraphrased, you must document them and give credit to the original source or author.



A valuable skill when doing research is being able to **synthesize**, or put together, information from more than one source. This skill is similar to what you've already practiced in Section 2.1, correctly identifying details. Except now, instead of keeping the facts straight from one paragraph in one source, you must correctly combine the facts (or details) from paragraphs or excerpts of multiple sources.

Example 1: Read the following excerpt from an electronic encyclopedia entry.

James Maury “Jim” Henson was one of the most famous puppeteers in the history of American television. He was the creator of the Muppets and the leading force behind their long creative run in the television series *Sesame Street* and *The Muppet Show* and in films, such as *The Muppet Movie* and *The Dark Crystal*. He was also an Oscar-nominated film director, Emmy Award-winning television producer, and the founder of The Jim Henson Company, the Jim Henson Foundation, and Jim Henson’s Creature Shop. Henson is widely acknowledged for the ongoing vision of faith, friendship, magic, and love, which infused nearly all of his work.

Now read the following excerpt from an electronic biographical dictionary.

After spending his early childhood in Leland, Mississippi, Jim Henson moved with his family to Hyattsville, Maryland. While attending high school, he began working for a TV station where he created puppets for a Saturday morning children’s show. After graduating from high school, Henson enrolled in a college puppetry class offered in the applied arts department, which introduced him to the craft and textiles courses in home economics. He graduated with a B.S. in home economics, and from the skills he learned in his classes, he created *Sam and Friends*, a puppet show for TV. The characters for the puppet show resembled the Muppets we know today.

Which of the following accurately presents the findings based on the information in both excerpts?

- A. Jim Henson first began creating puppets in high school and later became famous for his creation of the Muppets.
- B. Jim Henson created his famous characters, the Muppets, while he was still in high school.
- C. The Muppet Show, created by Jim Henson, was a popular television program that won Henson an Oscar.
- D. While still a child in Leland, Mississippi, Jim Henson became the most famous American puppeteer.

When doing research, it is important to *keep your facts straight*. Whether you have one source or more than one source, be careful that you accurately paraphrase the facts. When combining facts from several sentences or sources, it is easy to say something that isn’t really true based on the information given. In each of the answer choices above, which one correctly states the facts? Why are the other statements incorrect?

Inference

Section 4.1 Drawing Conclusions



Pre-View 4.1

- **Inference** – using logic or reasoning to figure something out that isn’t specifically stated
- **Drawing a Conclusion** – using inference to make an assumption or a judgement based on the information or evidence given

Inference involves reasoning or thinking through a situation when all the facts are not given. Making inferences is like being a detective. You use clues or evidence to discover what has happened or what is true. Inference can be used to draw conclusions, make predictions, or determine an author’s purpose.

Drawing Conclusions

Another important reading skill is to be able to draw conclusions based on written evidence. Sometimes an author does not state all the facts directly. Readers must **draw a conclusion** by using clues from the passage and/or what they may already know to “read between the lines.” Clues or evidence in the text may be details, organization, or specific language. First, look at how details can be used to draw a conclusion.

Example 1: A fire truck, an ambulance, and two police cars pass Carl on the interstate with lights flashing and sirens wailing. Two miles later, traffic slows to a stand-still.

What conclusions can you draw about this scenario?

In this example, you can draw conclusions based on the details you are given in the text. Because several emergency vehicles pass Carl on the interstate and because traffic soon slows to a stand-still, you probably conclude that some sort of accident occurred ahead of Carl and has caused the interstate to be blocked. You probably also conclude that the fire truck, the ambulance, and two police cars that passed Carl were headed to the accident scene. You don’t know this for sure, but clues in the details that are given lead you to believe this to be true.

Example 2: Sara overhears a conversation at the varsity basketball game. Two fans from the opposing team are talking about one of the players.

“Chad is ready to play. The doctor gave him a clean bill of health. His shooting arm will be well-rested and better than ever!”

“He may be ready to play, but I don’t think his shooting arm will ever be as good. You don’t recover from something like that in only three weeks. Surgery is serious business.”

“You might be right. Come on, Chad! We need your arm!”

What conclusions can you draw from this conversation?

The conversational structure, the details given in the conversation, and the specific language give the reader several clues that can be used to draw conclusions. You probably conclude that Chad, a player on the opposing team, had surgery on his shooting arm, and after recovering for three weeks, he is going to play in tonight’s game. You might also conclude that Chad is a top scorer and that his fans think his ability to score is needed to help win the game.

Section 4.1, continued

Drawing Conclusions

Edgar Allan Poe, an author of short stories and poetry, was a master of building suspense by having the reader use inference. Consider the following excerpt taken from one of his short stories, “The Cask of Amontillado.”



Example 3:

THE thousand injuries of Fortunato I [Montresor] had borne as I best could; but when he ventured upon insult, I vowed revenge. . . . I must not only punish, but punish with impunity. . . .

It must be understood, that neither by word nor deed had I given Fortunato cause to doubt my good will. I continued, as was my wont, to smile in his face, and he did not perceive that my smile now was at the thought of his immolation.

He had a weak point — this Fortunato — although in other regards he was a man to be respected and even feared. He prided himself on his connoisseurship in wine. Few Italians have the true virtuoso spirit. For the most part their enthusiasm is adopted to suit the time and opportunity — to practice imposture upon the British and Austrian millionaires. In painting and gemmery, Fortunato, like his countrymen, was a quack — but in the matter of old wines he was sincere. In this respect I did not differ from him materially: I was skillful in the Italian vintages myself, and bought largely whenever I could.

It was about dusk, one evening during the supreme madness of the carnival season, that I encountered my friend. He accosted me with excessive warmth, for he had been drinking much. The man wore motley. He had on a tight-fitting parti-striped dress, and his head was surmounted by the conical cap and bells. I was so pleased to see him, that I thought I should never have done wringing his hand.

I said to him — “My dear Fortunato, you are luckily met. How remarkably well you are looking today! But I have received a pipe of what passes for Amontillado, and I have my doubts.”

“How?” said he. “Amontillado? A pipe? Impossible! And in the middle of the carnival!”

“I have my doubts,” I replied; “and I was silly enough to pay the full Amontillado price without consulting you in the matter. You were not to be found, and I was fearful of losing a bargain.”

“Amontillado!”

“I have my doubts.”

“Amontillado!”

“And I must satisfy them.”

“Amontillado!”

“As you are engaged, I am on my way to Luchesi. If anyone has a critical turn, it is he. He will tell me —”

“Luchesi cannot tell Amontillado from Sherry.”

“And yet some fools will have it that his taste is a match for your own.”

“Come, let us go.”

“Whither?”

“To your vaults.”

“My friend, no; I will not impose upon your good nature. I perceive you have an engagement. Luchesi —”

“I have no engagement; — come.”

“My friend, no. It is not the engagement, but the severe cold with which I perceive you are afflicted. The vaults are insufferably damp. They are encrusted with nitre.”

“Let us go, nevertheless. The cold is merely nothing. Amontillado! You have been imposed upon. And as for Luchesi, he cannot distinguish Sherry from Amontillado.”

Section 4.1, continued

Drawing Conclusions

By reading this excerpt, see if you can draw your own conclusions to answer the following questions. Then compare your answers to the answers below.

1. Why was Fortunato dressed the way he was?
 2. What might be the setting for this passage?
 3. What does Fortunato think about Luchesi? What does Fortunato say to make you think that?
 4. What is Amontillado? What is a pipe? What clues are given to help you determine the meaning of these words?
 5. What are the narrator's intentions in this passage? Does Fortunato understand the narrator's intentions?
 6. Does Fortunato change his plans at the end of the passage? Why do you or don't you think so?
 7. What is the attitude of Fortunato toward the narrator?
 8. Why is the narrator so pleased to see Fortunato?
 9. Why does the narrator mention Luchesi?
-

From this excerpt, you learn several things that are not directly stated. Did you draw correct conclusions to answer the previous questions by noting the following from the passage?

1. Fortunato is dressed for the carnival; otherwise, he would look ridiculous in the clothes described.
2. It is most likely a Mardi Gras party because the author states that it is carnival season, and if it is the carnival season, the setting is probably New Orleans.
3. Fortunato thinks he is a better wine expert than Luchesi because he says that Luchesi can't tell the Amontillado from Sherry.
4. Amontillado is wine because it is compared to Sherry, a more common type of wine. You can also infer that Amontillado is wine since the author tells the reader that Fortunato is a wine connoisseur. You can also infer that a pipe of Amontillado is probably a measure of wine.
5. You know from the introductory paragraph that the narrator is plotting revenge on Fortunato. The narrator deceives Fortunato, but Fortunato is so eager to prove to the narrator that he is a better judge of wine than Luchesi that he is willing to brave the cold, damp wine cellar to prove it. Fortunato does not understand the narrator's intentions.
6. Fortunato changes his plans of going to the festival. He denies that he is headed there even though his form of dress gives away his intentions.
7. Fortunato is excessively friendly because he has been drinking too much at the party. Once he hears about the wine, he is determined to show the narrator that he is the superior judge in a contest between himself and Luchesi.
8. He is very glad that his plan can be put into motion and most likely completed because he knows how to manipulate Fortunato.
9. He knows Fortunato's opinion of Luchesi, and he uses this knowledge to entice Fortunato to follow him to the vault.

Section 4.1, continued

Drawing Conclusions

Sometimes text structure as well as details and language give clues to the reader. Look at one more example.

Example 4:

Lynn glanced at the headlines, and one caught her eye, “High School Drop-Out Named CEO of Auto Corporation.” Interested, she read the article. It was a human interest story. A young man, told “he would never amount to anything” by his parents and viewed as “lazy and indifferent” by his high school teachers, had proven them all wrong. He dropped out of high school but was able to get his GED. After enlisting in the military, he excelled in his training. He was honorably discharged from the Navy and was hired by an automotive company. With ambition and hard work, he climbed the corporate ladder, and he eventually was named CEO. To Lynn, it was an inspiring story, and one that rang familiar to her own life. She put the newspaper down, packed her son’s lunch, and made sure Kyle didn’t forget to put his homework in his backpack. Unlike her, he enjoyed school, and he excelled in his classes. Once Kyle was on the school bus, Lynn grabbed her purse and her briefcase and headed to the office for an important board meeting.

Based on the author’s use of details and language, what can the reader infer?

The reader is given several clues that compare Lynn to the man in the newspaper article. Since the newspaper article “rang familiar” to Lynn, the reader can infer that Lynn was also a high school drop out. To further support this inference, the reader is told, “unlike [Lynn], [her son] enjoyed school and excelled in his classes.” Since Lynn is taking a briefcase into the office for an important board meeting, the reader can infer that she, too, has become a successful businesswoman. Some may even conclude that she is the CEO of a company.

Practice

Read each passage below and then answer the questions that follow.

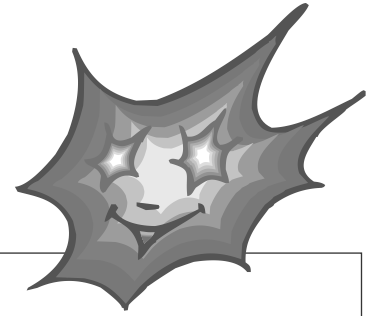
Read the following paragraph.

Romeo and Juliet sit on the solitary piece of driftwood in their terrarium, their beautiful but slightly scaly skin glistening under the heat lamps. Both have similar markings although Romeo is a bit more colorful. Romeo’s long tail, bent in places, shows signs of his eventful life in the desert before he was taken into captivity. They admire the scenery of the cacti and rocky terrain to the north although their attempts to navigate that terrain are thwarted by an invisible barrier. For dinner, Romeo hunts mealworms while Juliet stalks the crickets that rain down from above.

- (A) (B) (C) (D) 1. **Based on details from the paragraph, what may the reader conclude about what kind of animals Romeo and Juliet are?**
- A. They are tree frogs.
 - B. They are lizards.
 - C. They are birds.
 - D. They are cats.
- (A) (B) (C) (D) 2. **Based on the details from the paragraph, what may the reader conclude about where Romeo and Juliet live?**
- A. They live in a glass tank with a desert scene, a piece of driftwood, and heat lamps.
 - B. They live in a cave with steep walls but have plentiful mealworms and crickets to eat.
 - C. They live in a desert containing rocks, cacti, and driftwood.
 - D. They live in a wire cage without any props.

Figurative Language and Stylistic Devices

Section 7.1 Introduction to Figurative Language



Pre-View 7.1

- **Figurative Language** – language that is not meant to be understood literally; includes the use of simile, metaphor, analogy, personification, hyperbole, oxymoron, idiom, symbolism, irony, paradox, and allusion
- **Simile** – a comparison of two things that uses the words *like* or *as*
- **Metaphor** – a direct comparison between two things without using *like* or *as*
- **Analogy** – an extended simile or metaphor that shows how two things are similar in two or more ways
- **Personification** – a type of figurative language that gives human characteristics to something non-human
- **Hyperbole** – an exaggeration
- **Oxymoron** – an expression that combines contradictory words, such as *cold fire* or *organized chaos*
- **Idiom** – an expression that means something different from the literal definition of the words in the expression, such as “I’m all ears.” or “Let’s call it a day.”

Figurative language is writing that shows feelings or thoughts, but it is not meant to be interpreted literally. It goes beyond the literal level. Figurative language relies on the reader’s imagination. It is often used in poetry but can be used also in prose.

Authors have different reasons for using figurative language, and you’ll analyze some of those reasons later. For now, refresh your memory on the different types of figurative language and practice identifying them. Memorizing the names of each type of figurative language may not be your idea of a good time, but knowing them by name will be very important to answering certain types of questions.

Simile

A **simile** compares two things by using the words *like* or *as*.

Example 1: Her eyes were like twinkling stars.

In this simile, “her eyes” are compared to “twinkling stars.” You can’t take this statement literally, but by using your imagination, the simile gives you an image in your mind.

Metaphor

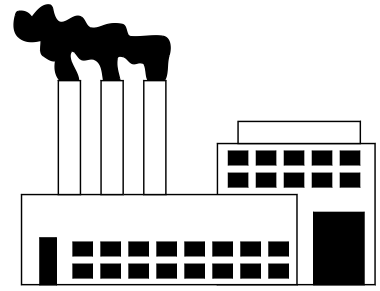
A **metaphor** compares two seemingly unlike things without using *as* or *like*. It is more direct than a simile.

Example 2: Her eyes were twinkling stars.

Since this statement compares “her eyes” to “twinkling stars” without using *like* or *as*, it is a metaphor. Again, you can’t take the statement literally, but it creates a visual image.

Section 7.1, continued

Introduction to Figurative Language



Analogy

An **analogy** is the use of a simile or a metaphor that is extended to show more ways that two unlike things are similar. It is a way of explaining something unknown through a comparison of something familiar.

Example 3: Every single cell in the human body is like a factory. It takes in raw materials and converts them into something else the body needs.

The word “like” should show you that this example is a simile. But, because the cell is compared to a factory in more than one way, this comparison is actually more than just a simile; it is an analogy. Analogies do not always give you all the comparisons between two things. The reader is left to think about how the two things are alike. In this case, the analogy can be quite complex to those who understand the biology of a cell because each organelle in the cell can be compared to parts in the factory. For example, the cell membrane is like the walls of the factory because it separates inside from outside, the nucleus of a cell is like the plant manager because it tells all the other parts what to do, and the ribosomes make proteins like workers on an assembly line.

Personification

Personification is a type of figurative language that gives human characteristics to a non-human thing.



Example 4: The moon looked down on us.

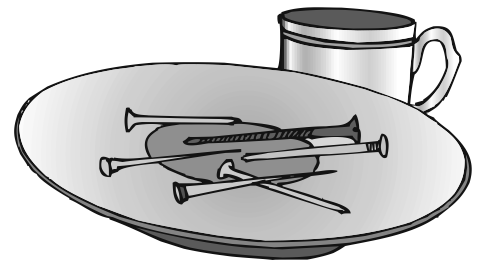
The moon is a non-human thing that doesn’t have eyes and cannot see, so this statement is an example of personification.

Hyperbole

Hyperbole uses extravagant exaggeration for emphasis.

Example 5: I was so angry I could chew nails.

The writer does not literally mean he or she could chew nails, but this exaggeration emphasizes the writer’s anger.



Section 7.1, continued

Introduction to Figurative Language

Oxymoron

An **oxymoron** combines opposite and contradictory words, such as *war for peace* and *hateful love*.



Example 6: His crude joke was followed by deafening silence.

Deafening silence is an oxymoron. The word *deafening* means “so loud as to cause deafness.” *Silence* means “no sound.” These words have contradictory meanings, so obviously the statement cannot be taken literally. In this case, *deafening silence* emphasizes that the joke was followed by silence instead of laughter. In a sense, the silence was loud because it was so obvious. It implies the joke was not appreciated by the audience.

Idiom

An **idiom** is an expression that means something different from the literal meaning of the words. You probably use idioms every day and don’t even realize it.

Example 7: Stop beating around the bush and get to your point.

The expression “beating around the bush” is an example of an idiom. It cannot be understood literally. It actually means “being vague” or “not talking about what is important.”

Be careful when identifying idioms; some may appear to be metaphors, but they are not. Remember, a metaphor compares two things, but an idiom does not. For example, “winning was a piece of cake,” uses the idiom “piece of cake.” It is NOT a metaphor that compares “winning” to “a piece of cake.”

Practice 1

Match each type of figurative language to its correct definition.

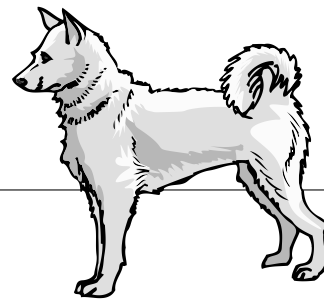
- _____ 1. an exaggeration
- _____ 2. a comparison using the words *like* or *as*
- _____ 3. using words together that have contradictory meanings
- _____ 4. a direct comparison of two unlike things
- _____ 5. an extended simile or metaphor that compares two things in two or more ways
- _____ 6. an expression that cannot be understood by a literal interpretation of the words
- _____ 7. giving an item human characteristics

- A. Oxymoron
- B. Simile
- C. Idiom
- D. Metaphor
- E. Personification
- F. Hyperbole
- G. Analogy

Reading Supplement

Lesson 1

Citing Evidence for Inferences



Key Term

- **Evidence** – facts or details that support a theory or idea

Although an author always has a reason for writing, the author rarely states the exact meaning or purpose of his or her text. An author may also expect the reader to understand details that are not explicitly stated. The reader should be able to determine meaning, purpose, and details by what the author says and how he or she says it. As a reader, you should be able to justify what you believe an author is saying by giving evidence. **Evidence** is proof or support for an idea, whether as facts or details. Let's look at how to cite evidence in a text.

Example 1: Read the following passage.

Me and My Best Friend

Sakura stood at the top of the hill and breathed in the air. Her brown eyes flickered across the valley and her long hair breezed off her shoulder and into the wind. Sakura ran down the hill faster than her feet could take her. The run turned into a tumble until she finally thudded at the bottom. As Sakura sat up to try to make the world stop spinning, she heard Moshi's concern at the top of the hill. Before Sakura could fully recover from her fall, Moshi was in her face, sniffing to check if she was injured.

"Hey, who's a good boy? Aw, Moshi, I'm fine. I was just running too fast."

At hearing her speak, Moshi took a playful stance. His beady eyes glimmered, his thick winter coat shined in the sun, and his bushy tail wagged as Sakura stood up and brushed herself off. Moshi shoved his head under her hand as they walked side-by-side back to the house.

Which sentence describes the appearance of the family pet?

- A. The sentence that begins, "Her brown eyes . . ."
- B. The sentence that begins, "Before Sakura could . . ."
- C. The sentence that begins, "At hearing her . . ."
- D. The sentence that begins, "His beady eyes . . ."

Before answering this question, who is Sakura and who is Moshi? Can you tell from the details given by the author that Sakura is a girl and Moshi is her pet dog? Neither of these details are specifically mentioned in the text, so how did you know these things? You see evidence in what is written.

To answer this question, you first must recognize that Moshi is the pet dog. Then you must look to find where the author describes the dog. In other words, this question is asking for the evidence from the text that gives a description of Moshi, the family pet.

Answer choice D is correct. While the text never states that Moshi is a dog, the detail about his tail is a clue as to his species. Also, this sentence is the only one that describes the dog's appearance.

Answer choice A is incorrect. While this answer includes description, it is of Sakura, a human girl.

Answer choices B and C are incorrect. While these sentence mention the dog, they do not contain descriptions.

Lesson 1, continued

Citing Evidence for Inferences

Example 2: Read the following paragraph.

My mother is a nutritionist and always tells me, “Annie, you need to eat healthier.” Well, I can’t help that I like to eat potato chips! But, really, she is just worried that I don’t like meat, the taste or the smell. I used to like eggs when I was younger, but I have not had them in years. Now, I just eat what can be grown and cultivated: fruits, vegetables, and grains. Maybe one day my palate will change. For now, I can eat only what tastes delicious to me.

Which sentence supports the conclusion that Annie is a vegetarian?

- A. The sentence that begins, “My mother is . . .”
- B. The sentence that begins, “Well, I can’t . . .”
- C. The sentence that begins, “Now, I just . . .”
- D. The sentence that begins, “Maybe one day . . .”

Again, the author never specifically says that Annie is a vegetarian. Which sentence gives specific evidence?

Answer choice C is correct. In this sentence that begins “Now, I just . . .” Annie clearly states she eats only fruits, vegetables, and grains. **Answer choices A, B, and D** are incorrect. These choices mention Annie’s diet but do not confirm whether or not she is a vegetarian.

Example 3: Read the following excerpt from a speech made by Franklin D. Roosevelt.

from “Joint Address to Congress Leading to a Declaration of War Against Japan”
by Franklin D. Roosevelt, 1941

Yesterday, December 7, 1941 — a date which will live in infamy — the United States of America was suddenly and deliberately attacked by naval and air forces of the Empire of Japan.

The United States was at peace with that Nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific. Indeed, one hour after Japanese air squadrons had commenced bombing in the American Island of Oahu, the Japanese Ambassador to the United States and his colleague delivered to our Secretary of State a formal reply to a recent American message. And while this reply stated that it seemed useless to continue the existing diplomatic negotiations, it contained no threat or hint of war or of armed attack.

It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned many days or even weeks ago. During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace . . .

Which of the following portions of this speech describes the United States and Japan as in diplomatic negotiations prior to the attacks on Pearl Harbor?

- A. “Yesterday, December 7, 1941 — a date which will live in infamy — the United States of America was suddenly and deliberately attacked . . .”
- B. “The United States was at peace with that Nation and, at the solicitation of Japan, was still in conversation with its Government and its Emperor looking toward the maintenance of peace in the Pacific.”
- C. “It will be recorded that the distance of Hawaii from Japan makes it obvious that the attack was deliberately planned . . .”
- D. “During the intervening time the Japanese Government has deliberately sought to deceive the United States by false statements and expressions of hope for continued peace . . .”

Lesson 1, continued

Citing Evidence for Inferences

Answer choice B is correct. This portion of the text mentions that the United States and Japan were in diplomatic talks, up until Japan attacked Pearl Harbor.

Answer choice D is incorrect. This portion of text does mention that Japan was pretending to be friendly with the United States, but it does not mention that the two countries were in diplomatic negotiations.

Answer choices A and C are incorrect. These answer choices show that the United States was attacked but do not mention the state of its relationship with Japan.

Practice

Read each passage and choose the best answer to each question.

Mix together the eggs, melted butter, sugar, and milk. Whisk until mixture is smooth. Fold in chocolate chips. Apply mixture to the top of the cooled cake. Grate some almonds on top for a decorative garnish. Eat and enjoy.

- (A) (B) (C) (D) 1. Which of the following sentences reveal the need for at least an hour's prior preparation in this recipe?
- A. The sentence that begins, "Mix together the . . ."
 - B. The sentence that begins, "Fold in chocolate . . ."
 - C. The sentence that begins, "Apply mixture to . . ."
 - D. The sentence that begins, "Grate some almonds . . ."

from "Crisis of Confidence Speech"
given by Jimmy Carter, 1979

During the past 3 years I've spoken to you on many occasions about national concerns, the energy crisis, reorganizing the Government, our Nation's economy, and issues of war and especially peace. But over those years the subjects of the speeches, the talks, and the press conferences have become increasingly narrow, focused more and more on what the isolated world of Washington thinks is important. Gradually, you've heard more and more about what the Government thinks or what the Government should be doing and less and less about our Nation's hopes, our dreams, and our vision of the future.

Ten days ago I had planned to speak to you again about a very important subject — energy. For the fifth time I would have described the urgency of the problem and laid out a series of legislative recommendations to the Congress. But as I was preparing to speak, I began to ask myself the same question that I now know has been troubling many of you. Why have we not been able to get together as a nation to resolve our serious energy problem?

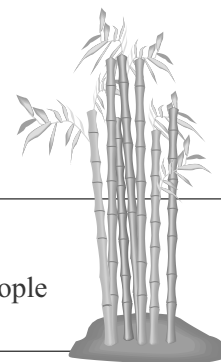
It's clear that the true problems of our Nation are much deeper — deeper than gasoline lines or energy shortages, deeper even than inflation or recession. And I realize more than ever that as President I need your help. So, I decided to reach out and listen to the voices of America . . .

- (A) (B) (C) (D) 2. In which sentence does President Carter identify the topic of his speech?
- A. The sentence that begins, "During the past . . ."
 - B. The sentence that begins, "Gradually, you've heard . . ."
 - C. The sentence that begins, "Ten days ago . . ."
 - D. The sentence that begins, "It's clear that . . ."

Reading Supplement

Lesson 10

Literature Outside the United States



Key Term

- **Culture** – the customs and general way of life for a nation, community, or other group of people

Authors often draw on their own surroundings and life experiences when writing literature. Their writings may be heavily influenced by their culture. **Culture** refers to the set of ideas and beliefs held by a group of people. Non-American texts expose the reader to cultures outside of the United States. The author's point of view may be different from what an American may expect.

Example: Read the following excerpt from a short story.

from "The Bamboo-cutter and the Moon-child"
by Yei Theodora Ozaki, 1908

Long, long ago, there lived an old bamboo wood-cutter. He was very poor and sad also, for no child had Heaven sent to cheer his old age, and in his heart there was no hope of rest from work till he died and was laid in the quiet grave. Every morning he went forth into the woods and hills wherever the bamboo reared its lithe green plumes against the sky. When he had made his choice, he would cut down these feathers of the forest, and splitting them lengthwise, or cutting them into joints, would carry the bamboo wood home and make it into various articles for the household, and he and his old wife gained a small livelihood by selling them.

One morning as usual he had gone out to his work, and having found a nice clump of bamboos, had set to work to cut some of them down. Suddenly the green grove of bamboos was flooded with a bright soft light, as if the full moon had risen over the spot. Looking round in astonishment, he saw that the brilliance was streaming from one bamboo. The old man, full of wonder, dropped his ax and went towards the light. On nearer approach he saw that this soft splendor came from a hollow in the green bamboo stem, and still more wonderful to behold, in the midst of the brilliance stood a tiny human being, only three inches in height, and exquisitely beautiful in appearance.

"You must be sent to be my child, for I find you here among the bamboos where lies my daily work," said the old man, and taking the little creature in his hand he took it home to his wife to bring up. The tiny girl was so exceedingly beautiful and so small, that the old woman put her into a basket to safeguard her from the least possibility of being hurt in any way.

The old couple were now very happy, for it had been a lifelong regret that they had no children of their own, and with joy they now expended all the love of their old age on the little child who had come to them in so marvelous a manner.

From this time on, the old man often found gold in the notches of the bamboos when he hewed them down and cut them up; not only gold, but precious stones also, so that by degrees he became rich. He built himself a fine house, and was no longer known as the poor bamboo woodcutter, but as a wealthy man.

How does the above short story represent a point of view outside of the United States?

The author of this short story is from Japan, so several elements of Japanese culture are shown in this excerpt. The above short story is about an old man who cuts bamboo for a living. Bamboo has economic and cultural significance in many parts of Asia. The job of cutting bamboo is a blue-collar

Lesson 10, continued

Literature Outside the United States

job, which means that this man could represent the common worker. The old man's acquisition of wealth at the end of the excerpt allows him to shed his identity as a "poor bamboo woodcutter" and identify "as a wealthy man." This momentarily highlights the class structure of Japan that had been traditionally ingrained in its culture.

Practice

Read the excerpt from a short story below and answer the questions that follow.

from "The Postmaster"
by Rabindranath Tagore, 1891

The postmaster first took up his duties in the village of Ulapur. Though the village was a small one, there was an indigo factory near by, and the proprietor, an Englishman, had managed to get a post office established.

Our postmaster belonged to Calcutta. He felt like a fish out of water in this remote village. His office and living-room were in a dark thatched shed, not far from a green, slimy pond, surrounded on all sides by a dense growth.

The men employed in the indigo factory had no leisure; moreover, they were hardly desirable companions for decent folk. Nor is a Calcutta boy an adept in the art of associating with others. Among strangers he appears either proud or ill at ease. At any rate, the postmaster had but little company; nor had he much to do.

At times he tried his hand at writing a verse or two. That the movement of the leaves and the clouds of the sky were enough to fill life with joy — such were the sentiments to which he sought to give expression. But God knows that the poor fellow would have felt it as the gift of a new life, if some genie of the Arabian Nights had in one night swept away the trees, leaves and all, and replaced them with a macadamised road, hiding the clouds from view with rows of tall houses.

The postmaster's salary was small. He had to cook his own meals, which he used to share with Ratan, an orphan girl of the village, who did odd jobs for him.

When in the evening the smoke began to curl up from the village cowsheds, and the cicadas chirped in every bush; when the mendicants of the Baül sect sang their shrill songs in their daily meeting-place, when any poet, who had attempted to watch the movement of the leaves in the dense bamboo thickets, would have felt a ghostly shiver run down his back, the postmaster would light his little lamp, and call out "Ratan."

1. The setting for this short story is outside the United States. In what country do you think it is set? What clues do you have to support your answer? _____

2. What other clues can you find in this excerpt that would indicate a culture outside of the United States?

Directions: Read the following passage and answer questions 3–6.

Scuba Diving: Got Bubbles?

Diving is a sport for which people fling themselves into the air only to splash down in shockingly cold water. Brrrr! But what is *scuba*? Countless people think it is just a funny word that rhymes with tuba. In reality, “scuba” is an acronym for self-contained underwater breathing apparatus. It refers to the equipment that divers use — specifically, divers who want to keep breathing after hitting the water and going under.

The US Navy began using the word *scuba* in 1939 to describe their underwater breathing equipment. The gear needed a shortened name because it is really quite simple. Scuba gear has three major parts: a compact tank filled with pressurized breathing gases attached with tubes to a face mask or mouth piece that uses a regulator to keep breathing gases at the right pressure.

For those who want to scuba dive and who are brave enough to enter an alien world, the first step is to check the balance in their bank accounts. Diving can be expensive. Long-time divers, however, believe the sport to be practically priceless.

Before strapping on scuba equipment and diving, a diver must sign up for lessons. The lessons are not that many, but the learning they provide saves lives. An aspiring diver must first locate a reputable training facility and understand that good trainers are worth almost any cost. After finding a good training site, a student diver will sign up with a trainer. Recreational scuba diving classes last for about thirty hours of class time and twenty hours of pool time to learn diving. Classes can have no more than ten people at a time.

Once signed up for class, a student diver must be fit enough to swim at least 200 yards and tread water for ten minutes or more. Trainers will first check that their students are physically ready to dive.

After this physical check, trainers teach their students vital lessons in breathing techniques. Relying on the face mask or mouth piece for good air and blowing out the bad air is not as simple as it sounds. The action is like learning to drive a car with manual transmission; new learners must get the timing right. Based on the scuba gear used, divers learn to breathe air through the face mask or through a mouthpiece. There are two circuits for changing out the air. An open circuit breathing system allows the diver to breathe pressurized air from the tank and then expel it into the water. The other system is the closed circuit, also called a *re-breather*; the air that divers breathe out is recycled or cleared of carbon dioxide. This system allows the diver to breathe it again.

GO ON

40 New divers must learn a few other skills, too. They must learn how to clear water out of masks and regulators, how to recover the regulator if it is dropped, how to take off and put on gear under water, and how to make correct entries into and exits from the water.

45 After class members have finished diving basics in class and in the pool, trainers take them to a lake or ocean to prove that they have mastered the open water checkout. This checkout proves that divers can perform all lessons independently of their trainers. After completing this final exam, divers receive a diving certificate.

50 But wait! There's more. After being certified, divers must complete at least four dives a year. This ongoing "homework" makes sure divers remember how to dive safely. The good news about the requirement is that divers can choose where they want to dive. If a diver loves clear, shallow waters, the Bahamas would be the perfect spot to scuba dive and observe beautiful tropical fish. However, if a diver is very brave and craves deep, murky waters hiding sunken ships complete with an octopus guarding the
55 decks, there are guided tours offering just this kind of diving.

Aspiring divers, take note! Scuba diving equipment was co-developed by Jacques Cousteau. Cousteau was a world-famous scientist of the natural world who sailed throughout the oceans. His motivation was a love for all things that swam in the sea. His devotion to the world's oceans and creatures
60 led him to conduct research on how best to protect our vital watery world. With this focus, it is not surprising that scuba equipment leaves little impact on the high seas. Divers are urged to treat the ocean environment carefully. Divers should take nothing away but an appreciation of life under the waves and should leave nothing behind but a trail of bubbles.

GO ON

3 Read lines 1-6 from the passage.

Diving is a sport for which people fling themselves into the air only to splash down in shockingly cold water. Brrrr! But what is *scuba*? Countless people think it is just a funny word that rhymes with tuba. In reality, “scuba” is an acronym for self-contained underwater breathing apparatus. It refers to the equipment that divers use — specifically, divers who want to keep breathing after hitting the water and going under.

What can the reader infer about the author’s purpose for including this introductory paragraph?

- A** The author wanted to show the importance of scuba diving.
- B** The author wanted to give the background history of scuba diving.
- C** The author wanted to clarify the purpose of scuba diving.
- D** The author wanted to explain the meaning of the word “scuba.”

(A) (B) (C) (D)

4 Read this paragraph (lines 7-12) from the passage.

The US Navy began using the word *scuba* in 1939 to describe their underwater breathing equipment. The gear needed a shortened name because it is really quite simple. Scuba gear has three major parts: a compact tank filled with pressurized breathing gases attached with tubes to a face mask or mouth piece that uses a regulator to keep breathing gases at the right pressure.

How does the organizational structure of this paragraph support the author’s purpose?

- F** It gives the sequential order of using scuba gear.
- G** It describes the parts of scuba gear.
- H** It explains the causes and effects of unsafe use of scuba gear.
- J** It explains the process of learning to use scuba gear.

(F) (G) (H) (J)

GO ON

Vocabulary/Reading Practice Test 1

Evaluation Chart

If you missed question #:	Go to section(s):	If you missed question #:	Go to section(s):
1	5.3	21	5.1
2	5.5	22	2.2
3	6.3	23	1.4
4	3.1	24	5.1
5	9.1	25	6.5
6	2.3	26	2.2
7	2.4	27	3.3
8	5.4	28	6.4
9	5.2, 5.4	29	2.4
10	8.3	30	5.1
11	4.1	31	2.3
12	4.1	32	3.4
13	3.2	33	6.4
14	4.3	34	4.1
15	7.1, 7.2	35	6.7
16	5.4		
17	1.2		
18	8.2		
19	5.3		
20	4.1		