



The GED Language Arts, Reading Test

Passing the GED Language Arts, Reading Test



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www.cdlponline.org

GED

Video Partner



Passing the GED Reading Test

**In the end, we will remember not the words of our enemies, but the
silence of our friends.
Martin Luther King, Jr.**

TEST OVERVIEW:

- Time: 65 minutes
- The test consists of fiction and nonfiction readings.
 - Fiction excerpts include readings from novels, short stories, folk tales, poetry, and plays.
 - Nonfiction excerpts include readings from reviews, essays, articles, speeches, biographies, business documents, and articles about the visual arts.
- The test consists of 40 multiple-choice questions.
 - 30 of the questions come from fiction readings.
 - 10 of the questions come from nonfiction readings.
- There are seven passages.
 - Three of the passages are from prose fiction (novels, short stories, and folk tales).
 - Poetry and plays have one passage each.
 - Nonfiction has two passages.
- There are three literary time periods. One passage comes from each of these periods:
 - Before 1920
 - 1920-1960
 - After 1960
- The following reading skills are tested:
 - Comprehension—identifying the main idea, the purpose of a selection, supporting details, and using context clues to discover the meaning of unknown words

- Application—applying ideas to a new context
 - Analysis—recognizing the way material is organized, including identifying inferences, figurative language, and knowing an author’s style or tone
 - Synthesis—combining understanding of passage with extra information you bring to the passage, looking at an author’s style, tone, point of view, and purpose
- The number of questions you answer in each reading skill area is as follows:
- Comprehension 8 questions
 - Application 6 questions
 - Analysis 12-14 questions
 - Synthesis 12-14 questions
- All readings have a purpose question at the beginning of the reading. Read this question to acquaint yourself with the topic. You do not have to answer this question. Rather, use it as a guide to focus on as you read the excerpt.

SCORING

- All your correct answers are counted. You are not penalized for wrong answers. Therefore, do not leave any blanks. Eliminate the obviously wrong choices, and give an educated try to determine the correct answer.
- The scoring center converts your raw score (total number of right answers) to a three-digit standard score. In California you must have a standard score of 410 or higher to pass the reading test.

Video 11 Focus: what the test is and how to prepare for it

You Will Learn From Video 11:

- How to answer comprehension, application, analysis and synthesis questions.
- How to analyze fiction, non-fiction, poetry, and drama readings.
- To read the purpose question in order to orient yourself to the reading.
- How to apply test-taking tips to build confidence in taking the test.



Words You Need to Know:

While viewing the video, put the following vocabulary words in the blanks: **purpose question, passages, comprehension, drama, and application.** Answers are on page 19.

1. There are seven _____ or readings on the test.
2. The passages are taken from fiction, nonfiction, poetry, and _____.
3. The basic reading skill is _____ or understanding what you read.
4. _____ type questions require you to transfer ideas to a new format.
5. Always remember to read the _____ at the top of the passage.



Points to Remember:

- You read everyday and use critical skills already.
- The more prepared you are, the more confident you will be, so read, read, read!
- Pleasure reading, like the newspapers, magazines, and your mail, all give you opportunities to develop skills.
- Some of the lines of the passages are numbered. If a question refers to a particular line, make sure you go to that line and read the excerpt.

Reading is a skill that you possess. By watching the videos and by doing the exercises in the accompanying GED Video Partner Workbooks, you will become that much more proficient in your reading skills. Becoming a skillful reader sets the pattern for learning lifelong.

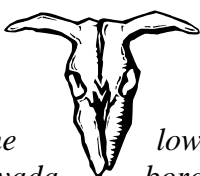
The readings you view are selected from writings in nonfiction, fiction, poetry, and drama. Some readings are from modern day communications, and some are from times long ago or classical readings. There are questions of varying complexity asked about each of the readings.

THE PURPOSE QUESTION: WHAT IT IS, WHERE IT IS FOUND, AND WHY YOU SHOULD ALWAYS READ IT

At the beginning of every reading is a question. The purpose of the question is to give a reason for reading the material. Use this question to focus your reading. You are not required to answer this question. It is given only to help you concentrate on the ideas presented in the excerpt. Here is a typical purpose question:

HOW DID DEATH VALLEY GET ITS NAME?

Now as you read the following question.



paragraph, focus on the above

In Death Valley in the United States is the valley, located in California near the Nevada border, is 282 feet below sea level. It is not uncommon for temperatures to reach 125 degrees. A record of 134 degrees for the nation was recorded in 1931. Its grim name was given by a group of gold seekers in 1849.

Let's explore the four thinking skills necessary to do well on the GED Reading Test.

COMPREHENSION: 8 questions out of 40

This skill is the primary one. When an author directly states a fact, an idea, or details about something, a question about this idea is called a comprehension question. In this workbook you will learn how to analyze comprehension questions by learning to do the following skills:

- Identify the main idea of a paragraph
- State the purpose of a passage
- List the supporting details
- Use context clues to discover the meaning of unknown words



Identifying the stated main idea of a paragraph: What the selection is about is the main idea. Many times the author puts the main idea in the first sentence of the paragraph as a topic sentence. Sometimes the central message is in the last sentence of the paragraph. The main idea of a paragraph, no matter where it is placed, will always tell what the whole paragraph is about. To find the main idea, make sure you read the whole paragraph.

Stating the purpose of a passage: Sometimes the author has the purpose of providing information to the reader. All writing should have a purpose. Manuals, schedules, recipes, and advertisements are informative forms of writing. Some writing is written to influence the reader. Ask yourself: Why was this written? How will it affect me?

Listing the supporting details: Authors support their main ideas by including examples, facts, figures, and explanations. The supporting details give the reader a more complete picture. To find the details, the reader scans, or rereads quickly, but carefully, the portion for the specific information he/she is looking for.

Practice some of these skills in answering the following questions. Notice the purpose question centered above the reading. Focus on this question as you read the passage.

WHAT WERE THE CONDITIONS OF OLIVER TWIST'S BIRTH?

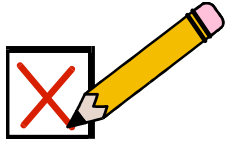
“Although I am not disposed to maintain that being born in a workhouse, is in itself the most fortunate and enviable circumstance that can possibly befall a human being, I do mean to say that in this particular instance, it was the best thing for Oliver Twist that could by possibility have occurred. The fact is that there was considerable difficulty in inducing Oliver to take upon himself the office of respiration, --a troublesome practice, but one which custom has rendered necessary to our easy existence; and for some time he lay gasping on a little flock mattress, rather unequally poised between this world and the next: the balance being decidedly in favour of the latter. Now, if, during this brief period, Oliver had been surrounded by careful grandmothers, anxious aunts, experienced nurses, and doctors of profound wisdom, he would most inevitably and indubitably have been killed in no time. There being nobody by, however, but a pauper old woman, who was rendered rather misty by an unwonted allowance of beer; and a parish surgeon who did such matters the point between them. The result was, sneezed, and proceeded to advertise to of a new burden having been imposed cry as could reasonably have been not been possessed of that very useful space of time than three minutes and a



by contract; Oliver and Nature fought out that after a few struggles, Oliver breathed, the inmates of the workhouse the fact upon the parish, by setting up as loud a expected from a male infant who had appendage, a voice, for a much longer quarter.”

Charles Dickens, *Oliver Twist*

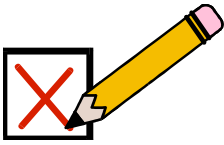
Circle the correct answer. Answers are on page 19.



1. In order to live as a human being, a new baby must first
 - A. open his eyes.
 - B. wiggle his toes and fingers.
 - C. breathe.
 - D. cry.
2. Who were in attendance at Oliver Twist's birth?
 - A. grandmothers
 - B. doctors
 - C. nurses
 - D. a slightly drunk woman and a parish surgeon
3. Oliver cried in a loud voice, how long after his first breath?
 - A. 3 minutes
 - B. 3 seconds
 - C. over 3.25 minutes
 - D. 5 minutes
4. Oliver's birth was greeted as a
 - A. wonderful event.
 - B. burden to society.
 - C. mixed blessing.
 - D. celebrated occasion.
5. Charles Dickens wrote in a sarcastic, negative tone. What is the purpose of using such dismal descriptions?
 - A. to scare those who read his work
 - B. to worry mothers who were expecting children and feared childbirth
 - C. to show the misery experienced by certain segments of society at this time
 - D. to express his distorted views of mankind



Using context clues to discover the meaning of unknown words: Unknown words can be unlocked by using the other words in the sentences or paragraphs to help identify the meaning of the word. The context, or surrounding phrases, will sometimes give direct clues to figuring out the meaning when you can't use a dictionary. And, of course, you can't use a dictionary on the GED test. Answers are on page 19.



Use context clues to find the meaning of the word, *poachers*, *constant* and *extrovert*. Write the answer in the blank.

1. The crocodile is now faced with extinction from one enemy it cannot handle, the *poachers*, men who are hunting the crocodile out of existence.
Poachers means _____
2. Not all caves are cold. Some are amazingly warm. Strangely enough, the temperature in a cave, whatever it may be, scarcely varies one degree all year. No spot on the earth's surface has such a *constant* temperature.
Constant means _____
3. Dorothy was an *extrovert*, while Walter was just the opposite and would much rather be by himself.
Extrovert means _____

APPLICATION: 6 questions out of 40

The skill of application requires you to use not only comprehension-type reasoning, but to take these skills a step further. You must not only be able to find the main idea and supporting details, but now you must apply these abilities to a totally new and different situation. You must transfer what you have learned to a completely new context or setting. The question will alert you to the new situation, so read the question carefully.

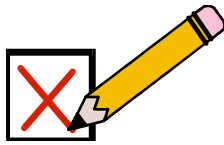
Read the passage below to practice this skill. Again, notice the purpose question at the beginning of the reading. Make sure to focus on it as you read the passage.

WHAT ARE THE EFFECTS OF THE HIGH WAGES PAID SERVANTS?



“Women servants are now so scarce, that from thirty and forty shillings a year, their wages are increased of late to six, seven, nay, eight pounds per annum, and upwards insomuch that an ordinary tradesman cannot well keep one; but his wife, who might be useful in his shop or business, must do the drudgery of household affairs; and all this because our servant-wenchs are so puffed up with pride nowadays, that they never think they go fine enough: it is a hard matter to know the mistress from the maid by their dress; nay, very often the maid shall be much the finer of the two. Our woollen manufacture suffers much by this, for nothing but silks and satins will go down with our kitchen-wenchs to support which intolerable pride, they have insensibly raised their wages to such a height as was never known in any age or nation but this.”

Daniel DeFoe, *Everybody's Business Is Nobody's Business: Or, Private Abuses, Public Grievances: Exemplified in the Pride, Insolence, and Exorbitant Wages of Our Women, Servants, Footmen, Etc...*



Circle the correct answer. Answers are on page 19.

1. What is the purpose of this writing?
 - A. to inform the public about the drudgery of housework
 - B. to notify the manufacturers to make more silks and satins
 - C. to praise the servants for dressing so well
 - D. to complain of the high wages of servants in hopes of reducing the wages
2. A female servant now sees herself as
 - A. plain Patricia.
 - B. fancy Fran.
 - C. a hard working Hanna.
 - D. an unemployed Ursula.
3. If a servant was to select the vegetable for the dinner paid for by her escort, she would **not** choose
 - A. potatoes.
 - B. endive.
 - C. truffles.
 - D. asparagus.



ANALYSIS: 12-14 questions out of 40

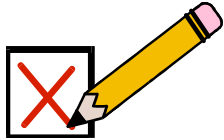
Analysis-type questions require the reader to utilize a variety of skills. The reader dissects the whole passage to see the author's component parts. The parts put together express the author's message. You must learn to:

- Make inferences
- Interpret figurative language
- Identify the sequence of events
- Recognize cause and effect
- Understand comparison and contrast

Making inferences: By noticing details and putting them together, the reader can infer what is the author's intention. The writer hints, but does not always state certain facts directly. An educated guess by the reader or "reading between the lines" is called making an inference.

Read the following paragraph and practice your inference skills.

As Emily looked out the window, she could see the leaves floating off the trees: red, yellow, orange and brown. They glided through the air and landed all over the grass and pavement. She pulled her warm sweater around her and settled back to enjoy nature's show.



Circle the correct answer. Answers are on page 19.

1. From the information in this paragraph, you can infer that the season is

- A. winter.
- B. spring.
- C. summer.
- D. fall.



2. You can also infer from the paragraph that Emily is:

- A. annoyed that she will have to rake the leaves.
- B. pleased to welcome the new season.
- C. sad that summer is over.
- D. puzzled since she hadn't been aware of the time.

Interpreting figurative language: Words can be taken literally when writers say exactly what they mean, or they can be taken figuratively. A figurative expression does not mean exactly what it says. It expresses the message with words selected for effect, not literal truth.

In the conversation that follows, the speakers, discussing the plight of their friend, Betty, use figurative language to express their feelings.

ROB: I can't believe that Joe. He's *not worth a hill of beans*. Look what he has done to Betty. She's *bawling her eyes out*.

CLAY : Yes, I was furious no explanation or *held my tongue* last time I

ROB: Well, Joe's really Betty if she *never*



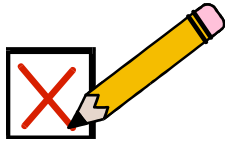
with Joe. He *stood Betty up again*, with apology! I was furious with him, but *I* since he is already angry with me for the corrected him.

in the doghouse this time. I don't blame *gives him the time of day again!*

Now read the same conversation, but with literal language.

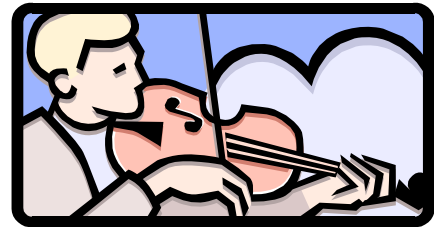
- ROB: I can't believe that Joe. He's *a worthless person, not worthy of respect*.
Look what he has done to Betty. She is *crying excessively*.
- CLAY: Yes, I was furious with Joe. *He did not keep his date with Betty*, with no explanation or apology! I was furious with him, but *I didn't yell at him* since he is already angry with me for the last time I corrected him.
- ROB: Well, *Joe's really in trouble now*. I don't blame Betty if she *never speaks to him again*..

Do you notice that the figurative statements are more expressive?



Write *L* in front of each statement that is used literally. Write *F* in front of each statement that is meant figuratively. Answers are on page 20.

- _____ 1. After winning the lottery, Evelyn will be on Easy Street.
- _____ 2. It is not a fake, it's the real McCoy.
- _____ 3. The doctor says I'm in wonderful health.
- _____ 4. The doctor says I'm as fit as a fiddle.
- _____ 5. Margaret blew her stack..

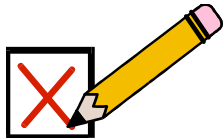


Identifying the sequence of events: Certain types of writing are organized by the order in which the events take place. Newspapers, history, and fiction writing sometimes use this technique. Look for such words as: *first, second, third, finally, after, before, then, and next*.

Read the passage below and think about the sequence it presents.

Making Turkey Gravy

Everyone loves to put lots and lots of gravy on his mashed potatoes. Therefore, it is important to know how to make good gravy. First, the cook should scrape up the pieces of turkey left in the pan in which it was cooked. Next, the turkey pieces and juices in which the turkey was cooked should be poured into a fat separating cup. Pour only the juices and turkey pieces back into the cooking pan, leaving the fat in the separating cup. Bring the liquid to a boil. Then add a mixture of cornstarch and water to the liquid to thicken the gravy. Finally, enjoy it over hot, garlic mashed potatoes.



Underline the four words in the paragraph, “Making Turkey Gravy,” which indicate the sequence of events. According to the directions, which sequence below is correct? Write the correct number in the following blank. Answers are on page 20.

1. Thaw the turkey before cooking.
2. Pour the juices and pieces of turkey into a fat separating cup. Then pour the fat into the cooking pan.
3. Pour the juices and pieces of turkey into a fat separating cup. Then pour the juices and pieces of turkey back into the cooking pan after separating off the fat.
4. Finally thicken the gravy with cornstarch and water mixture.

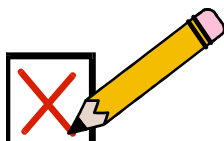
Recognizing cause and effect: One way to organize writing is to use a method of analysis called cause-and-effect relationship. An author presents a situation or happening. This is known as the cause. The result or reaction to the situation is called the effect. Words such as: *reason, so, since, effect, due to, because, outcome, basis, if and when* are key terms that tell you the passage is probably built around cause-and-effect.

Think of one thing that could happen as an outcome of the first action in each sentence. Write an effect on each line. Look at the example first.

Example:

The rock band did not show up for the concert, so the audience demanded their money back.

Answers are on page 20.

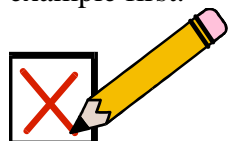


1. Because the basketball team practiced diligently all week, _____
2. Joann bought me a birthday gift, _____
3. Due to the rainy weather, _____
4. Since Kay missed the early bus to work, _____



Understanding comparison and contrast: To show similarities, a writer uses comparisons. To show differences, a writer uses contrasts. Comparison and contrast writings will use words such as: *compare, contrast, differ, less than, similar, on the other hand, although, better than, and both.*

Read the following sentences and decide if they describe two things that are the same. If so write, *compare*. If the sentence describes two things that are *different*, write, *contrast*. Read the example first. Answers are on page 20.



Example: In the teacher's speech and the saleswoman's talk, they both use persuasive words.
compare

1. The real estate agent spoke convincingly of the booming market, while the teacher used numbers to teach word problems. _____
2. Both the professor and the computer salesman knew their facts and figures. _____
3. Although the daycare teacher loved children and planned well for the lessons, the educational toys saleswoman presented the same concepts with a slightly different and unique approach. _____
4. The appearance of the gym teacher and the sports representative was similar as they both wore the latest athletic shoes and warm up suits.



SYNTHESIS: 12-14 questions out of 40

This skill is the most complex of all the thought processes. The reader must analyze different parts of a passage to understand it as a whole. Then the reader must apply information from outside the reading to increase his/her understanding of it. You will combine your understanding of the excerpt with your own personal knowledge and world experiences to gain a more thorough understanding. Some of the skills you will need are:

- Learning to detect the author's tone or mood,
- Recognizing who is telling the story,
- Determining the purpose of a passage, and
- Integrating information outside of a reading with knowledge from within the reading.

Learning to detect the author's tone or mood: Synthesis questions ask you to conclude what author's tone is for the entire passage. Sometimes the tone is displayed by the conversation a character has with another character. The reader detects the tone by the word choices of an author.

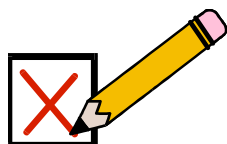
Read the paragraph about a mother opening her front door after working all day. Think about the tone.

Nancy couldn't believe her eyes. There was food of every description. Baked ham, scalloped potatoes, corn on the cob, tossed green salad, brownies and cookies, and so much more. How did her friends and neighbors know? Times had been rough, and many nights, after coming home from work feeling dead tired, she could only offer her family sandwiches for dinner. Her birthday dinner was not going to be any exception. Until. . . someone must have known! Not only dinner, real dinner, but also a birthday cake with candles was sitting on the kitchen table. And friends and family, all smiling and singing "Happy Birthday to You."



Circle one of the following words that describe the tone of this selection.
Answer is on page 20.

describe the tone of this selection.



friendly

suspenseful

grateful

sarcastic

Recognizing who is telling the story: Either an author, an outside narrator, or one of the characters in the story can tell the events of a story. The point of view is determined by whoever is telling the story. You will have additional practice on determining the point of view in Chapter 13 on prose fiction.

Determining the purpose of a passage: Every author has a purpose for writing. Synthesis questions require the reader to determine the main idea of a multi-paragraph reading. You have had practice in finding the purpose of a paragraph, but a synthesis question will require you to evaluate the entire reading with many paragraphs.

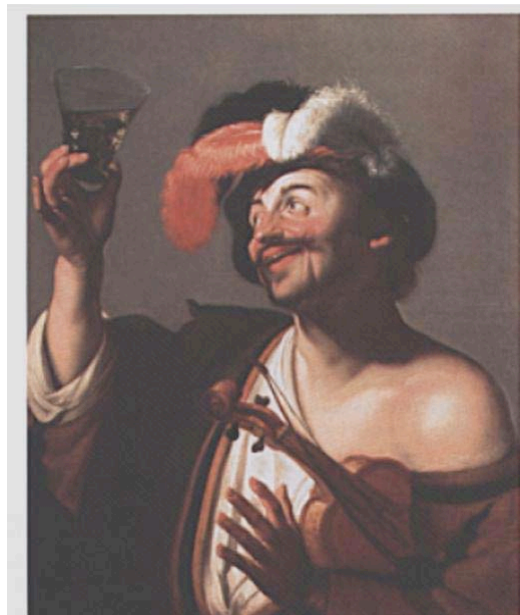
Integrating information outside of a reading with knowledge from within the reading: Some synthesis questions will ask you to evaluate the reading in light of some additional information that the question provides. Sometimes this is information about what happened before or after the event described, or sometimes, it is information about the author. With this additional information, the reader is asked to draw conclusions. There are usually two or three of this type of question on the test.

Look back at the excerpt from *Oliver Twist*. If you were given additional information indicated that Oliver Twist not only was born in a workhouse, but that his mother died at birth, what conclusion could you make regarding the following question? Answer is on page 20.



1. Knowing this information, which of these life situations would Oliver Twist experience as he grows up?
 - A. an easy life
 - B. a life filled with challenges to overcome
 - C. a life with things handed to him
 - D. an exemplary life all would envy

Interactive Activity:
try your hand at questions and answers commentary that follow. painting, “The Elated Crocker Art Museum in Using the information five questions that test answering application, analysis, you are working alone, answers. Sample



Working with a classmate, developing GED type using the picture and This article is a review of a Troubadour,” found in the Sacramento, California. about the painting, write your classmate’s skill in comprehension, and synthesis questions. If write five questions and answers are on page 20.

After Gerrit van Honthorst, Dutch (1590-1656), “The Elated Troubadour,” not dated. Oil on canvas. Crocker Art Museum, E.B. Crocker Collection. “Artletter Sept/Oct. 2003”

September/October 2003

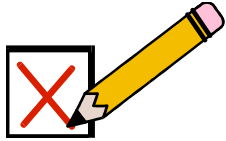
The Crocker’s Very Merry Violinist

“The *Elated Troubadour* is an excellent example of a highly influential tradition in Dutch seventeenth-century painting that grew out of Italy. Specifically, Dutch artists in and around Utrecht adopted the radical painting style of Caravaggio, marked by dramatic juxtapositions of lights and darks and the celebration of lower-class figures in high art.

Utrecht artists who embraced this pictorial style—the so-called Caravaggisti—including Terbruggen, Honthorst, Abraham Bloemaert, Cornelis van Poelenburch, Jan Both and many others. In addition to painting landscapes, mythological and religious scenes, these artists often treated a very limited range of conventional, genre subjects including musical groups, revelers, card players, drinkers, and gamblers. Typical of the work of Terbruggen and Honthorst, the Crocker's painting depicts a single, middle-aged male, smiling, fancifully dressed, and holding a glass and musical instrument. In these paintings, the sometimes-voyeuristic act of looking is thematized. In the Crocker's *Merry Violinist*, for example, the troubadour looks closely (even longingly) at his drink, just as the viewer is meant to look closely (even admiringly?) at him. In an era of strict Calvinist admonitions against wanton behavior, these pictures may well have provided a vicarious means for enjoying common activities not allowed in elite, upstanding, Reformed Protestant circles.

“Given this strict religious climate however, many twentieth-century scholars have argued for the emblematic, and possibly moralizing, aspect of these Dutch genre paintings. By this account, such paintings about drinkers or gamblers were thought to warn viewers against the evils of such behaviors. Yet as art historian Wayne Franits has argued, this interpretation of painting as a form of moral admonishment is problematic because it assumes that painters “operated ‘in league’ with pastors of the Reformed Church ... for the moral improvement of their patrons,” despite the fact that religious personnel openly objected to the subjects of the paintings as being indecent (*lichte*) or ungodly (*afgodische*).¹ Thus, while strict Calvinists may have wished to interpret the paintings as warnings against moral turpitude, it is likely that such subjects simultaneously reflected a secular interest in, or taste for, the pictorialization of prostitution, drinking, gambling and dancing. Indeed, such activities flourished in brothels, music houses, and taverns in seventeenth-century Utrecht.”

¹ Wayne Franits, “Emerging from the Shadows: Genre Painting by the Utrecht Caravaggisti and Its Contemporary Reception,” in *Masters of Light: Dutch Painters in Utrecht in the Golden Age*, exh. cat., The Walters Art Gallery, Baltimore, and The Fine Arts Museum of San Francisco (New Haven: Yale University Press, 1997), p. 115.



Please write your questions and your answers here.

Question

Answer

- | | |
|----|----|
| 1. | 1. |
| 2. | 2. |
| 3. | 3. |
| 4. | 4. |
| 5. | 5. |

EXERCISE

Using the techniques you have been practicing in comprehension, application, analysis, and synthesis, answer the following questions. There will be five answers, with only one answer being the correct one.

WHAT IS IT LIKE FOR HUCK FINN TO LIVE WITH THE WIDOW DOUGLAS?

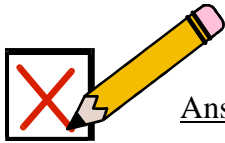
“After supper she got out her book and learned me about Moses and the Bulrushers; and I was in a sweat to find out all about him; but by-and-by she let it out that Moses had been dead a considerable long time; so then I didn’t care no more about him; because I don’t take no stock in dead people.

“Pretty soon I wanted to smoke, and asked the widow to let me. But she wouldn’t. She said it was a mean practice and wasn’t clean, and I must try to not do it any more. That is just the way with some people. They get down on a thing when they don’t know

nothing about it. Here she was a bothering about Moses, which was no kin to her, and no use to anybody, being gone, you see, yet finding a power of fault with me for doing a thing that had some good in it. And she took snuff too; of course that was all right, because she done it herself.

“Her sister, Miss Watson, a tolerable slim old maid, with goggles on, had just come to live with her, and took a set at me now, with a spelling-book. She worked me middling hard for about an hour, and then the widow made her ease up. I couldn’t stood it much longer. Then for an hour it was deadly dull, and I was fidgety. Miss Watson would say, ‘Don’t put your feet up there, Huckleberry; and don’t scrunch up like that, Huckleberry—set up straight.’; and pretty soon she would say, ‘Don’t gap and stretch like that, Huckleberry, why don’t you try to behave?’ ”

Mark Twain , *The Adventures of Huckleberry Finn*



Circle the correct answer.

Answers are on page 21.

1. From the words and grammar used by Huck, the reader infers that Huck's education is:

- (1) only minimal
- (2) of a high degree
- (3) college level
- (4) street language
- (5) hard to determine

2. If Huck were to eat dinner in a restaurant, which would he **not** choose?

- (1) a pizza place
- (2) a five star restaurant
- (3) a casual, fast food type
- (4) a hamburger stand
- (5) an automatic vending machine



3. Moses and the Bulrushers would be found in which book or magazine:

- (1) dictionary
- (2) thesaurus
- (3) Bible
- (4) sports magazine
- (5) music review



4. The main idea of these paragraphs is

- (1) to show how Huck Finn sees life as opposed to how Widow Douglas sees life.
- (2) to make fun of Huck's speech.
- (3) to illustrate how Widow Douglas is more educated than Huck Finn.
- (4) to show the difference between adults and children in the south.
- (5) to make the reader feel sorry for Huck Finn.

5. How did Huck feel as Widow Douglas read to him about Moses?

- (1) He was sweating.
- (2) He was excited to learn about him until he found out that Moses was no longer living.
- (3) He was bored and wished she would stop.
- (4) He was confused.
- (5) He was interested but too hot.

6. "No stock in dead people" means:

- (1) People who have died have bought no stock.
- (2) A person who is dead is of no interest to the speaker.
- (3) Dead people should not be talked about.
- (4) The stock of dead people is important to no one.
- (5) Only Southern people understand the true meaning.

Page 4: Words You Need to Know

1. passages
2. drama
3. comprehension
4. application
5. purpose question

Page 7: Comprehension

1. **C Comprehension (supporting details)** In the last sentence, “Oliver breathed, sneezed, and proceeded to advertise to the inmates. . .”
2. **D Comprehension (supporting details)** “There being nobody by, however, but a pauper old woman . . .and a parish surgeon.
3. **C Comprehension (supporting details)** In the last sentence, “a male infant who had not been possessed of that very useful appendage, a voice, for a much longer space of time than three minutes and a quarter.” A quarter being equal to .25 or 15 seconds.
4. **B Comprehension (supporting details)** “a new burden having been imposed upon the parish”
5. **C Comprehension (unstated purpose)**

Page 8: Context Clues

1. men who are hunting the crocodile out of existence
2. scarcely varying in measurement
3. a person liking to be with other people

Page 9: Application

- a. **D Comprehension** Answer found in first, long sentence.
- b. **B Application** The servants no longer see themselves as being subservient and thus would choose a name not degrading to themselves.
- c. **A Application** The servants would not choose potatoes as they are too common.

Page 10: Inference

- a. **D** The clues are: falling leaves, pulling sweater around her.
- b. **B** “...enjoy nature’s show” is the clue.

Page 11: Figurative Language

- a. F
- b. F
- c. L
- d. F
- e. F

Page 12: Sequence of Events

- a. First, next, then, finally
- b. 3

Page 12: Cause and Effect (Any answers similar to these answers are accepted.)

- 1. they won the game easily.
- 2. since we've been dating over one year.
- 3. we will do indoor activities this weekend.
- 4. I will have to take the later bus, but I'll still be on time.

Page 13: Comparison and Contrast

- 1. contrast
- 2. compare
- 3. contrast
- 4. compare

Page 14: Tone or Mood

- 1. grateful

Page 15: Integrating Outside Information

- 1. B

Page 17: Interactive Activity

Sample Questions and Answers (There may be other possible questions.)

- 1. What does *Elated Troubadour* mean? Merry Violinist
- 2. Is the violinist of upper or lower class? Lower class
- 3. How would you describe the artist's technique? Uses lights and darks together
- 4. What does the word "vicarious" mean? To experience something without really taking part in the activity

5. What is the viewer of the painting vicariously experiencing? The joy of drinking which was looked down upon by society of that time

Page 18: EXERCISE

1. **(1) Analysis** Phrases such as “learned me, let it out, and didn’t care no more” support this answer.
2. **(2) Application** He would be most at home in a casual place.
3. **(3) Synthesis** The key word here is “Moses” and the reader must relate him to the Bible.
4. **(1) Comprehension (main idea)** All details point to this conclusion.
5. **(2) Comprehension (supporting details)** “I was in a sweat to find out all about him; but by-and-by she let it out that Moses had been dead.”
6. **(2) Comprehension (context)**