

VIRGINIA STUDENT EDITION

PRENTICE HALL LITERATURE



Timeless Voices, Timeless Themes

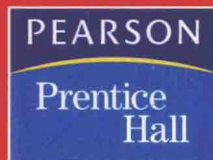
THE BRITISH TRADITION

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Boston, Massachusetts
Upper Saddle River, New Jersey

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P R E N T I C E H A L L LITERATURE

Timeless Voices, Timeless Themes

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CONTRIBUTING AUTHORS

The contributing authors guided the direction and philosophy of *Prentice Hall Literature: Timeless Voices, Timeless Themes*. Working with the development team, they helped to build the pedagogical integrity of the program and to ensure its relevance for today's teachers and students.

Kate Kinsella

Kate Kinsella, Ed.D., is a faculty member in the Department of Secondary Education at San Francisco State University. A specialist in second-language acquisition and adolescent reading and writing, she teaches coursework addressing language and literacy development across the secondary curricula. She has taught high-school ESL and directed SFSU's *Intensive English Program* for first-generation bilingual college students. She maintains secondary classroom involvement by teaching an academic literacy class for second-language learners through the University's *Step to College* partnership program. A former Fulbright lecturer and perennial institute leader for TESOL, the California Reading Association, and the California League of Middle Schools, Dr. Kinsella provides professional development nationally on topics ranging from learning-style enhancement to second-language reading. Her scholarship has been published in journals such as the *TESOL Journal*, the *CATESOL Journal*, and the *Social Studies Review*. Dr. Kinsella earned her M.A. in TESOL from San Francisco State University and her Ed.D. in Second Language Acquisition from the University of San Francisco.

Kevin Feldman

Kevin Feldman, Ed.D., is the Director of Reading and Early Intervention with the Sonoma County Office of Education (SCOE). His career in education spans thirty-one years. As the Director of Reading and Early Intervention for SCOE, he develops, organizes, and monitors programs related to K–12 literacy and prevention of reading difficulties. He also serves as a Leadership Team Consultant to the California Reading and Literature Project and assists in the development and implementation of K–12 programs throughout California. Dr. Feldman earned his undergraduate degree in Psychology from Washington State University and has a Master's degree from U.C. Riverside in Special Education, Learning Disabilities and Instructional Design. He earned his Ed.D. in Curriculum and Instruction from the University of San Francisco.

Colleen Shea Stump

Colleen Shea Stump, Ph.D., is Special Education supervisor in the area of Resource and Inclusion for Seattle Public Schools. She has served as a professor and as chairperson for the Department of Special Education at San Francisco State University. She continues as a lead consultant in the area of collaboration for the California State Improvement Grant and travels the state of California providing professional development training in the areas of collaboration, content literacy instruction, and inclusive instruction. Dr. Stump earned her doctorate at the University of Washington, her M.A. in Special Education from the University of New Mexico, and her B.S. in Elementary Education from the University of Wisconsin–Eau Claire.

Joyce Armstrong Carroll

In her forty-year career, Joyce Armstrong Carroll, Ed. D., has taught on every grade level from primary to graduate school. In the past twenty years, she has trained teachers in the teaching of writing. A nationally known consultant, she has served as president of TCTE and on NCTE's Commission on Composition. More than fifty of her articles have appeared in journals such as *Curriculum Review*, *English Journal*, *Media & Methods*, *Southwest Philosophical Studies*, *English in Texas*, and the *Florida English Journal*. With Edward E. Wilson, Dr. Carroll co-authored *Acts of Teaching: How to Teach Writing* and co-edited *Poetry After Lunch: Poetry to Read Aloud*. She co-directs the New Jersey Writing Project in Texas.

Edward E. Wilson

A former editor of *English in Texas*, Edward E. Wilson has served as a high-school English teacher and a writing consultant in school districts nationwide. Wilson has served on both the Texas Teacher Professional Practices Commission and NCTE's Commission on Composition. Wilson's poetry appears in Paul Janeczko's anthology *The Music of What Happens*. With Dr. Carroll, he co-wrote *Acts of Teaching: How to Teach Writing* and co-edited *Poetry After Lunch: Poetry to Read Aloud*. Wilson co-directs the New Jersey Writing Project in Texas.

PROGRAM ADVISORS

The program advisors provided ongoing input throughout the development of *Prentice Hall Literature: Timeless Voices, Timeless Themes*. Their valuable insights ensure that the perspectives of the teachers throughout the country are represented within this literature series.

Diane Cappillo

English Department Chair
Barbara Goleman Senior High School
Miami, Florida

Anita Clay

Language Arts Instructor
Gateway Institute of Technology
St. Louis, Missouri

Ellen Eberly

Language Arts Instructor
Catholic Memorial High School
West Roxbury, Massachusetts

Nancy Fahner

L.A.M.P. Lansing Area Manufacturing
Partnership
Ingham Intermediate School District
Mason, Michigan

Terri Fields

Instructor of Language Arts,
Communication Arts, and Author
Sunnyslope High School
Phoenix, Arizona

Susan Goldberg

Language Arts Instructor
Westlake Middle School
Thornwood, New York

Margo L. Graf

English Department Chair, Speech,
Yearbook, Journalism
Lane Middle School
Fort Wayne, Indiana

Christopher E. Guarraia

Language Arts Instructor
Lakewood High School
Saint Petersburg, Florida

V. Pauline Hodges

Teacher, Educational Consultant
Forgan High School
Forgan, Oklahoma

Karen Hurley

Language Arts Instructor
Perry Meridian Middle School
Indianapolis, Indiana

Lenore D. Hynes

Language Arts Coordinator
Sunman-Dearborn Community
Schools
Sunman, Indiana

Linda Kramer

Language Arts Instructor
Norman High School North
Norman, Oklahoma

Thomas S. Lindsay

Assistant Superintendent of Schools
Manheim District 83
Franklin Park, Illinois

Agathaniki (Niki) Locklear

English Department Chair
Simon Kenton High School
Independence, Kentucky

Ashley MacDonald

Language Arts Instructor
South Forsyth High School
Cumming, Georgia

Mary Ellen Mastej

Language Arts Instructor
Scott Middle School
Hammond, Indiana

Nancy L. Monroe

English, Speed Reading Teacher
Bolton High School
Alexandria, Louisiana

Jim Moody

Language Arts Instructor
Northside High School
Fort Smith, Arkansas

David Morris

Teacher of English, Writing,
Publications, Yearbook
Washington High School
South Bend, Indiana

Rosemary A. Naab

English Department Chair
Ryan High School
Archdiocese of Philadelphia
Philadelphia, Pennsylvania

Ann Okamura

English Teacher
Laguna Creek High School
Elk Grove, California

Tucky Roger

Coordinator of Languages
Tulsa Public Schools
Tulsa, Oklahoma

Jonathan L. Schatz

English Teacher/Team Leader
Tappan Zee High School
Orangeburg, New York

John Scott

Assistant Principal
Middlesex High School
Saluda, Virginia

Ken Spurlock

Assistant Principal, Retired
Boone County High School
Florence, Kentucky

Dr. Jennifer Watson

Secondary Language Arts
Coordinator
Putnam City Schools
Oklahoma City, Oklahoma

Joan West

Assistant Principal
Oliver Middle School
Broken Arrow, Oklahoma



Virginia Program Advisors

Prentice Hall wishes to thank the Virginia Advisory Board for its ongoing advice in the development of the Virginia edition of *Prentice Hall Timeless Voices, Timeless Themes*. Their valuable insights have helped ensure that this language arts series meets the needs of Virginia students and their teachers.

James Andrews

English Teacher
Stafford High School
Stafford, Virginia

Betty Krapfl

English Department Chairperson
Stafford County Public Schools
Stafford, Virginia

Valerie L. Caveney

English Teacher
Mount Vernon High School
Alexandria, Virginia

Jennifer L. Mattson

7th Grade English Teacher
Liberty Middle School
Clifton, Virginia

Karen S. Darrough

English Department Chair
North Stafford High School
Stafford, Virginia

Judith L. McIntosh

English Teacher
Massaponax High School
Spotsylvania, Virginia

Eileen Hummer

Special Education Teacher
Battlefield Middle School
Fredericksburg, Virginia

Debra Metzler

English Department Chair
Fairfax County Public Schools
Fairfax, Virginia

Sophia Husain

English Teacher
Wakefield High School
Arlington, Virginia

Terri Rubin

English Department Chair
Grade 8 English Teacher
Lake Braddock Middle School
Burke, Virginia



Standards of Learning Grade 12

Here is a complete list of the grade 12 Standards of Learning so that you'll know what you're expected to learn and do this year. Also included are examples of test items to show how the standards might be assessed on the Standards of Learning Tests.

ORAL LANGUAGE

12.1 The student will make a 5 to 10 minute formal oral presentation.

What It Means to You

In grade 12, you will:

- a) Choose the purpose of the presentation: to defend a position, to entertain an audience, or to explain information.
- b) Use a well-structured narrative or logical argument.
- c) Use details, illustrations, statistics, comparisons, and analogies to support purposes.

(Units 1, 3, 6)

About the Example

The information you use to **support** the purpose of a speech should be relevant and logical. Different types of supporting details include: facts and statistics, examples, expert opinions, illustrations, comparisons, analogies, and evidence. A test question may ask you about the details used to defend the main idea. This example asks you to identify a detail that would best support the purpose of a speech.



EXAMPLE Which type of detail would best support the purpose?

- A your opinion of the candidate
- B evidence about the candidate's past performance
- C photographs of the candidate
- D statistics from the previous election

What it Means to You

In grade 12, you will:

- d) Use visual aids or technology to support presentation.
- e) Use grammatically correct language, including vocabulary appropriate to the topic, audience, and purpose.

(Units 2, 4, 5)

About the Example

Speakers must use grammatically correct language and vocabulary that suits the topic, audience, and purpose. You may be asked to evaluate the speaker's language. Here you are asked to choose the best revision of a sentence.



EXAMPLE Which of the following is the best revision of sentence 6?

- F Adams helped expose corrupt businessmen and politicians at some point in American history.
- G Adams was the one what exposed corruption in business and politics in America.
- H Adams helped expose folks who acted wrong in business and politics in the 1800s and 1900s.
- J Adams helped expose corruption in business and politics in the late 1800s and early 1900s.

12.2 The student will evaluate formal presentations.

What It Means to You

In grade 12, you will:

- a) Critique relationships among purpose, audience, and content of presentations.

(Units 1, 2, 4)

About the Example

When you listen to speeches, you should try to identify their **purpose, supporting evidence**, and audience. Critiquing speeches involves, in part, identifying how well or how poorly speakers establish relationships among their purpose, content, and audience. Speakers establish such relationships by using specific vocabulary, tone of voice, organization of details, and the quality and relevance of supporting details. The test question below, for example, asks you to choose the statement that best evaluates the relationship between a speaker's purpose and audience.



EXAMPLE Which statement best applies to this speech?

- A The speaker's vocabulary is too sophisticated for her intended audience, but her use of facts and expert opinions helped support her purpose.
- B I think the speaker's language fit the tone and her purpose.
- C If I were the speaker, I wouldn't have mentioned the laws that have been passed to protect the environment.
- D The speaker did a lousy job of organizing the information, so the audience will probably be confused by the speech.

What it Means to You

In grade 12, you will:

- b) Critique effectiveness of presentations.

(Units 4, 5, 6)

About the Example

When you **critique** the effectiveness of presentations, you tell what is good and what is bad about not only the content of the presentation but also the delivery. **Delivery** refers to the verbal and nonverbal signals speakers use to keep audiences listening and interested in what they have to say. The feedback you give should help speakers improve their content or delivery so that they will become more effective speakers. On a test, you may be asked to identify feedback that would help make a speech more effective. This is such a question.



EXAMPLE Which of the following delivery techniques would make a speech more effective?

- F speaking in a monotone voice
- G reading the speech from note cards
- H sitting in a chair behind a desk to establish a formal speaking situation
- J using gestures and facial expressions to keep the audience engaged

READING ANALYSIS

12.3 The student will read and analyze the development of British literature and literature of other cultures.

What It Means to You

In grade 12, you will:

- a) Recognize major literary forms and their elements.

(Units 1, 2, 6)

About the Example

Some of the major **literary forms** include poems, short stories, plays, novels, and forms of nonfiction writing, such as essays, articles, and biographies. Each form has its own set of characteristics. For example, many poems are written in stanzas and with specific rhyme schemes; short stories and novels are types of fiction that include such elements as setting, characters, plot, climax, and resolution; and essays include such elements as a thesis statement, supporting details, and tightly organized paragraphs.

On a test, you may be asked to read a piece of literature and then to answer questions about its elements, or characteristics. Here is an example.



EXAMPLE In his poem "Sleep and Poetry," Keats uses which literary device?

- A imagery
- B personification
- C apostrophe
- D hyperbole

What It Means to You

In grade 12, you will:

- b) Recognize the characteristics of major chronological eras.
- c) Relate literary works and authors to major themes and issues of their eras.

(Units 1, 2, 6)

About the Example

Many literary works exemplify the **themes** and issues of the **eras** during which they were written. For example, Alexander Pope's *Essay on Man* reflects the Restoration in the eighteenth century during which new scientific discoveries caused some people to question their religious views. A standardized test question, such as the one that follows, may ask you to read a literary work and then to answer questions about how it relates to the era in which it was written.



EXAMPLE How does this excerpt from *David Copperfield* reflect the Victorian Period?

- F It describes ideas of history and nature that were popular at the time.
- G It questions the exploitation of people for the sake of material wealth and comfort.
- H It is an example of the comic relief people sought in the drama of the time.
- J It reveals an awareness of the connection between earthly gains and heavenly rewards.

12.4 The student will read and analyze a variety of informational materials, including electronic resources.

What It Means to You

In grade 12, you will:

- a) Identify formats common to new publications and information resources.
- b) Recognize and apply specialized informational vocabulary.

(Units 1, 3, 5)

About the Example

When you **analyze** informational materials, you break them down into their individual parts to gain a better understanding of the text. Different types of informational materials have specific formats. For example, a Web site on industrialization in England during the nineteenth century might include an article with photographs, links to other sites on the subject, and a site map that outlines the material on the site.

On a test, you may be asked to read a piece of writing and then to identify its format or analyze its usefulness for a specific purpose. Here's an example.



EXAMPLE What link on this Web page would be *most* useful in researching the effects of scientific discoveries in England in the nineteenth century?

- A "Reform Movements of the 1800s"
- B "The Discovery of Radium, 1898"
- C "More on Karl Marx"
- D "Science in the 1850s"

What it Means to You

In grade 12, you will:

- c) Evaluate a product based on analysis of the accompanying warranty and instruction manual.
- d) Evaluate the quality of informational and technical materials.

(Units 3, 5, 6)

About the Example

When you **evaluate** the quality of informational and technical materials, you look for their good parts and their bad parts. Informational materials include writing that is meant to inform, while technical writing is meant to **explain**. Some questions that you can ask yourself about the quality of a work include:

- Is the information organized in a logical way?
- Is the information recent?
- Is the information written in such a way that makes the concepts easy to understand?
- Is the information from a reliable source?

A test question may ask you to read a piece of informative or technical writing and then to evaluate its quality. Here's an example.



EXAMPLE This passage can *best* be described as—

- F well-organized
- G confusing
- H out-of-date
- J unreliable

12.5 The student will read and critique a variety of poetry.

What It Means to You

In grade 12, you will:

- a) Explain how the choice of words in a poem creates tone and voice.
- b) Explain how the sound of a poem (rhyme, rhythm, onomatopoeia, repetition, alliteration, assonance, and parallelism) supports the subject and mood.

(Units 1, 2, 3)

About the Example

Poets use a variety of literary devices not only to create musical and rhythmic effects but also to support the **subject and mood** of a poem. In addition to rhyme and rhythm, these devices include onomatopoeia (the use of a word or group of words whose sound imitates its meaning), alliteration (the repetition of consonant sounds in words that are close to one another, and assonance (the repetition of similar vowel sounds followed by different consonant sounds).

On a standardized test, you may be asked to read a poem and then to answer questions about the poet's use of a literary device to create sound or to support the mood of the poem. Here is an example.



EXAMPLE Tennyson's use of alliteration and short, rhythmic lines creates a—

- A feeling of isolation
- B chaotic mood
- C sad tone
- D musical effect

What it Means to You

In grade 12, you will:

- c) Explain how imagery and figures of speech (personification, simile, metaphor) appeal to the reader's senses and experience.
- d) Compare and contrast traditional and contemporary works of poets from many cultures.

(Units 1, 3, 5)

About the Example

Imagery appeals to the senses of sight, hearing, touch, taste, and smell. Writers use imagery and figures of speech to appeal to readers' senses and experiences. Figures of speech include:

- Personification—giving human characteristics to things that aren't human
- Simile—comparing two unlike things using the words *like* or *as*
- Metaphor—comparing two unlike things without using the words *like* or *as*

On a test, you may be asked to read a poem and then to answer questions about the poet's use of imagery or figures of speech. Here is an example of such a question.



EXAMPLE In this poem by Matthew Arnold, the "Sea of Faith" (l. 21) is a/an—

- F simile for the night wind
- G metaphor for religious belief
- H image of the barren beaches
- J allusion to poets of the past

12.6 The student will read and critique dramatic selections from a variety of authors.

What It Means to You

In grade 12, you will:

- a) Describe the conflict, plot, climax, and setting.
- b) Compare and contrast ways in which character, scene, dialogue, and staging contribute to the theme and the dramatic effect.

(Unit 2)

About the Example

Some standardized test questions will ask you to describe (paint a picture with words) the conflict, plot, climax, and setting of a play.

- *Conflict* is the problem between characters, forces, or emotions that oppose each other.
- *Plot* is the action of the story.
- *Climax* is the height of the story, the point at which the suspense and emotions are at their most intense.
- *Setting* is the place and time in which the story or events in the story take place.

A test question, such as the one shown here, may ask you about the conflict, plot, climax, or setting of a play.



EXAMPLE Which of the following *best* summarizes the conflict in this scene?

- A Macbeth's ambition wars with his guilt.
- B Macbeth's ambition wars with his belief in fairness.
- C Macbeth struggles against society.
- D Macbeth struggles against Banquo.

What it Means to You

In grade 12, you will:

- c) Identify the most effective elements of selected plays.
- d) Compare and contrast dramatic elements of plays from American, British, and other cultures.

(Unit 2)

About the Example

When you **compare** and **contrast** dramatic elements of plays, you find similarities and differences between those elements. Dramatic elements can include setting, plot, conflict, characterization, setting, dialogue, language, music, costumes, and more. On a test, you may read excerpts from two plays (such as one from Greek literature and one from British literature). You would then answer questions, such as the one that follows, that ask you to compare or contrast the main characters in the plays.



EXAMPLE Macbeth and Creon can both be considered—

- F villains
- G tragic heroes
- H flat characters
- J static characters

WRITING

12.3 The student will develop expository and informational writings.

What It Means to You

In grade 12, you will:

- a) Generate, gather, and organize ideas for writing.
- b) Consider audience and purpose when planning for writing.
- c) Write analytically about literary, informational, and visual materials.
- d) Elaborate ideas clearly and accurately.

(Units 1, 3, 5)

About the Example

A standardized test question may ask you to read a piece of writing and then identify the writer's intended **audience or purpose**. You will need to watch for the type of language used (for example, informal language might imply that the writer's audience is his friends or family) and to identify the writer's thesis statement.



EXAMPLE The writer's purpose in this passage is to—

- A inform readers of the characteristics of British Romanticism
- B persuade readers that Romantic writers were not highly regarded by the public
- C narrate the historical events that led to the Romantic movement in British literature
- D explain how Romantic writers embraced imagination, individual liberty, and nature in their works

What It Means to You

In grade 12, you will:

- e) Revise writing for depth of information and technique of presentation.
- f) Apply grammatical conventions to edit writing for correct use of language, spelling, punctuation, and capitalization.
- g) Proofread final copy and prepare document for publication or submission.

(Units 1, 4, 6)

About the Example

When you **revise** writing for accuracy and depth of information, you add, delete, or change the writing so that it is correct. Every detail, sentence, and paragraph should **support** the writer's main idea. In addition, the writing should consist of well-developed paragraphs.

A test question may ask you to read a piece of writing and then to answer questions about what details could be added to a paragraph to improve its depth or the correctness of its information.



EXAMPLE Which detail, if added to paragraph 4, would *not* give the paragraph more depth?

- F W. H. Auden was born in 1907 in York.
- G Auden was awarded the Pulitzer Prize for his poem *The Age of Anxiety*.
- H Auden is considered one of the most influential poets of the twentieth century.
- J One of Auden's unique talents was his ability to combine poetic language with colloquial words.

RESEARCH

12.8 The student will write documented research papers.

What It Means to You

In grade 12, you will:

- a) Identify and understand the ethical issues of research and documentation.
- b) Evaluate the accuracy and usefulness of information.
- c) Synthesize information to support the thesis.
- d) Present information in a logical manner.

(Units 1, 4, 6)

About the Example

When you present information in your writing, you combine all the elements of your writing (words, sentences, and paragraphs) to form a complete and logical whole. This is especially important when you're writing to show a sequence of events or steps in a process. On a test, you may read a piece of writing and then answer questions about the sequence of information.



EXAMPLE Which revision would *best* organize the sequence of events in this passage?

- A Move paragraph 1 to follow paragraph 2.
- B Move paragraph 2 to follow paragraph 3.
- C Put paragraph 4 before paragraph 2.
- D Put paragraph 5 before paragraph 1.

What It Means to You

In grade 12, you will:

- e) Cite sources of information, using a standard method of documentation, such as that of the Modern Language Association (MLA) or the American Psychological Association (APA).
- f) Edit copies for correct use of language, spelling, punctuation, and capitalization.
- g) Proofread final copy and prepare document for publication or submission.

(Units 2, 3, 5)

About the Example

Editing involves finding and correcting errors in grammar, usage, and mechanics. Such errors can include:

- incorrectly used words or modifiers
- misspelled words
- incorrectly used punctuation
- errors in capitalization
- inconsistent verb tenses
- lack of parallelism
- agreement errors with subjects and verbs or pronouns and antecedents

On a standardized test, a question may ask you to select the best revision of a sentence that contains errors.



EXAMPLE Read the following sentences. Which is the *best* way to revise them?

- F In sentence 1, change Orwells to Orwell's.
- G In sentence 2, change bad to badly.
- H In sentence 3, put quotation marks around the story title.
- J In sentence 4, delete the word worst.



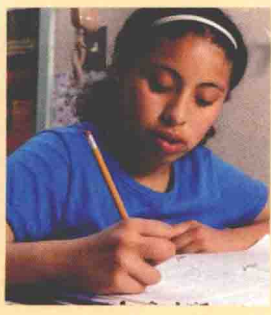
Standards of Learning Test-Taking Strategies

Multiple-Choice Questions

Most of the questions of the Virginia SOL Tests are multiple-choice. Use the hints below to help you answer these questions.

Remember...

- 1 Read the passage carefully and refer to it if the question requires you to do so.
- 2 Look for key words or facts before looking for the correct answer.
- 3 Underlined words in a question indicate that these words are important in determining the correct answer.
- 4 Be sure the question number sheet is the same as the question you are answering.



But as the town increased its prosperity Carraveagh continued its decline. The Middletons were in their middle sixties now and were reconciled to a life that became more uncomfortable with every passing year. Together they roved the vast lofts of their house, placing old paint tins and flowerpot saucers beneath the drips from the roof. At night they sat over their thin chops in a dining room that had once been gracious and which in a way was gracious still, except for the faded appearance of furniture that was dry from lack of polish and of a wallpaper that time had rendered colorless. . . . In the hall hung the family crest, and on ancient Irish linen the Cross of St. George.

—"The Distant Past" by William Trevor

1 Which of these reasons for the Middletons being uncomfortable is found in the passage?

- A The town is increasing in prosperity.
- B Their house has vast lofts.
- C The roof is leaking.
- D The family crest is on ancient linen.

Make sure you refer back to the passage. The correct answer is C.

1

2 Which word best describes the tone of this passage?

- F motivational
- G instructional
- H sad
- J animated

Pay close attention to italicized words. The correct answer is H.

2

3 Which of the following best summarizes the Middletons?

- A resigned to their life
- B older but still satisfied with life
- C deserving their fate
- D foolishly pretending to be wealthy in the face of poverty

Look for key words in the question. The correct answer is A.

3

Now You Try ...

DIRECTIONS: Read the passage. Then read each question about the passage. Decide which is the best answer to each question. Mark the space on your answer sheet for the answer you have chosen.

Death be not proud, though some have called thee
Mighty and dreadful, for thou art not so;
For those whom thou think'st thou dost overthrow,
Die not, poor death, nor yet canst thou kill me.
From rest and sleep, which but thy pictures be,
Much pleasure; then from thee much more must flow,
And soonest our best men with thee do go,
Rest of their bones, and soul's delivery.
Thou art slave to fate, chance, kings, and desperate men,
And dost with poison, war, and sickness dwell,
And poppy, or charms can make us sleep as well
And better than thy stroke; why swell'st thou then?
One short sleep past, we wake eternally,
And death shall be no more; Death, thou shalt die.

—"Holy Sonnet 10" by John Donne

1 Which of these reasons for death being proud is found in the passage?

- | | |
|------------------------------|----------------------|
| A It thinks it kills people. | C It lives with war. |
| B It gives pleasure. | D It will die. |

2 Which word best describes the tone of this passage?

- | | |
|------------|---------------|
| F mournful | H discouraged |
| G defiant | J angry |

3 Which of the following would the author say best summarizes death?

- | | |
|--------------------|-------------------|
| A a mighty warrior | C a slave |
| B an eternal state | D a desperate man |