



**California
Subject
Examinations for
Teachers®**

TEST GUIDE

**ENGLISH
SUBTEST I**

**Sample Questions and Responses
and Scoring Information**

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Sample Test Questions for CSET: English Subtest I

Below is a set of multiple-choice questions that are similar to the questions you will see on Subtest I of CSET: English. You are encouraged to respond to the questions without looking at the responses provided in the next section. Record your responses on a sheet of paper and compare them with the provided responses.

1. **Read the passage below; then answer the question that follows.**

Raven was always cheating the people, so they finally took his beak away from him. After a time he went up the river and made a raft, which he loaded with moss. Floating down to the camps on it, he told the people that his head was sore where his beak had been torn off, and that he was lying in the moss to cool it. Then he went back upriver and made several more rafts. When the people saw these floating down toward them, they thought that a large group of warriors was coming to help Raven regain his beak. They held a council and decided to send a young girl to take the beak to an old woman who lived alone at some distance from the camp.

Raven, who had concealed himself among them and heard the council's plans, waited until the girl came back. Then he went to the old woman and told her that the girl wanted her to return the beak to him. Suspecting nothing, the old woman gave him his beak. He put it on and flew away, cawing with pleasure at his success.

This passage is most characteristic of which of the following literary forms associated with the oral tradition?

- A. fairy tale
 - B. legend
 - C. trickster tale
 - D. fable
2. Which of the following forms of fixed or closed verse originated in Italy but was introduced to England, where it was developed and established as an English literary tradition?
- A. sonnet
 - B. ballad
 - C. villanelle
 - D. limerick

3. Which of the following excerpts is most characteristic of the traditional American literary form called the slave narrative?
- A. The girl belonged to a class—unhappily but too extensive—the very existence of which, should make men's hearts bleed. Barely past her childhood, it required but a glance to discover that she was one of those children, born and bred in neglect and vice, who have never known what childhood is: who have never been taught to love and court a parent's smile, or to dread a parent's frown.
 - B. The stench of the hold, while we were on the coast, was so intolerably loathsome, that it was dangerous to remain there for any time, and some of us had been permitted to stay on the deck for the fresh air; but now that the whole ship's cargo were confined together, it became absolutely pestilential. The closeness of the place, and the heat of the climate, added to the number in the ship, being so crowded that each had scarcely room to turn himself, almost suffocated us.
 - C. It is possible for a race or an individual to have mental development and yet be so handicapped by custom, prejudice, and lack of employment as to dwarf and discourage the whole life. This is the condition that prevails among the race in many of the large cities of the North; and it is to prevent this same condition in the South that I plead with all the earnestness of my heart.
 - D. A resistless feeling of depression falls slowly upon us, despite the gaudy sunshine and the green cotton-fields. This, then, is the Cotton Kingdom,—the shadow of a marvellous dream. And where is the King? Perhaps this is he,—the sweating ploughman, tilling his eighty acres with two lean mules, and fighting a hard battle with debt. So we sit musing, until . . . there comes a fairer scene suddenly in view,—a neat cottage snugly ensconced by the road, and near it a little store.

4. Literary works such as James Joyce's *A Portrait of the Artist as a Young Man*, Gustave Flaubert's *A Sentimental Education*, and Thomas Mann's *The Magic Mountain* provide examples of which of the following traditional novelistic forms?
- A. *nouveau roman* or "new novel"
 - B. social novel
 - C. *bildungsroman* or "novel of formation"
 - D. historical novel
5. Literary works by postmodern British writers such as Angela Carter, Salman Rushdie, and Jeanette Winterson generally tend to share which of the following characteristics?
- A. the use of fragmented narrative structures with multiple shifts in consciousness, chronology, and location
 - B. an emphasis on the rich universality of life in cultures and countries all over the world
 - C. a sense of sentimental nostalgia for nineteenth- and early-twentieth-century life, typically expressed in rueful, melancholic tones
 - D. the use of brief, economic literary forms and a spare, astringent literary style

6. **Read the poem below; then answer the question that follows.**

Now begins the cry
Of the guitar,
Breaking the vaults
Of dawn.
Now begins the cry
Of the guitar.
Useless
To still it.
Impossible
To still it.
It weeps monotonously
As weeps the water,
As weeps the wind
Over snow.
Impossible
To still it.
It weeps
For distant things,
Warm southern sands
Desiring white camellias.
It mourns the arrow without a target,
The evening without morning.
And the first bird dead
Upon a branch.
O guitar!
A wounded heart,
Wounded by five swords.

The style and subject matter of this poem are most characteristic of works from which of the following movements in world literature?

- A. classicism
- B. romanticism
- C. realism
- D. modernism

7. Literary works by American authors associated with the "local color" style of writing, or regionalism, such as Sarah Orne Jewett, Kate Chopin, and Bret Harte, served primarily which of the following functions?
- A. describing the unique physical landscape of a place and the distinctive customs, dialect, and way of thinking of those who live there
 - B. explaining the special appeal of a geographic area and the reasons that people have for deciding to settle and work there
 - C. inspiring those who live in rural areas to venture beyond their isolated communities and explore diverse people, places, and cultures
 - D. promoting a simple, agrarian lifestyle, the importance of family, and a focus on personal happiness rather than material wealth

8. Literary works by British writers of the neoclassical period such as Alexander Pope, John Dryden, and Samuel Johnson tend to share which of the following characteristics?
- A. a fondness for satire and an inclination to make generalizations about the world in the form of aphoristic verse
 - B. the use of stock imagery and alliterative verse to tell tales of kings, knights, and epic battles
 - C. an idealistic view of the world and a preoccupation with the close examination of inner feelings and emotions
 - D. the use of symbolism and an impressionistic, broad-stroke style to express ideas indirectly
9. One significant feature of literature written for young adults is that the stories tend to:
- A. explore the various educational and professional choices that people make rather than the particular skills and interests that led them to pursue their goals.
 - B. focus on the thoughts and experiences of an individual character and convey a sense of immediacy rather than nostalgia.
 - C. provide a straightforward approach for solving a social problem rather than a long explication of the roots and complexities of the problem.
 - D. inquire into the motivations and actions of a wide range of characters and convey a sense of levity rather than deep seriousness.

10. Read the poem below, "song at the african middle class" by Molara Ogundipe-Leslie; then answer the question that follows.

we charge through the skies of disillusion,
seeking the widening of eyes, we gaze at chaos,
speak to deadened hearts and ears stopped with
commerce. We drift around our region of clowns,
walking on air as dreams fly behind our eyes.
we forage among broken bodies, fractured minds
to find just ways retraced and new like beaten cloth.

and if they come again
will they come again?
and if they come again
will they dance this time?
will the new *egungun*¹ dance once more
resplendent in rich-glassed cloth?
will they be of their people's needs,
rise to those needs, settle whirling rifts
salve, O, festering hearts?
will they say when they come
O my people, O my people, how to love you delicately?

¹**egungun:** a masqueraded dancer who dances in a religious ritual with the intention of making contact with the supernatural

This poem best addresses which of the following concerns of contemporary African writers?

- A. the need to retain regional cultural and language differences in the face of African unification
- B. the importance of spiritual leadership and political solidarity in opposition to tyrannical dictators
- C. the matriarchal role of women in nurturing and healing future generations of Africans
- D. the spiritual and emotional bankruptcy arising from the loss of traditional values and aspirations of wealth

11. **Read the excerpt below from *A Tale of a Tub*, a work of fiction by Jonathan Swift; then answer the question that follows.**

For great turns are not always given by strong hands, but by lucky adaption, and at proper seasons; and it is of no import where the fire was kindled, if the vapor has once got up into the brain. For the upper region of man is furnished like the middle region of the air; the materials are formed from causes of the widest difference, yet produce at last the same substance and effect. Mists arise from the earth, steams from dunghills, exhalations from the sea, and smoke from fire; yet all clouds are the same in composition as well as consequences, and the fumes issuing from a jakes¹ will furnish as comely and useful a vapor as incense from an altar. Thus far, I suppose, will easily be granted me; and then it will follow, that as the face of nature never produces rain but when it is overcast and disturbed, so human understanding, seated in the brain, must be troubled and overspread by vapors, ascending from the lower faculties to water the invention and render it fruitful.

¹**jakes:** latrine

In this excerpt, Swift primarily satirizes which of the following aspects of late seventeenth- and early eighteenth-century rationalism?

- A. a belief in the power of human reasoning to reveal truth
- B. the spread and growing acceptance of the scientific method
- C. the erosion of unquestioning acceptance of religious doctrine
- D. a faith that humanity necessarily progresses toward perfection

12. Read the excerpt below from *The Art of Love*, a work of poetry by Ovid; then answer the question that follows.

Love is a kind of war, and no assignment for cowards.
Where those banners fly, heroes are always on guard.
Soft, those barracks? They know long marches, terrible weather,
Night and winter and storm, grief and excessive fatigue.
Often the rain pelts down from the drenching cloudbursts of heaven,
Often you lie on the ground, wrapped in a mantle of cold.
Did not Apollo once, in bondage to King Admetus,
Care for the heifers, and find sleep on a pallet of straw?
What Apollo could stand is not disgraceful for mortals;
Put off your pride, young man; enter the bondage of love.
If you are given no path where the journey is level and easy,
If in your way you find barricade, padlock on door,
Use your inventive wits, come slipping down through a skylight,
Clamber, hand over hand, where a high window swings wide.
She will be happy to know that she was the cause of your danger;
More than anything else, that will be proof of your love.
Think of Leander, who could, no doubt, get along without Hero,
Yet he would swim the straits, so his beloved might know.

Which of the following themes characteristic of the works of Ovid is best exemplified in this passage?

- A. the spiritual torment and personal hardships experienced by those who disobey the gods
- B. the overindulgence of the wealthy in sensual pleasures
- C. the extreme devotion and enduring patience required to ensure romantic success
- D. the superiority of intellectual acuity over physical beauty

Read the passage below from *Troilus and Cressida*, a play by William Shakespeare; then answer the two questions that follow.

In the following passage, the speaker is Ulysses, one of the Greek commanders in the war against the Trojans.

When that the general is not like the hive
 To whom the foragers¹ shall all repair,
 What honey is expected? . . .
 The heavens themselves, the planets, and this centre²
 Observe degree, priority, and place, . . .
 And therefore is the glorious planet Sol³
 In noble eminence enthron'd and spher'd
 Amidst the other; whose med'cinable⁴ eye
 Corrects the [ill aspects] of [planets evil],
 And posts⁵ like the commandment of a king,
 Sans⁶ check, to good and bad. But when the planets
 In evil mixture to disorder wander,
 What plagues and what portents, what mutiny!

¹**foragers:** workers (drones)

²**this centre:** the earth

³**Sol:** the sun (king of planets)

⁴**med'cinable:** healing, restorative

⁵**posts:** speeds

⁶**sans:** without

13. This passage most clearly reflects the Elizabethan world view in its assertion that:
- A. reason is the source of all true wisdom and is godlike in its power to lead and inspire.
 - B. the world's civilizations are an insignificant presence in a cosmos ruled by forces beyond human control.
 - C. mankind is fundamentally evil and civilization can be maintained only by force.
 - D. human society is part of a cosmic hierarchy in which every element has its proper role.
14. The ideas suggested in this passage most clearly reflect the political context of Shakespeare's time by:
- A. portraying a world that has been torn apart by warring factions that struggle to gain control.
 - B. showing how real power depends on the loyalty, sacrifice, and dedication of the common man.
 - C. demonstrating how laws of supply and demand regulate the nature and structure of power.
 - D. affirming the power of central authority as a unifying force to prevent political fragmentation.

15. **Read the excerpt below from "Dead Men's Path," a short story by Chinua Achebe; then answer the question that follows.**

Michael Obi's hopes were fulfilled much earlier than he had expected. He was appointed headmaster of Ndume Central School in January 1949. It had always been an unprogressive school, so the Mission authorities decided to send a young and energetic man to run it. Obi accepted this responsibility with enthusiasm. He had many wonderful ideas and this was an opportunity to put them into practice. He had had sound secondary school education which designated him a "pivotal teacher" in the official records and set him apart from the other headmasters in the mission field. He was outspoken in his condemnation of the narrow views of these older and often less-educated ones.

"We shall make a good job of it, shan't we?" he asked his young wife when they first heard the joyful news of his promotion.

"We shall do our best," she replied. "We shall have such beautiful gardens and everything will be just *modern* and delightful. . . ."

This excerpt is indicative of which of the following issues facing Africa in the mid-twentieth century?

- A. the efforts by an urban elite to implement improvements in rural areas
- B. the clash between traditional folkways and Western culture adopted by Africans
- C. the gap between generations born in an independent Africa and under colonial rule
- D. the challenge to national unity presented by regional and tribal divisions

16. Read the excerpt below from "Spring and All," a poem by William Carlos Williams; then answer the question that follows.

By the road to the contagious hospital
under the surge of the blue
mottled clouds driven from the
northeast—a cold wind. Beyond, the
waste of broad, muddy fields
brown with dried weeds, standing and fallen

patches of standing water
the scattering of tall trees

All along the road the reddish
purplish, forked, upstanding, twiggy
stuff of bushes and small trees
with dead, brown leaves under them
leafless vines—

The style and subject matter in this excerpt are most characteristic of poetry from which of the following literary movements?

- A. imagist
- B. Symbolist
- C. Parnassian
- D. new formalist

17. **Read the passage below from "The Open Boat," a short story by Stephen Crane; then answer the question that follows.**

As each slaty wall of water approached, it shut all else from the view of the men in the boat, and it was not difficult to imagine that this particular wave was the final outburst of the ocean, the last effort of the grim water. There was a terrible grace in the move of the waves, and they came in silence, save for the snarling of the crests.

Which of the following statements describes most accurately how a literary or rhetorical technique is used in this passage?

- A. Personification is used to portray the ocean as an unsympathetic creature intent on destroying the men in the boat.
- B. Metaphors related to industry and machinery are used to compare the ocean to a never-ending production line.
- C. Words connoting dizziness and disorientation are used to illustrate the desperate situation of the men in the boat.
- D. Hyperbole is used to emphasize the vastness of the ocean and the relative insignificance of the men in the boat.

18. **Read the passage below from "An Ox Looks at Man," a poem by Carlos Drummond de Andrade; then answer the question that follows.**

The narrator of the poem is an ox; in the passage below, the ox considers the place of humans in the world.

All their¹ expression lives in their eyes—and loses itself
to a simple lowering of lids, to a shadow.
And since there is little of the mountain about them—
nothing in the hair or in the terribly fragile limbs
but coldness and secrecy—it is impossible for them
to settle themselves into forms that are calm, lasting,
and necessary. . . .

¹**their:** throughout the passage, the third-person pronouns (their, them) refer to human beings

This passage most clearly illustrates
which of the following poetic devices?

- A. use of metaphor to stress the similarities between human experience and the life of animals
- B. use of personification to critique humanity's disconnection from the natural world
- C. use of conventions associated with the genre of the animal fable to satirize the comic foibles of human beings
- D. use of irony to highlight the thoughtless brutality of human beings toward animals

19. **Read the passage below from *Deephaven*, a novel by Sarah Orne Jewett; then answer the question that follows.**

In the novel, the narrator and her friend Kate, who live in Boston, spend the summer in a rural community where Kate spent time as a child. In the excerpt below, the friends travel to a small town nearby to see a small circus.

The circus was like all other circuses, except that it was shabbier than most, and the performers seemed to have less heart in it than usual. They did their best, and went through with their parts conscientiously, but they looked as if they never had had a good time in their lives. The audience was hilarious, and cheered and laughed at the tired clown until he looked as if he thought his speeches might possibly be funny, after all. We were so glad we had pleased the poor thing; and when he sang a song our satisfaction was still greater, and so he sang it all over again. Perhaps he had been associating with people who were used to circuses.

Which of the following best describes the use of a literary device in this passage?

- A. Figurative language helps convey the subtle levels of emotional interaction between the circus performers and the audience.
- B. Descriptive details emphasize the cynical apathy of the circus performers and their indifference to the audience.
- C. Use of the first-person point of view stresses the urban observer's sense of detachment from the circus performers and rural audience.
- D. Comic irony highlights the delight the narrator and her companion take in observing the circus performers and audience.

20. Read the poem below, "I Am Through" by Nguyen Trai; then answer the question that follows.

I am through living with others and their tricks.
I stay in the country, care only to be left alone.
Bamboo and plum trees do not betray you,
Monkeys and cranes are tolerant of independent souls.
I pick chrysanthemums, tend orchids:
Their fragrance stays in my coat.
I step on the moon in search of my plum trees,
The snow wets my kerchief.
My ears are attuned to the harp music of the brook.
As for friends, a green mountain is enough for me.

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

- A. The speaker's vehement rejection of urban life leaves him living a life of rural deprivation.
- B. The speaker's bitter anger persists despite the temporary distractions of seasonal change.
- C. The speaker's initial loneliness and sorrow are healed through an ecstatic vision of cosmic unity.
- D. The speaker's enhanced awareness of nature's beauty eases his anger and disappointment.

21. Which of the following excerpts from literary works is most characteristic of the technique called stream-of-consciousness narrative?
- A. The people took more pride in the duel than in all the other events put together, perhaps. It was a glory to their town to have such a thing happen there. In their eyes the principals had reached the summit of human honor. Everybody paid homage to their names; their praises were in all mouths. Even the duelists' subordinates came in for a handsome share of the public approbation. . . .
 - B. Then the old lord summoned all his servants, and told them, with terrible oaths, and words more terrible, that his daughter had disgraced herself, and that he had turned her out of doors,—her, and her child,—and that if ever they gave her help,—or food—or shelter,—he prayed that they might never enter Heaven.
 - C. Volubly, troublously, the late clock sounded, coming in on the wake of Big Ben, with its lap full of trifles. Beaten up, broken up by the assault of carriages, the brutality of vans, the eager advance of myriads of angular men, of flaunting women, the domes and spires of offices and hospitals, the last relics of this lap full of odds and ends seemed to break, like the spray of an exhausted wave. . . .
 - D. Folds of scarlet drapery shut in my view to the right hand; to the left were the clear panes of glass, protecting, but not separating me from the drear November day. At intervals, while turning over the leaves of my book, I studied the aspect of that winter afternoon. Afar, it offered a pale blank of mist and cloud; near, a scene of wet lawn and storm-beat shrub. . . .

22. In ancient Greek drama, the technique of *deus ex machina* may best be described as:
- A. a method for solving the problems of the characters through divine intervention.
 - B. an efficient technique for transporting and assembling stage scenery.
 - C. a means to introduce new characters into the plot of a play without interrupting the action.
 - D. a way to effect the spiritual transformation of a character in a play.
23. Morality plays rely mainly on which of the following literary devices to dramatize the battle between the forces of good and evil in the human soul?
- A. irony
 - B. hyperbole
 - C. allegory
 - D. paradox
24. In Theatre of the Absurd, the characters often use dislocated, repetitious, and clichéd speech primarily to:
- A. illustrate the essentially illogical, purposeless nature of the human condition.
 - B. re-create the workings of the subconscious.
 - C. mock the exaggerated dignity and wisdom of modern, self-professed intellectuals.
 - D. reinforce the comedic action of farcical plots.

25. Read the poem below, "Bilingual/Bilingüe," by Rhina Espaillat; then answer the question that follows.

My father liked them separate, one there,
one here (allá y aquí), as if aware

that words might cut in two his daughter's heart
(el corazón) and lock the alien part

to what he was—his memory, his name
(su nombre)—with a key he could not claim.

"English outside this door, Spanish inside,"
he said, "y basta." But who can divide

the world, the word (mundo y palabra) from
any child? I knew how to be dumb

and stubborn (testaruda); late, in bed,
I hoarded secret syllables I read

until my tongue (mi lengua) learned to run
where his stumbled. And still the heart was one.

I like to think he knew that, even when,
proud (orgullosa) of his daughter's pen,

he stood outside mis versos, half in fear
of words he loved but wanted not to hear.

In this poem, the speaker's periodic translations of English words and phrases into Spanish most likely reflect which of the following attitudes?

- A. ambivalence and deference
- B. superiority and condescension
- C. benevolence and conciliation
- D. boredom and impatience

26. **Read the excerpt below from "Caroline's Wedding," a story by Edwidge Danticat; then answer the question that follows.**

That morning, I wrote down a list of things that I remembered having learned from my father. I had to remind myself, at least under my breath, that I did remember still. In the back of my mind, I could almost hear his voice saying these things to me, in the very same way that he had spoken over the years: "You have memory of walking in a mist at dawn in a banana jungle that no longer exists. You have lived this long in this strange world, so far from home, because you remember."

The lifelines in my father's palms were named after Caroline and me. He remembered everything. He remembered old men napping on tree branches, forgetting the height of the trees and the vulnerability of their bodies. He remembered old women sitting sidesaddle on ancient donkeys, taking their last steps. He remembered young wives who got ill from sadness when their men went to the Bahamas or the Dominican Republic to cut sugarcane and were never heard from again.

In this excerpt, Danticat explores primarily which of the following aspects of the immigrant experience?

- A. the physical and emotional hardships endured by immigrants who wish to create a better life for their children
- B. the disillusionment felt by immigrants whose experiences in a new country fail to meet their expectations
- C. the fragility of the link between immigrants' sense of personal identity and their cultural and ethnic heritage
- D. the valuable cultural exchanges that occur between immigrants and those who are native to the country they have adopted

27. Read the poem below, "The White House," by Claude McKay; then answer the question that follows.

Your door is shut against my tightened face,
And I am sharp as steel with discontent;
But I possess the courage and the grace
To bear my anger proudly and unbent.
The pavement slabs burn loose beneath my feet,
A chafing savage, down the decent street;
And passion rends my vitals as I pass,
Where boldly shines your shuttered door of glass.
Oh, I must search for wisdom every hour,
Deep in my wrathful bosom sore and raw,
And find in it the superhuman power
To hold me to the letter of your law!
Oh, I must keep my heart inviolate
Against the potent poison of your hate.

In this poem, McKay is most likely commenting on which of the following twentieth-century U.S. social issues?

- A. the struggles of minority groups against exclusion and prejudice
- B. the influence of labor unions on big business and government
- C. the prevalence of violence and crime in poor, urban neighborhoods
- D. the effects of homelessness on families and child welfare

28. **Read the excerpt below from an essay by Claude Lévi-Strauss; then answer the question that follows.**

Poetry is a kind of speech which cannot be translated except at the cost of serious distortions; whereas the mythical value of the myth is preserved even through the worst translation. Whatever our ignorance of the language and the culture of the people where it originated, a myth is still felt as a myth by any reader anywhere in the world. Its substance does not lie in its style, its original music, or its syntax, but in the *story* which it tells. Myth is language, functioning on an especially high level where meaning succeeds practically at "taking off" from the linguistic ground on which it keeps on rolling.

The author's argument in this excerpt best exemplifies which of the following structuralist concepts of literary criticism?

- A. The meaning of language resides not in concrete words and sounds, but in an abstract deep structure.
- B. The binary opposition of reality/symbolism is a significant feature of literary works.
- C. The chronological order of events and the sequence in which events occur are distinct elements of a narrative.
- D. Genre conventions, like codes or signs, convey meaning independently of the words in a written text.
29. Which of the following best describes a primary aim of postcolonial literary criticism?
- A. to investigate questions relating to the cultural differences among texts
- B. to analyze ways in which themes of non-Western texts parallel themes in the Western literary tradition
- C. to consider how various texts address universal aspects of human experience
- D. to examine factors relating to the social and political background of the authors of various texts

30. **Read the excerpt below from "The Lady in the Looking Glass: A Reflection," a short story by Virginia Woolf; then answer the question that follows.**

So she stood thinking. Without making any thought precise—for she was one of those reticent people whose minds hold their thoughts enmeshed in clouds of silence—she was filled with thoughts. Her mind was like her room, in which lights advanced and retreated, came pirouetting and stepping delicately, spread their tails, pecked their way; and then her whole being was suffused, like the room again, with a cloud of some profound knowledge, some unspoken regret, and then she was full of locked drawers, stuffed with letters, like her cabinets. To talk of "prizing her open" as if she were an oyster, to use any but the finest and subtlest and most pliable tools upon her was impious and absurd. One must imagine—here was she in the looking glass.

A literary critic using a psychoanalytic approach would most likely focus on which of the following interpretations of the figurative language used in this excerpt?

- A. The connection drawn between the character's ideas and the lights in her room suggests that reason illuminates the truth while emotion obscures it.
- B. The references to the movements of dancers and birds implies that the character is incapable of serious, sustained intellectual inquiry.
- C. The description of the character's mind as "full of locked drawers" illustrates the degree to which she represses disagreeable thoughts.
- D. The implied comparison between the character's mind and a pearl hidden inside an oyster suggests that intelligence is a commodity.

31. **Read the excerpt below from *Emma*, a novel by Jane Austen; then answer the question that follows.**

"Nonsense, arrant nonsense, as ever was talked!" cried Mr. Knightley. "Robert Martin's manners have sense, sincerity, and good humour to recommend them; and his mind more true gentility than Harriet Smith could understand."

Emma made no answer, and tried to look cheerfully unconcerned, but was really feeling uncomfortable, and wanting him very much to be gone. She did not repent what she had done; she still thought herself a better judge of such a point of female right and refinement than he could be; but yet she had a sort of habitual respect for his judgment in general, which made her dislike having it so loudly against her; and to have him sitting just opposite to her in angry state was very disagreeable. Some minutes passed in this unpleasant silence, with only one attempt on Emma's side to talk of the weather, but he made no answer. He was thinking.

Which of the following statements best demonstrates a reader-response approach to analyzing Austen's use of narrative point of view in this excerpt?

- A. The narrator offers substantial insight into Emma's character because Emma is actually a thinly disguised version of Austen herself.
- B. The narrator's portrayal of Emma's stubbornness and self-doubt makes her a flawed human being, and thus a sympathetic character.
- C. The narrator's narrow perspective is evidence of Austen's inability to fully imagine and realistically portray male characters.
- D. The narrator's focus on Emma's uncomfortable self-awareness, rather than on Mr. Knightley's thoughts, suggests that the narrator is female.

32. A critic analyzing a text from a formalist perspective is likely to be concerned primarily with the ways in which:

- A. the text's individual literary elements contribute to a coherent whole.
- B. the language of the text reflects the cultural values of the society in which the text originates.
- C. the text subverts modernist conceptions of history, reality, and truth.
- D. the language of the text is composed of arbitrary signs and symbols.

33. A researcher often refers to documents that are available both in printed form and on the Internet. In which of the following situations would it be most helpful for the researcher to access the electronic version of a document?

- A. The text has an extensive annotated bibliography.
- B. The researcher wants to locate specific words or phrases in the text.
- C. The text contains unfamiliar technical jargon.
- D. The researcher wants to focus on the text's main ideas.

34. **Read the excerpt below from "Choosing a Doctor," an informational brochure published by the National Institute on Aging; then answer the question that follows.**

There are many reasons why you might be looking for a new doctor. You may have moved to another city, or your doctor could be retiring. Whatever the reason, the following ideas can help you find a doctor who is right for you.

What Type of Doctor?

For your primary care doctor, you might want a general or family practitioner, an internist, or a geriatrician.

- General practitioners provide health care for a wide range of medical problems. They do not focus on any one area of medicine.
- Family practitioners are similar to general practitioners, with extra training on health care for all family members, regardless of age.
- Internists are doctors for adults. Some internists take additional training to become specialists. For example, cardiologists are internists who specialize in diseases of the heart.
- Geriatricians specialize in the care of older adults. A geriatrician is trained in family practice or internal medicine, but has additional training in caring for older people.

Which of the following statements most accurately describes how textual features are used in this excerpt to help convey information?

- A. An introductory paragraph is used to preview important ideas, such as strategies for choosing a doctor.
- B. Boldfaced text is used to call the reader's attention to key words and phrases, such as "type of doctor."
- C. Bullets are used to help the reader quickly locate major details, such as categories of primary care doctors.
- D. Parallel structures are used to aid comprehension of central points, such as doctors' areas of specialization.

35. **Read the excerpt below from a flier distributed by an employer to new employees; then answer the question that follows.**

If you see unhealthy or unsafe conditions . . .

If you see unhealthy or unsafe conditions in your workplace, notify a supervisor immediately.

- You have a right to report unhealthy or unsafe conditions to the U.S. Department of Labor's Occupational Safety and Health Administration (OSHA). If you choose to, you may make your report to OSHA confidential.
- If unhealthy or unsafe conditions persist, you have a right to request an OSHA inspection of your workplace. You are entitled to be present at any inspection. OSHA may require your employer to correct conditions.

If you are asked to perform unsafe work . . .

You have the right to refuse to perform tasks that place you in clear danger of death or serious injury. However, you do NOT have a general right to refuse to perform work on the grounds that it is unsafe.

- If you are asked to perform work you believe to be unsafe, report your concerns to a supervisor. Additional safety equipment and procedures may be available.
- If your concerns about unsafe work are not addressed, you may report conditions to OSHA.

Based on this excerpt, the primary purpose of this document most likely is to:

- A. define the rights and responsibilities of employees and the employer.
- B. explain policies for employees to address problems in the workplace.
- C. describe the role OSHA plays in protecting the rights of employees.
- D. answer questions employees and employers have about workplace safety.

36. **Read the passage below from "Sunday in the Central Park," an article from the June 29, 1860, issue of the *New York Times*; then answer the question that follows.**

It has never been difficult to foresee that the completion of the Central Park must inevitably produce a very marked effect upon the character and habits of our people, especially on Sundays. The fashionable classes, professional men, and people whose engagements give them some leisure every day, will visit the Park and use it for recreation on week days. But the great mass of our laboring classes are absolutely debarred from using it at all, unless they do so on Sunday. Hitherto they have had no place of attractive resort, and have from compulsion, and to the sacrifice of health and comfort, remained at home. But the Park creates a new state of things,—and it will inevitably be filled every pleasant Sunday by thousands and tens of thousands of our citizens, laborers and others, who embrace that as the only occasion afforded during the week for fresh air, recreation, and a pleasant walk or ride for themselves and their families. This result is already apparent. Every Sunday the Park is even now filled with people of this class,—respectable in appearance, perfectly orderly in their conduct, and enjoying the beautiful region thus opened to them all the more keenly, because of the rarity of the experience which it affords them.

Descriptions of visitors to Central Park in this passage primarily reflect the belief, common in the nineteenth century, that:

- A. regular exercise was necessary for all members of society.
- B. preserving Sunday as a day of rest for laborers was important.
- C. granting full citizenship to people of all classes was possible.
- D. healthy recreation was edifying for working-class people.

Read the excerpt below from Patrick Henry's speech of March 23, 1775, to a meeting of his fellow Virginians; then answer the two questions that follow.

I know of no way of judging the future but by the past. And judging by the past, I wish to know what there has been in the conduct of the British ministry for the last ten years, to justify those hopes with which gentlemen have been pleased to solace themselves and the House?

Is it that insidious smile with which our petition has been lately received? Trust it not, sir; it will prove a snare to your feet. Suffer not yourselves to be betrayed with a kiss. Ask yourselves how this gracious reception of our petition comports with these warlike preparations which cover our waters and darken our land. Are fleets and armies necessary to a work of love and reconciliation? Have we shown ourselves so unwilling to be reconciled that force must be called in to win back our love? Let us not deceive ourselves, sir. These are the implements of war and subjugation—the last arguments to which kings resort. I ask gentlemen, sir, what means this martial array, if its purpose be not to force us to submission? Can gentlemen assign any other possible motives for it? Has Great Britain any enemy, in this quarter of the world, to call for all this accumulation of navies and armies?

No, sir, she has none. They are meant for us; they can be meant for no other. They are sent over to bind and rivet upon us those chains which the British ministry have been for so long forging.

37. Which of the following is the main claim being advanced in the excerpt?

- A. Traitors are undermining the colonists' cause.
- B. The conduct of the British reflects their hostile intent.
- C. Memory is short and has a tendency to deceive.
- D. The British military is overwhelming in its strength.

38. In this passage Patrick Henry develops the question-and-answer organization of the speech by using rhetorical questions to:

- A. highlight the discrepancy between the conciliatory manner of the British and their warlike actions.
- B. compare and contrast the past actions of the British with their current policies.
- C. explore a variety of possible interpretations of the current actions of the British government.
- D. emphasize the power of American colonists to triumph in an armed conflict with the British.

39. Use the information below to answer the question that follows.

A writer has drafted the paragraph below as part of an academic essay on the topic of immigrant authors in the United States.

¹Edith Maud Eaton may not be included in the canon of great American authors, yet her work is worthy of attention. ²Born in 1865, Eaton was the daughter of a British father and a Chinese mother who had been raised in England. ³The family immigrated to the United States in the 1870s. ⁴It was a time of bitter prejudice against the Chinese laborers who had come to work on the railroad linking the American east and west. ⁵Anti-Chinese sentiment grew so fierce that in 1882 Congress passed the Chinese Exclusion Act, a law barring further immigration. ⁶The Exclusion Act remained law until 1943. ⁷Against this backdrop, Eaton became the first Chinese-American author to be published in this country. ⁸Writing under the pseudonym Sui Sin Far, Eaton published stories and articles in numerous national magazines. ⁹Most noteworthy was her 1909 essay "Leaves from the Mental Portfolio of an Eurasian," in which she embraced her identity and openly discussed the pain inflicted by American bigotry.

In revising the draft, the writer should make which of the following changes to improve the logic and coherence of this paragraph?

- A. deleting Sentence 6
- B. inserting Sentence 7 after Sentence 9
- C. deleting Sentence 8
- D. inserting Sentence 8 between Sentences 1 and 2

40. Which of the following best describes the role of revision in the writing process?
- A. Revision is a discrete phase of the writing process that should occur after the initial drafting phase.
 - B. Substantive revisions should be finalized during the second-draft phase of the writing process.
 - C. Revision is a recursive activity that may occur at any phase of the writing process.
 - D. Substantive revision should occur primarily during the editing phase of the writing process.

41. Use the information below to answer the question that follows.

A writer is developing an essay on service learning, a strategy for bringing volunteer work into the classroom. Through research, the writer learns that in service learning programs, teachers work with community-based organizations to provide students with carefully supervised service opportunities. Teachers then create instructional units that incorporate students' service work into the existing curriculum. Based on his research, the writer constructs the outline below.

1. Thesis: Our school should introduce a service learning program.
2. Service learning meets educational goals through community service.
 - a. _____
 - b. _____
3. How does service learning benefit students?
 - a. Students are enriched by serving their community.
 - b. Students gain practical experience applying skills in the real world.
4. How does service learning benefit the community?
 - a. Necessary work is completed.
 - b. Recipients of student service are enriched by the experience.
5. What are possible concerns about service learning?
 - a. Service learning can be fully integrated into required curriculum.
 - b. Students who participate in service learning will be fully supervised.
6. Conclusion: A service learning program will have many benefits for students and the community.

Given his research, the writer can best clarify the information in his outline by including which of the following details in the blanks in section 2?

- A.
 - a. Service learning classes can be added to the school's existing curriculum.
 - b. Teachers place students with community-based organizations.
- B.
 - a. Teachers and community groups find appropriate service opportunities for students.
 - b. Lessons link student service and classroom objectives.
- C.
 - a. Service learning integrates curricular objectives with community volunteer work.
 - b. Community-based organizations contribute to classroom learning.
- D.
 - a. Teachers get the opportunity to work with community-based organizations.
 - b. Students gain experience working in their communities.

42. A writer is developing an article that will evaluate currently available laptop computers. The article will be published in a general interest consumer services magazine with a wide circulation. Given this audience, which of the following excerpts would be most appropriate for the article?
- A. I have to admit, I am very happy with my purchase of a Voltrane CF2500E. I had heard the complaints about the CF2500E's weak graphic performance, so I opted to upgrade the computer's graphics capacities. The upgrade wasn't cheap, but in my opinion it was well worth the cost. I can use my CF2500E to work from home, and then unwind at the end of the day by watching a few videos.
 - B. If you plan to use your computer for creating documents, sending and receiving e-mail, and keeping track of your finances, then Voltrane's CF2500E laptop model is a good and very affordable option. The CF2500E is easy to use and powerful enough to run most home business programs. Voltrane has kept this computer inexpensive by designing it to be a basic workstation, not an entertainment center.
 - C. The Voltrane CF2500E's 2GB memory and 1.60GHz processor are adequate for the operating system and for office-type programs. As configured, however, this laptop lacks the power necessary for many popular graphics-heavy applications, especially high-definition video. Upgrading to a powerful LR-460 chipset is one way to solve the problem. Also, installing an open-source OS can free up memory at no additional cost.
 - D. When we tried out the Voltrane CF2500E, the first thing we noticed was how slow it is. This laptop doesn't surf the Web—it *crawls*. While we were waiting for the specs on Voltrane's homepage to load, we forgot about running even the simplest gaming software on the CF2500E. The chief culprit is a snail-like 1.60GHz processor. Voltrane sells an upgrade, but we would have been better off buying a faster computer in the first place.

43. Use the information below to answer the question that follows.

A writer has taken the notes below in preparation for writing one section of a report on the earth's major ecosystems.

- Oceans make up the earth's largest ecosystem, covering around 75% of the planet's surface.
- Scientists divide ocean ecosystems by depth and distance from shore, into four zones: the *intertidal* zone, the *pelagic* zone, the *benthic* zone, and the *abyssal* zone.
- The marine *biome*—or major ecological and environmental community—includes the oceans, coral reefs, and estuaries.
- The oceans absorb and store heat, a capacity that helps to stabilize the earth's temperatures and climates.
- By some measures, oceans have greater biodiversity than any other ecosystem.

Given the information provided in these notes, the writer will be best prepared to develop this section of the report by:

- A. comparing and contrasting the earth's ecosystems and biomes.
- B. constructing a hypothesis about the ocean ecosystem.
- C. illustrating the characteristics of ecosystems and biomes.
- D. presenting an extended definition of the ocean ecosystem.

44. Use the information below to answer the question that follows.

A writer develops the paragraph below as part of an article for a business magazine about expanding recycling programs.

Recycling preserves dwindling resources. Recycling saves landfill space. Recycling cuts pollution. These arguments have been repeated so often that they no longer generate any sense of urgency, especially when economic anxiety is outpacing concern about the environment. But recycling is much more than a virtuous way to save the planet. It's a \$100 billion industry that employs around a million people in the United States and provides relatively inexpensive raw material for U.S. manufacturers. Investments in recycling equipment and technology generate additional economic activity. And those familiar environmental benefits have an economic side. Reductions in landfill space, for example, translate into money saved and land made available for development.

Which of the following statements most accurately evaluates the writer's use of appeals to persuade readers?

- A. By emphasizing the benefits recycling offers U.S. workers, the writer makes an emotional appeal.
- B. By explicitly endorsing the business community's perspective on recycling, the writer appeals to authority.
- C. By detailing how recycling generates increased economic activity, the writer appeals primarily to reason.
- D. By addressing the environmental benefits of recycling, the writer introduces a strong moral appeal.

45. Use the information below to answer the question that follows.

A writer has drafted the paragraph below as part of a narrative about a transformational experience.

I'll never forget the first time I taught. I was in graduate school, working on a master's degree in English, and I thought that teaching a section of Freshman Writing would be an easy way to earn a little extra money. The summer before, I gave teaching hardly a thought, preferring to focus on reading ahead for my grad courses. After all, I figured, how hard could teaching freshmen how to write really be? On day one, I ran off photocopies of my syllabus and headed to class whistling a happy tune. _____ I froze in my tracks. The room was filled to overflowing with students looking up expectantly at me. I glanced at my pathetic little pile of papers and regretted doing so little to prepare. While I wrote my name on the board, I struggled to compose myself. Then I swallowed my panic, turned around, and started the greatest adventure of my life.

To control the flow and pace of the narrative, which of the following clausal modifiers should the writer use in the blank in this paragraph?

- A. Because I was so nervous,
- B. After I settled down at my desk,
- C. When I realized how foolish I'd been,
- D. As I strolled through the door,

46. A draft research paper includes a passage that is a direct quotation from a primary source. When reviewing the draft, the researcher decides to interject a phrase in the quoted material to explain a term that may not be familiar to modern readers. Which of the following procedures should the researcher use to differentiate the inserted phrase from the quoted material?
- A. Identify the inserted phrase in the footnote for the quoted material.
 - B. Use ellipses to set off the inserted phrase from the quoted material.
 - C. Add a footnote immediately after the inserted phrase.
 - D. Enclose the inserted phrase in brackets.

Acknowledgments

Question Number

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Annotated Responses to Sample Multiple-Choice Questions for CSET: English Subtest I

Literature and Textual Analysis

1. **Correct Response: C.** (SMR Code: 1.1) In a trickster tale, an anthropomorphized animal often serves as the protagonist. The trickster-hero can be a shape shifter, a cheat, a liar, or a rival to other animals, humans, or the gods and is usually characterized by mischievous, deceptive, or even treacherous behavior. In this passage, Raven, a common trickster-hero among some North American indigenous peoples, is seen "cheating the people" and "conceal[ing] himself among them," while the people themselves, "suspecting nothing," are ultimately duped into returning his beak to him.
2. **Correct Response: A.** (SMR Code: 1.1) The earliest sonnets are believed to have been written in Sicily during the thirteenth century. In the early sixteenth century, Sir Thomas Wyatt and Henry Howard, Earl of Surrey, introduced the Italian, or Petrarchan, sonnet to England. By the late sixteenth century, Surrey had changed the structure and rhyme scheme of the sonnet from *abbaabba, cdecde* (or *cdcdcd*), to *abba, cdcd, efef, gg*, and the new English sonnet form was established.
3. **Correct Response: B.** (SMR Code: 1.1) An American slave narrative is an autobiographical account of life as a slave. As part of the account, the narrator typically provides vivid descriptions of the horrors of slavery, including the appalling transatlantic Middle Passage that many African slaves were forced to endure. During a slave ship's passage, the human "cargo were confined together," in extremely close quarters belowdecks, creating "absolutely pestilential" conditions.
4. **Correct Response: C.** (SMR Code: 1.1) The subject of a *bildungsroman*, or "novel of formation," typically has to do with the moral, spiritual, or intellectual development of a young protagonist. The novels *A Portrait of the Artist as a Young Man*, *A Sentimental Education*, and *The Magic Mountain* all have as their central characters a child or a young adult who, over the course of the story, and through varied and extensive life experiences, matures and eventually cultivates a distinct personal identity.
5. **Correct Response: A.** (SMR Code: 1.1) Postmodernism built on modernism by extending the sense of social fragmentation into a self-conscious examination of literature itself, experimenting with new literary forms. A postmodernist novel, for example, might dispense with coherent plot in order to draw the reader's attention to narration as a literary convention. Fragmented narrative structures are characteristic of postmodernism, including shifts in consciousness, chronology, or location.
6. **Correct Response: D.** (SMR Code: 1.1) The modernist movement in literature developed during the turbulent events of the early to middle twentieth century. In response to the devastation of war, and feeling disconnected from the traditions of the past, many modern writers infused their works with an extreme sense of uncertainty, disillusionment, and despair. The language and imagery used in this poem ("cry," "weeps," "mourns," "useless," "impossible," and "evening without morning") invoke the inevitability of death and create a stark and unsettling atmosphere, which is characteristic of modernist poetry.
7. **Correct Response: A.** (SMR Code: 1.1) "Local color" writing typically includes detailed descriptions of a particular region and of the unique—and sometimes eccentric—customs, dress, and manner of speaking and thinking of those who inhabit the region. The technique gives the narrative an air of authenticity and serves to pique the curiosity of readers.

8. **Correct Response: A.** (SMR Code: 1.1) Neoclassical writers took as their primary subject human beings and what human beings possess in common—their shared thoughts, feelings, experiences, and characteristics. In their works, Pope, Dryden, and Johnson made general observations about human beings, and in doing so, often produced adages with satiric overtones (e.g., "Man never thinks himself happy, but when he enjoys those things which others want or desire."—Pope).
9. **Correct Response: B.** (SMR Code: 1.1) Young adult literature usually features a teenage protagonist and provides reflections on and interpretations of his or her particular point of view. Also, the action or events in a work of young adult literature tend to occur quickly. The dialogue is direct, sometimes confrontational, and the story takes place over a relatively short period of time, such as a summer vacation or school trip.
10. **Correct Response: D.** (SMR Code: 1.1) This poem refers to disillusion, chaos, fractured minds, festering hearts, and materialistic ambitions ("ears stopped with commerce"). It also conveys a melancholy tone of longing for traditional religious rituals ("will the new *egungun* dance once more . . . ?"). These elements suggest the spiritual and emotional bankruptcy associated with loss of traditional values and aspirations of wealth, a theme addressed by many contemporary African writers.
11. **Correct Response: A.** (SMR Code: 1.1) The rationalism of the seventeenth and early eighteenth centuries held that all truths, especially religious ones, were accessible and comprehensible through pure human reason; reason was in itself a source of knowledge superior to and independent of sense perceptions. In this excerpt, Swift mocks the rationalist view by equating the knowledge that reason supposedly brings with rising "vapor" or "smoke" and asserting that the sources of the vapor or smoke are immaterial ("it is of no import where the fire was kindled"). So, with pure reason only—i.e., without the power of discernment—the "exhalations from the sea" become equivalent to the "steams from dunghills," which is a ridiculous notion.
12. **Correct Response: C.** (SMR Code: 1.1) In this excerpt, Ovid uses an extended metaphor to show that the pursuit and acquisition of romantic love is akin to the prosecution of war: a serious undertaking and "no assignment for cowards." To complete the mission successfully, one requires hardiness ("What Apollo could stand"), humility ("Put off your pride"), and ingenuity ("Use your inventive wits").
13. **Correct Response: D.** (SMR Code: 1.1) This passage refers to a cosmic hierarchy in which each element (worker bees, generals, kings, planets, the sun) has its proper role. Bees in the social hierarchy of a hive produce honey, while planets follow their proper orbits ("observe degree, priority, and place") under the watchful eye of the sun. By extension, human society is also kept in balance by "the commandment of a king."
14. **Correct Response: D.** (SMR Code: 1.1) During Shakespeare's time, the strong, prosperous reign of Queen Elizabeth unified a war-torn England. The passage from *Troilus and Cressida* reflects this political context by picturing the sun as a ruler who prevents disorder among the planets ("corrects the ill aspects of planets evil"). The comparison of the sun to a human king suggests that central authority is essential to avoid political fragmentation both on earth and in the heavens.

15. **Correct Response: B.** (SMR Code: 1.1) During the mid-twentieth century, the peoples of many African nations found themselves living and working within the systems and institutions of European colonial rule, even though, in many cases, the Europeans had relinquished political control decades earlier. One of these residual systems was Western education. In this excerpt, Achebe shows the clash between those Africans who embraced Western education, as well as Western customs and languages, and saw themselves as "modern" and full of fresh, new, and "wonderful ideas," and others who adhered to the traditional ways and were regarded as "unprogressive," "narrow," and generally obsolescent.
16. **Correct Response: A.** (SMR Code: 1.2) Imagist poetry is typically written in free verse, draws on a wide range of subject matter, is expressed in common speech, and relies on a clear, concentrated image to convey meaning. In this excerpt, a singular image (a bleak, roadside landscape) is presented in plain language ("broad, muddy fields / brown with dried weeds") and in no particular metrical or verse form.
17. **Correct Response: A.** (SMR Code: 1.2) In this passage, the ocean is quite clearly personified as a pitiless, wrathful being bent on crushing the men in the boat. The ocean has a "slaty," "grim" aspect and a furious attitude, evinced by the constant "snarling of the crests" and the "final outburst" of one of its waves.
18. **Correct Response: B.** (SMR Code: 1.2) The poet uses personification to present this passage from the point of view of an ox. As the speaker of the poem, the ox comments on humanity's detachment from the natural world ("there is little of the mountain about them"). The ox judges human beings harshly for their weakness and isolation ("nothing in the hair or in the terribly fragile limbs but coldness and secrecy"). Unlike animals, who live in harmony with nature, human beings are unable to "settle themselves into forms that are calm, lasting, and necessary."
19. **Correct Response: D.** (SMR Code: 1.2) Comic irony results from an amusing reversal of expectations. In this passage, the reader's expectation of what normally happens at a circus contrasts with the actuality of the characters' experience. The narrator and her companion are more amused by the despondency of the performers than by the circus acts themselves, and are more intent on pleasing the clown than on being entertained by him ("We were so glad we had pleased the poor thing").
20. **Correct Response: D.** (SMR Code: 1.2) In the opening lines of the poem, the speaker expresses angry disappointment with "others and their tricks" and withdraws from society. A solitary life in nature offers freedom from betrayal and conformity ("Bamboo and plum trees do not betray you, / Monkeys and cranes are tolerant of independent souls"). The imagery presented in the remainder of the poem focuses on the peaceful beauties of nature, with a single backward glance at the speaker's former life ("As for friends, a green mountain is enough for me").
21. **Correct Response: C.** (SMR Code: 1.2) A stream-of-consciousness narrative is characterized by a writing technique or style that is free and indirect and seeks to record in an all-inclusive way the continuous flow of the narrator's thoughts, feelings, memories, and expectations. Stream-of-consciousness narrative can also be somewhat discursive and repetitive. ("Beaten up, broken up, . . . the brutality . . . the eager advance . . . of angular men . . . of flaunting women . . . the domes and spires . . . the last relics. . .")
22. **Correct Response: A.** (SMR Code: 1.2) *Deus ex machina*, literally "god from the machine," is a Latin phrase derived from ancient Greek. In ancient Greek drama, gods were lowered onto the stage by a mechanism to extricate characters from a seemingly hopeless situation. The phrase has come to mean any turn of events that solves the characters' problems through an unexpected and unlikely intervention.

23. **Correct Response: C.** (SMR Code: 1.2) Morality plays, popular in Europe during the fifteenth and sixteenth centuries, were dramatized allegories of the representative Christian life. The protagonist usually represents humankind while other characters symbolize or personify various virtues and vices, such as the Four Daughters of God (Mercy, Justice, Temperance, and Truth).
24. **Correct Response: A.** (SMR Code: 1.2) All Literature of the Absurd imparts the idea that the existence and actions of human beings are, in effect, senseless, useless, and therefore absurd. In *Theatre of the Absurd*, then, the characters' speech reflects this senselessness, as in *Waiting for Godot*, one of the characters remarks, "Nothing happens, nobody comes, nobody goes, it's awful."
25. **Correct Response: A.** (SMR Code: 1.2) Throughout the poem, the narrator's periodic translations of English into Spanish reveal an ambivalence about what she considers her so-called first language to be; she is bilingual and, as such, prone to fluctuating between expressing herself in one language and then the other. The frequent translations also reflect a deferential attitude toward her father, who speaks primarily Spanish; she seems inclined to write her poetry in English, but by translating key parts of it into Spanish, she demonstrates consideration, love, and respect for her father.
26. **Correct Response: C.** (SMR Code: 1.2) In this excerpt, Danticat uses the word "remember" repeatedly, and she juxtaposes various images of young and old, home and away, and present and past. This rhetorical technique and these images all serve to illustrate the tenuousness of an immigrant's connection to his or her cultural and ethnic roots and the assiduous care it can take to maintain that connection.
27. **Correct Response: A.** (SMR Code: 1.2) In the first few lines of this poem, the speaker is pictured before the "white house" of the title, with a door that is "shut against" his face. The house and the door are metaphors for twentieth-century, White society and institutions in the United States and the access and opportunities that those bodies denied to many minority groups—in particular, African Americans. The speaker in the poem struggles mightily to "bear [his] anger proudly" and "search for wisdom" (i.e., maintain his dignity and self-respect) in the midst of laws, policies, and attitudes that deprive and demean him.
28. **Correct Response: D.** (SMR Code: 1.3) Structuralist criticism relies heavily on linguistics and linguistic theory to analyze literary works. One structuralist view holds that a literary work is a mode of writing that consists of an interaction of various constituent parts according to wholly literary conventions, codes, and genres. The interplay of these parts produces literary "effects." In this excerpt, Lévi-Strauss argues that the conventions of myth, unlike those of poetry, produce a unique effect that, remarkably, transcends language itself—"Its substance does not lie in its style . . . or its syntax, but in the *story* which it tells." In this sense, the meaning of myth exists independently of the various and individual words and sounds that can be used to convey it.
29. **Correct Response: A.** (SMR Code: 1.3) Postcolonial literary criticism explores how colonization continues to affect former colonized societies. The literature of colonized cultures reflects their common experience of colonization, an experience that may be presented differently in the texts of colonizing nations. By exposing the continuing questions relating to these cultural differences among texts, postcolonial theory seeks to empower the former colonies.

30. **Correct Response: C.** (SMR Code: 1.3) Psychoanalytic criticism is based on the idea that literary works can reflect the imagined fulfillment of the author's thoughts and desires that are denied in real, everyday life or are prohibited by social or cultural standards—i.e., thoughts and desires that are censored by the self, or *repressed*. In this excerpt, the narrator is "filled with thoughts," most of which go unspoken or are repressed. However, she is still sometimes able to imagine these thoughts playing out freely—they "came pirouetting and stepping delicately, spread their tails, pecked their way. . . ."
31. **Correct Response: B.** (SMR Code: 1.3) In reader-response criticism, the focus is on the individual activity or experience of reading a literary text and not on the author or the text itself. Literary meaning and value are created by the interaction of the reader and the text; hence, there is no one "correct" interpretation of a text. So, one way to take a reader-response approach to interpreting this excerpt from *Emma* would be to describe the experience of feeling sympathy for Emma because she is portrayed by the narrator as being stubborn and full of self-doubt, two very common human weaknesses.
32. **Correct Response: A.** (SMR Code: 1.3) Formalist criticism focuses on the way individual literary elements combine to create a coherent whole text, independent of outside factors such as the author's life or intent, or the sociocultural and historical context. Formalist critics, for example, might examine how structure or syntax contributes to the theme or overall emotional impact of a text.
33. **Correct Response: B.** (SMR Code: 1.4) Locating specific words or phrases in a traditional printed text can be extremely time consuming, even with a good index. If the text is available on the Internet, this task is greatly simplified, as the researcher can easily use an Internet search engine to locate the word or phrase in the text.
34. **Correct Response: C.** (SMR Code: 1.4) The purpose of this excerpt from a public service document is to describe clearly and concisely the basic types of doctors that one might choose for one's physician. The bullets call attention to important details that clarify and elaborate on the four types of doctors identified in a topic sentence: general practitioner, family practitioner, internist, and geriatrician. The bulleted format helps readers locate each type quickly and distinguish between them easily.
35. **Correct Response: B.** (SMR Code: 1.4) Although this workplace document does make reference to employees' rights, the primary purpose is provide explicit plans or methods of action for employees to take if/when they encounter unsafe conditions on the job. For each hypothetical situation, the employee is given a clear, appropriate, and expedient procedure or course of action to follow.
36. **Correct Response: D.** (SMR Code: 1.4) This article indicates that, during the middle 1800s in New York City, free time, "leisure" time, or time for "recreation" was a luxury afforded mainly to the "fashionable classes," not the "great mass of our laboring classes." Working-class people had little means and few, if any, opportunities to escape the city, or even their homes, and visit a "place of attractive resort." But with the construction of Central Park, "a new state of things" emerged. Now, there was a public place where all citizens could go to enjoy "fresh air, recreation, and a pleasant walk or ride for themselves and their families." For working-class people, especially, spending Sunday in the park could be physically invigorating and spiritually uplifting.
37. **Correct Response: B.** (SMR Code: 1.4) Patrick Henry's main purpose in this passage is to expose the actual designs of the British as opposed to their stated intentions. Henry suggests that actions, not words, are the best indicators of intent. Therefore he asks his listeners to look critically at the British's "insidious smile" and "gracious reception," which mask the hostile intent evident in their warlike conduct.

Composition and Rhetoric

38. **Correct Response: A.** (SMR Code: 3.2) In this passage, the use of rhetorical questions creates dramatic emphasis for the step-by-step analysis of the political situation in colonial America. Each question highlights the discrepancy between Great Britain's conciliatory manner and its warlike actions, while each answer forcibly reveals the true motives of the British ("Are fleets and armies necessary to a work of love and reconciliation? . . . These are the implements of war and subjugation. . .").
39. **Correct Response: A.** (SMR Code: 3.1) The focus of the paragraph is on the life and work of Edith Maud Eaton, the first Chinese American author to be published in the United States. The few sentences in the middle of the paragraph that cover anti-Chinese sentiment in the United States and the Chinese Exclusion Act provide information that is relevant to the subject: namely, the social and political circumstances under which Eaton found herself living and working. However, the one sentence that reveals how long the Exclusion Act remained law marks a digression; it takes the reader out of the chronological scope of the paragraph and has nothing to do with the subject of Eaton.
40. **Correct Response: C.** (SMR Code: 3.1) Revision is not a single activity but is recursive, occurring as many times as needed at any phase of the writing process. Students, for example, may revise outlines for a paper to modify the topics covered or revise prewriting exercises to explore different approaches. Drafts at all levels may be revised to improve any aspect of the composition, including structural or stylistic elements as well as written-language conventions.
41. **Correct Response: B.** (SMR Code: 3.1) The outline provides three reasons for a school to adopt a service learning program: service learning meets educational goals, benefits students personally, and benefits the community. To best clarify the first reason (service learning meets educational goals) the writer needs to explain (a) how teachers and community-group leaders will collaborate to find appropriate community-service opportunities for students and (b) how the objectives of school lessons and the objectives of community-group projects will be connected or aligned.
42. **Correct Response: B.** (SMR Code: 3.2) The purpose of the article is to evaluate laptop computers currently for sale, and the audience is general consumers, not consumers with specialized interests or needs. As such, the article should address the basic interests and needs of the average laptop computer user (e.g., word processing, e-mail), determine which laptop is the best overall value (e.g., low price, ease of use), and be written in plain, nontechnical language (i.e., little or no computer jargon).
43. **Correct Response: D.** (SMR Code: 3.2) For a report on the earth's major ecosystems, a writer would find extended definitions to be an effective mode of development, especially if writing for an audience of nonspecialists. Each section of the report would include an extended definition of one of the earth's ecosystems—in this case, the ocean ecosystem. This section would begin with a formal sentence definition that establishes a focus (e.g., "Oceans make up the earth's largest ecosystem, covering around 75% of the planet's surface"), followed by several shorter definitions that clarify or elaborate on the first, formal definition. The overall objective would be to explain the complex term *ocean ecosystem* to a lay audience by anticipating and responding to various questions about it: What is the ocean ecosystem? What are some of the things it does? How significant is it to the planet?
44. **Correct Response: C.** (SMR Code: 3.2) In this paragraph, the writer makes a sound logical appeal by explaining the real economic benefits of recycling. Recycling is not only the morally right and responsible choice for protecting the environment but also the fiscally smart one for sustaining the economy; it creates jobs, saves money, and provides inexpensive raw materials for manufacturing.

45. **Correct Response: D.** (SMR Code: 3.3) In this paragraph, the phrase "As I strolled through the door" works most sensibly and effectively in the blank. This clausal modifier, paired with the independent clause "I froze in my tracks," works best to set up a sudden change in the formerly relaxed and casual manner of the narrator. This modifier also makes the most sense chronologically, since the narrator cannot experience feelings of nervousness or foolishness or settle himself down at the desk until *after* strolling through the door of the classroom and then freezing in his tracks.
46. **Correct Response: D.** (SMR Code: 3.5) In direct quotations, an inserted phrase from any other source and for any reason is always enclosed in brackets (e.g., "As water drips from the clepsydra [ancient Greek water clock], the day passes"). In this way, brackets preserve the integrity of the quotation by signaling the reader that the inserted phrase is not part of the original material.

Scoring Information for CSET: English Subtest I

Responses to the multiple-choice questions are scored electronically. Scores are based on the number of questions answered correctly. There is no penalty for guessing.

There are no constructed-response questions in Subtest I of CSET: English.