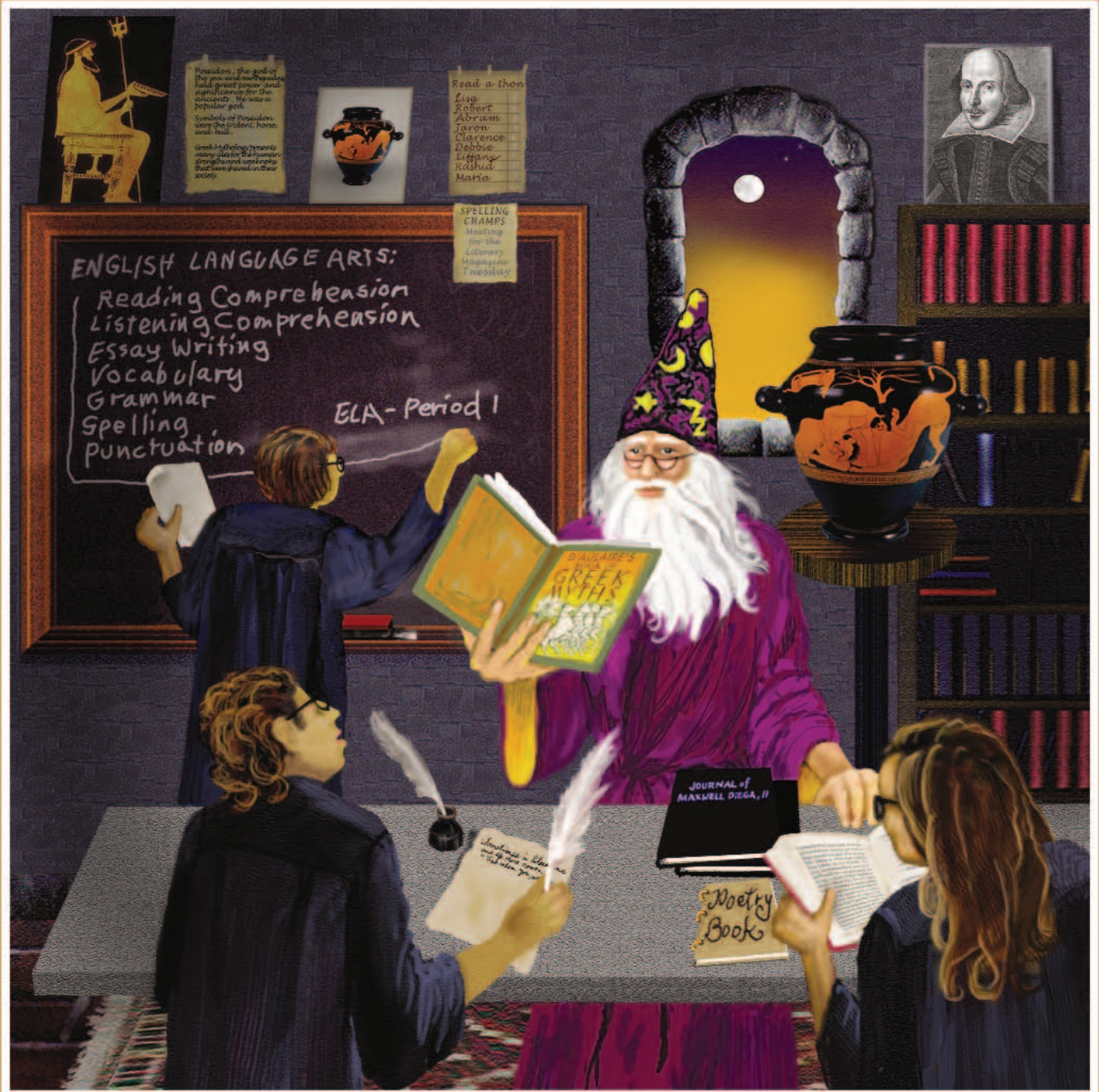


HIGH SCHOOL ENGLISH



QUESTION CATALOGUE

English

Question Catalogue Index

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1. Spelling

1. Wrong, Extra, or Missing Vowel(s)

Base your answers to questions 17 through 6087 on the following groups of words. Only one of the words is misspelled. Correctly spell the misspelled word on your answer sheet.

17. scenery
beckoning
pleasurable
dizziness
courageous

courageous

18. defiance
manufacturer
alleviate
umbrella
loosen

umbrella

20. analyze
artical
hundredths
household
stamina

article

22. wearisome
compitent
sympathetic
pneumatic
fictitious

competent

57. utensil
audience
cabbage
stricken
excitment

excitement

58. sophomore
coarsely
cafateria
curtained
despise

cafeteria

59. larceny
explanation
coincidence
bafflement
celery

explanation

60. villain
inadequate
abbreviation
thorough
hopeing

hoping

65. mortalhty
supervisory
parliamentry
electrocute
collegiate

parliamentary

98. delicious
wholly
geological
applys
furthered

applies

99. mountainous
partnership
ninty
participant
arterial

ninety

102. heresy
babyish
hatchet
refueled
vegatation

vegetation

104. fluency
rebellion
transitions
boycott
interchangable

interchangeable

106. magnificent
suspension
butcher
ordinarily
vacume

vacuum

107. disability
forfeit
schedual
repentance
perforate

schedule

139. allowence
interpreter
supersonic
imaginary
mannerism

allowance

141. metropolis
partiality
specimen
fortunatly
reservoir

fortunately

143. declarative
aboveboard
affiliate
plurality
musicial

musical

144. quarantine
legitamate
dimension
corduroy
reconnoiter

legitimate

147. summation
betrothal
orthodox
poisonous
prescription

poisonous

181. porcupine
boisterous
distroying
irrational
separately

destroying

182. prosprous
conceited
apprehensive
underwriter
terrorize

prosperous

184. ballast
tapestry
journying
addict
temperature

journeying

186. audiance
extensively
comradeship
abundance
superintendency

audience

222. temperary
ghastliness
duped
umbrella
righteous

temporary

224. beneficiary
insomnia
formost
molasses
nostril

foremost

225. unbiased
repellent
cruiser
icey
devotee

icy

226. caramel
missionery
ruinous
asylum
amiable

missionary

227. annulment
dynamite
subterranean
placard
prisoner

prisoner

231. mosquito
unchangeable
essentially
quarrelsome
balloon

essentially

264. negative
unilateral
bacteriology
dissenter
encyclopedia

negative

Base your answers to questions 1 through 6067 on the following instructions: Select the word or expression that most nearly expresses the meaning of the italicized word.

1. *intrigue*

- (1) request
- (2) **plot**
- (3) veto
- (4) poison
- (5) trespass

2. *explicit*

- (1) violent
- (2) incomplete
- (3) forgotten
- (4) lengthy
- (5) **definite**

3. *cede*

- (1) force
- (2) stop
- (3) **yield**
- (4) keep
- (5) warn

4. *stealthy*

- (1) disobedient
- (2) slender
- (3) discontented
- (4) **sly**
- (5) vulgar

5. *dauntless*

- (1) lazy
- (2) poor
- (3) **bold**
- (4) modest
- (5) uncivilized

6. *debonair*

- (1) **gay**
- (2) corrupt
- (3) fragile
- (4) extravagant
- (5) healthful

8. *ponderous*

- (1) conceited
- (2) shameless
- (3) fearful
- (4) **heavy**
- (5) abundant

10. *delete*

- (1) injure
- (2) delay
- (3) please
- (4) **erase**
- (5) reveal

11. *pilfer*

- (1) drain
- (2) pray
- (3) **steal**
- (4) laugh
- (5) toy with

12. *chagrin*

- (1) delight
- (2) deceit
- (3) wit
- (4) caution
- (5) **vexation**

13. *defamation*

- (1) **slander**
- (2) debt
- (3) infection
- (4) embezzlement
- (5) deterioration

14. *sundry*

- (1) quiet
- (2) **various**
- (3) luxurious
- (4) cheerless
- (5) brittle

15. *palatial*

- (1) tasty
- (2) **magnificent**
- (3) disordered
- (4) extreme
- (5) secure

42. *fortitude*

- (1) wealth
- (2) **courage**
- (3) honesty
- (4) loudness
- (5) luck

44. *labyrinth*

- (1) pool
- (2) **maze**
- (3) formula
- (4) monster
- (5) song

49. *deviate*

- (1) destroy
- (2) lower in value
- (3) invent
- (4) **stray**
- (5) depress

52. *exhilaration*

- (1) **animation**
- (2) withdrawal
- (3) payment
- (4) suffocation
- (5) despair

53. *rasping*

- (1) **irritating**
- (2) scolding
- (3) fastening
- (4) sighing
- (5) plundering

54. *proponent*

- (1) spendthrift
- (2) rival
- (3) distributor
- (4) **advocate**
- (5) neighbor

2. Vocabulary

1. Definitions

Base your answers to questions 7 through 6065 on the following instructions: Select the word or expression that most nearly expresses the meaning of the italicized word.

7. *jargon*

- (1) **unintelligible speech**
- (2) kind of gait
- (3) word game
- (4) exaggeration
- (5) misinformation

9. *amnesty*

- (1) loss of memory
- (2) ill will
- (3) **general pardon**
- (4) indistinctness
- (5) improvement

43. *abolition*

- (1) retirement
- (2) disgust
- (3) enslavement
- (4) unrestricted power
- (5) **complete destruction**

47. *cuisine*

- (1) headdress
- (2) game of chance
- (3) leisurely voyage
- (4) artistry
- (5) **style of cooking**

48. *censure*

- (1) erase
- (2) build up
- (3) **criticize adversely**
- (4) charm
- (5) help

50. *swarthy*

- (1) **dark-complexioned**
- (2) slender
- (3) grass-covered
- (4) springy
- (5) rotating

51. *mercenary*

- (1) poisonous
- (2) unworthy
- (3) **servicing only for pay**
- (4) luring by false charms
- (5) showing pity

86. *integrate*

- (1) **make into a whole**
- (2) stir up
- (3) strengthen
- (4) make identical
- (5) question persistently

136. *omnivorous*

- (1) **devouring everything**
- (2) many-sided
- (3) powerful
- (4) living on plants
- (5) all-knowing

138. *stratagem*

- (1) sneak attack
- (2) military command
- (3) thin layer
- (4) **deceptive device**
- (5) narrow passage

165. *collaborate*

- (1) condense
- (2) converse
- (3) arrange in order
- (4) provide proof
- (5) **act jointly**

171. *consensus*

- (1) steadfastness of purpose
- (2) **general agreement**
- (3) lack of harmony
- (4) informal vote
- (5) impressive amount

175. *incur*

- (1) take to heart
- (2) anticipate
- (3) **bring down on oneself**
- (4) impress by repetition
- (5) attack

178. *apathy*

- (1) fixed dislike
- (2) skill
- (3) sorrow
- (4) **lack of feeling**
- (5) discontent

213. *grimace*

- (1) peril
- (2) subtle suggestion
- (3) signal
- (4) **wry face**
- (5) impurity

215. *covenant*

- (1) **solemn agreement**
- (2) formal invitation
- (3) religious ceremony
- (4) general pardon
- (5) hiding place

221. *disburse*

- (1) remove forcibly
- (2) twist
- (3) amuse
- (4) vary slightly
- (5) **pay out**

252. *aggressive*

- (1) disgusting
- (2) impulsive
- (3) short-sighted
- (4) coarse-grained
- (5) **self-assertive**

258. *antipathy*

- (1) exact opposite
- (2) **intense dislike**
- (3) high praise
- (4) tolerance
- (5) preventive medicine

Base your answers to questions 2322 through 6077 on the following instructions: Select the word or expression that most nearly expresses the meaning of the italicized word.

2322. A person who is *diminutive* is

- (1) scholarly (4) bossy
(2) shy (5) tired
(3) small

2323. If Mary voted by *proxy*, she

- (1) voted by absentee ballot
(2) voted twice
(3) authorized another to vote for her
(4) voted for an independent candidate
(5) voted with the majority

2324. Which person would be most likely to behave *surreptitiously*?

- (1) a marksman (4) **a shoplifter**
(2) a young child (5) an athlete
(3) a busdriver

2325. If Jan has *ambivalent* feelings toward Rick, she feels both

- (1) attracted to and repelled by him**
(2) angry with and ashamed of him
(3) unhappy with and jealous of him
(4) pity and concern for him
(5) friendship for and interest in him

2326. In the sentence, "Don't be deceived by his *lugubrious* appearance; he's really quite a jolly person," the word "*lugubrious*" most nearly means

- (1) peaceful (4) conservative
(2) mournful (5) ugly
(3) sarcastic

2402. Inasmuch as Mike's Halloween "trick" was *innocuous*, he did not get into trouble.

- (1) harmless** (3) clever
(2) evil (4) secretive

2403. They approved the plan in spite of its *shortcomings*.

- (1) hasty preparation **(3) defects**
(2) harsh terms (4) provisions

2448. The organization's rules were *inflexible*.

- (1) orderly (4) detailed
(2) new (5) incomplete
(3) rigid

2449. The chairperson was criticized for the *brevity* of the report.

- (1) shortness** (4) incorrectness
(2) insincerity (5) untidiness
(3) lateness

2450. Bob *invariably* follows that schedule.

- (1) now and then (4) happily
(2) under protest **(5) constantly**
(3) of necessity

2451. When her opinion was asked, she gave a *candid* reply.

- (1) sarcastic (4) humorous
(2) frank (5) puzzling
(3) brief

2452. His family was *dubious* about the outcome of his project.

- (1) dismayed (4) indifferent
(2) excited (5) annoyed
(3) doubtful

2453. The man's manner *intimidated* the little boy.

- (1) frightened** (4) confused
(2) angered (5) pleased
(3) encouraged

2454. His action filled her with *hostility*.

- (1) regret (4) joy
(2) love **(5) resistance**
(3) horror

2455. The player was *ruffled* by the cheering of the crowd.

- (1) guided (4) thrilled
(2) surprised (5) deafened
(3) disturbed

2456. A *horticulturist* chiefly works with

- (1) the human body **(4) flowers**
(2) bees (5) dogs
(3) birds

2457. A *plaintiff* is one who

- (1) prosecutes a criminal
(2) advises a lawyer
(3) defends himself in court
(4) brings suit in court
(5) refuses to appear as a witness

2513. Ralph decided that the good life he led would *refute* the predictions of his relatives.

- (1) restrain **(3) prove false**
(2) lead to (4) reward

2514. Rheumatism *plagued* her during her childhood.

- (1) retarded (3) changed
(2) tormented (4) weakened

3. Grammar

1. Parts of Sentences

Base your answers to questions 529 through 1807 on the following instructions: Choose the answer that best fits in place of the underlined words.

529. How much has food costs raised during the past year?

- (1) Correct as is
- (2) have food costs rose
- (3) **have food costs risen**
- (4) has food costs risen

530. " Will you come too " she pleaded?

- (1) Correct as is
- (2) too, ?" she pleaded.
- (3) **too ?" she pleaded.**
- (4) too," she pleaded ?

531. If he would have drank more milk his health would have been better.

- (1) Correct as is
- (2) would drink
- (3) had drank
- (4) **had drunk**

532. Jack had no sooner laid down and fallen asleep when the alarm sounded.

- (1) Correct as is
- (2) **no sooner lain down and fallen asleep than**
- (3) no sooner lay down and fell asleep when
- (4) no sooner laid down and fell asleep than

533. Jackson is one of the few Sophomores, who has ever made the varsity team.

- (1) Correct as is
- (2) one of the few Sophomores, who have
- (3) one of the few sophomores, who has
- (4) **one of the few sophomores who have**

1248. " The wise man," said a famous writer, " reads both books and life itself."

- (1) **Correct as is**
- (2) writer " reads
- (3) writer " Reads
- (4) writer, " Reads

1249. The book must be old, for it's cover is torn.

- (1) Correct as is
- (2) its' cover is torn
- (3) it's cover is tore
- (4) **its cover is torn**

1250. Williams Faulkner's great themes are the following: courage, pride, pity.

- (1) Correct as is
- (2) following
- (3) following,
- (4) **following:**

1251. My edition is more recent then yours.

- (1) Correct as is
- (2) **than yours**
- (3) than your's
- (4) then yours'

1252. Because of the bad weather, the newspapers have lain there in the shipping room since morning.

- (1) **Correct as is**
- (2) have lain their
- (3) have laid there
- (4) have laid their

1300. This book will be of little help to either your or me.

- (1) **Correct as is**
- (2) either you or I
- (3) either you nor I
- (4) either you nor me

1301. Jefferson is given credit as to being the author of the Declaration of Inlependence.

- (1) Correct as is
- (2) as for being
- (3) as for
- (4) **as**

1302. Before you were born Helen we lived in Albany.

- (1) Correct as is
- (2) were born Helen,
- (3) , Helen were born
- (4) **were born, Helen,**

1303. The mayor said that he was going to look into his own cities' finances and its hiring policies.

- (1) Correct as is
- (2) **city's finances and its**
- (3) citys' finances and its
- (4) cities finances and it's

1304. All students, who have a final average of 90 or better, are excused from taking final exams.

- (1) Correct as is
- (2) **who have a final average of 90 or better**
- (3) whom have a final average of 90 or better
- (4) , that have a final average of 90 or better,

1352. You're being a senior gives you special advantages.

- (1) Correct as is
- (2) Because of your being
- (3) Being that your
- (4) **Your being**

1353. One out of every twenty persons in this town has an iodine deficiency.

- (1) **Correct as is**
- (2) One, out of every twenty persons, in this town
- (3) One out of eatery twenty persons, in this town
- (4) One, out of every twenty persons in this town

1354. The total cost of the magazines and the books were less than I had expected.

- (1) Correct as is
- (2) **was less than**
- (3) was less then
- (4) were less then

1355. While passing a large boulder, a sudden noise made me jump aside.

- (1) Correct as is
- (2) On passing
- (3) Passing
- (4) **While I was passing**

1356. " These cookies are delicious," said Mary, " May I have the recipe?"

- (1) Correct as is
- (2) Mary," may
- (3) **Mary. " May**
- (4) Mary: " May

Base your answers to questions 2556 through 2565 on the passage your teacher will read to you.<speaK>[The following passage has been adapted from a speech given by Adlai E. Stevenson at a university.]

It would be presumptuous, and out of character, for me to lecture you about your spirit. That, I must leave to wiser and better people. But perhaps you'll forgive me if I draw on what experiences I have had. I wish to say a word about the intelligence and experience you will need for good judgment and good sense.

Don't be afraid to learn; to read, to study, to work, to try to know, because at the very best, you can know very little. And don't, above all things, be afraid to think for yourself. In my judgment, nothing has been more disheartening about the contemporary scene during the last several years in America than the growth of the popularity of unreason and of anti-intellectualism. One thinks of those chanting, screaming crowds that walked over precipices in Germany – and not so long ago. The conformists abominate thought. Thinking implies disagreement and disagreement implies nonconformity and nonconformity implies heresy and heresy implies disloyalty. So, obviously, thinking must be stopped. This is the routine. But I say to you that yelling is not a substitute for thinking and I say to you that reason is not the subversion but the salvation of freedom. Don't be afraid of unpopular positions, of driving upstream. All progress has resulted from people who took unpopular positions. All change is the result of a change in the contemporary state of mind. Don't be afraid of being out of tune with your environment, and above all, pray that you are not afraid to live, to live hard and fast. To my way of thinking, it is not the years in your life but the life in your years that counts in the long run. You'll have more fun, you'll do more, and you'll get more. You'll give more satisfaction the more you know, the more you have worked, and the more you have lived. For yours is a great adventure at a stirring time in the history of humanity.

"University" is a proud, a noble, an ancient word. Around it cluster all the values and the traditions which civilized people have for centuries prized most highly. The idea which underlies any university is greater than any of its physical manifestations; its classrooms, its laboratories, its clubs, its athletic plant, even the particular groups of faculty and students who make up its human element as of any given time. What is this idea? It is that the highest condition of humans in this mysterious universe is the freedom of the spirit. And it is only truth that can set the spirit free.</speaK>

2556. The speaker implies that dedicated study and application can lead to
(1) learning right from wrong (3) being a financial success
(2) **knowing only a little** (4) succeeding in the political world
2557. By referring to events in Germany, the speaker supports his plea to his audience to
(1) **think independently** (3) follow the call for anti-intellectualism
(2) help those who are less fortunate (4) join the establishment
2558. The speaker warns the complete conformist to beware of
(1) economic failure (2) mental instability (3) **self-destruction** (4) popular disapproval
2559. According to the speaker, which group poses a danger to contemporary democratic society?
(1) subversives (2) intellectuals (3) traditionalists (4) **conformists**
2560. Although the speaker disagrees with the idea, he indicates that some individuals identify disloyalty with
(1) chanting and screaming (2) seeking adventure (3) **thinking independently** (4) anti-intellectualism
2561. The speaker indicates his belief that freedom can best be saved by
(1) **reason** (2) equality before the law (3) total nonconformity (4) popular causes
2562. The speaker uses the phrase "of driving upstream" suggest
(1) a sameness of thought (2) an undirected action (3) a definite approach (4) **an unpopular position**
2563. The speaker thinks that progress has always been made by those who
(1) **do not conform** (2) work well with others (3) follow basic principles (4) ignore experience
2564. The speaker describes the audience's era as one which is
(1) bewildering (2) **stirring** (3) satisfying (4) unknowing
2565. According to the speaker, what should each member of the audience seek?
(1) recognition (2) good health (3) contentment (4) **truth**
-

Base your answers to questions 2376 through 2385 on the passage your teacher will read to you.

<speaking> . . . We have also come to this hallowed spot to remind America of the fierce urgency of now. This is no time to engage in the luxury of cooling off or to take the tranquilizing drug of gradualism. Now is the time to make real the promises of democracy. Now is the time to rise from the dark and desolate valley of segregation to the sunlit path of racial justice. Now is the time to lift our nation from the quicksand of racial injustice to the solid rock of brotherhood. Now is the time to make justice a reality for all of God's children.

It would be fatal for the nation to overlook the urgency of the moment. This sweltering summer of the Negro's legitimate discontent will not pass until there is an invigorating autumn of freedom and equality. Nineteen sixty-three is not an end, but a beginning. Those who hope that the Negro needed to blow off steam and will now be content will have a rude awakening if the nation returns to business as usual. There will be neither rest nor tranquility in America until the Negro is granted his citizenship rights. The whirlwinds of revolt will continue to shake the foundations of our nation until the bright day of justice emerges.

But that is something that I must say to my people who stand on the warm threshold which leads into the palace of justice. In the process of gaining our rightful place we must not be guilty of wrongful deeds. Let us not seek to satisfy our thirst for freedom by drinking from the cup of bitterness and hatred.

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protest to degenerate into physical violence. Again and again we must rise to the majestic heights of meeting physical force with soul force. The marvelous new militancy which has engulfed the Negro community must not lead us to a distrust of all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny. And - they have come to realize that their freedom is inextricably bound to our freedom. We cannot walk alone.

As we walk, we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality. We can never be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their selfhood and robbed of their dignity by signs stating "For Whites Only." We cannot be satisfied as long as a Negro in Mississippi cannot vote and a Negro in New York believes he has nothing for which to vote. No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

I am not unmindful that some of you have come here out of great trials and tribulations. Some of you have come fresh from narrow jail cells. Some of you have come from fresh from areas where your quest for freedom left you battered by the storms of persecution and staggered by the winds of police brutality. You have been the veterans of creative suffering. Continue to work with the faith that unearned suffering is redemptive.

Go back to Mississippi, go back to Alabama, go back to South Carolina, go back to Louisiana, go back to the slums and ghettos of our Northern cities, knowing that somehow this situation can and will be changed. Let us not wallow in the valley of despair...</speaking>

2376. According to this passage, the speaker implies that the struggle for racial justice can best be won through
- | | |
|----------------------------|---|
| (1) marching on Washington | (3) creative protest |
| (2) civil disorder | (4) challenging unjust laws in the courts |
2377. The speaker's attitude toward white people appears to be based on
- | | |
|----------------------------|---|
| (1) noncommitment | (3) mutual distrust |
| (2) contempt for authority | (4) respect for individual worth |
2378. The speaker's response to those who ask "When will you be satisfied?" can be characterized as
- | | | | |
|----------------------|---------------|------------|---------------|
| (1) assertive | (2) defensive | (3) casual | (4) appeasing |
|----------------------|---------------|------------|---------------|
2379. The speaker's remarks indicate that he considers the racial problem a national problem because
- | | |
|---|---|
| (1) all white Americans are prejudiced | (3) all areas of American life are affected |
| (2) American blacks are moving to the suburbs | (4) the United States Constitution supports segregation |
2380. What does the speaker say about unearned suffering?
- | | | | |
|--------------------------|-------------------------------|--------------------------|----------------------------|
| (1) It brings brutality. | (2) It redeems people. | (3) It insures equality. | (4) It brings persecution. |
|--------------------------|-------------------------------|--------------------------|----------------------------|
2381. In this passage, the speaker's attitude is generally
- | | | | |
|----------------|-------------|-------------|-----------------------|
| (1) prejudiced | (2) cynical | (3) fearful | (4) optimistic |
|----------------|-------------|-------------|-----------------------|
2382. In this speech, the speaker argues for
- | | | | |
|----------------------------------|------------------|----------------------|--------------------|
| (1) nonviolent resistance | (2) faith in God | (3) Communist ideals | (4) social turmoil |
|----------------------------------|------------------|----------------------|--------------------|

Base your answers to questions **6048** through **6057** on the passage your teacher will read to you. [The following passage is from an article entitled “You Can Find the Courage” by Al Santoli, published in Parade Magazine in April 1990. In this excerpt, Admiral James Stockdale discusses the lessons he learned while a prisoner of war in Vietnam.]

Lesson 1:

Life is not fair. The challenge of education is how to prepare young people to respond with grace when they don’t succeed. They need to know that a failure is not the end of everything - how to not give up in the face of adversity.

At the time I was shot down, I had the top job a Navy fighter pilot could hold. Suddenly, I was isolated and crippled, with my captors trying to tear apart my system of values. I was able to overcome the “why me?,” feeling by recalling my studies of men who had successfully dealt with failure in our historical past. The biblical story of Job reminded me that life isn’t always fair. Even honest and upright men can be tested by evil and must be prepared to deal with it.

Lesson 2:

Don’t worry about things you can’t control. We spend most of our lives dealing with situations we didn’t cause. As a result, we burn a lot of nervous energy worrying about things ultimately not determined by us. There is, however, one important thing we have the choice to control - our attitude.

In my case, locked up and hungry, never knowing when I would be called next for torture, the tension was unbearable. I realized that I couldn’t allow myself to waste precious energy worrying about what would happen anyway. To prevail, I had to find a way to take charge. For instance, when interrogators pressured me to make propaganda exhibits, I would stand up and challenge them: “No way. Come here and fight.” I knew they could slam me into the ropes and steel bars, making me scream like a baby. But they couldn’t take me before cameras if I showed signs of torture.

Lesson 3:

Courage is endurance in the presence of fear. We all - whether in school or business, the military or the neighborhood - face pressure in our lives when people try to manipulate us through fear or guilt. Guilt can mean feeling inadequate - feeling that we never measure up to expectations or that “I’m not good enough.” Fear of failure can be a great motivator, but if those feelings get out of control, they can destroy you.

In the prisons of Hanoi, at one time or another, all of us were forced to submit under brute force. Our captors went to great lengths, alternating force with suggestions of “be reasonable” or “meet us halfway” to get a man to compromise his honor, if only a little. Like drug dealers, they knew that if a man begins to compromise, then gets depressed and full of guilt, he can be brought under their control.

Lesson 4:

You are your brother’s keeper. It’s always tempting to better your position by thinking only of yourself. Some people trying to move up the ladder of success tend to say “I’ll survive at any cost” or “It’s the result that counts.” In the prison camps, we learned the hollowness of that conventional wisdom. If guys stayed alone, clinging to self-preservation, our captors could tear us apart by playing one against the other.

Through our secret wall “tap” code, we wrote our own laws and codified certain principles that formed the backbone of our attitude. Our highest value was to support the man next door.

Lesson 5:

Hatred is self-defeating. We can’t prevent anger sometimes. It can be a healthy reaction to the twists and turns we face in life. But if you allow it to develop into bitterness or hatred, anger becomes a destabilizing emotion. Harnessing it gives you power.

I realized, after being tortured beyond the point of human endurance, that our captors had all the advantages and I had to find a way to outsmart them. So I learned to harness my anger as a tool rather than as a weapon they could use against me. That started with resisting self-pity and becoming fully engaged with my comrades – helping others and being encouraged by them.

The most valuable lesson I learned from my experience is that, in times of adversity, people have the potential to behave better than the social critics predict.

6048. The speaker indicates that his captors began their mistreatment of him by attacking his

- (1) authority (2) pride (3) motives (4) **beliefs**

6049. In referring to the “why me feeling,” the speaker implies that his initial response to his situation was one of

- (1) **self-pity** (2) self-doubt (3) confusion (4) suspicion

Base your answers to questions 4549 through 4554 on the following passage:

“You don’t have to tell me what the temperature is!” he said in a high voice.

“I’m old enough to know when I want to take my coat off!” The train glided silently away behind him, leaving a view of the twin blocks of dilapidated stores.

He gazed after the aluminum speck disappearing into the woods. It seemed to him
5 that his last connection with a larger world was vanishing forever. Then he turned and faced his mother grimly, irked that he had allowed himself even for an instant, to see an imaginary temple in this collapsing country junction. He had become entirely accustomed to the thought of death, but he had not become accustomed to the thought of death here.

10 He had felt the end coming on for nearly four months. Alone in his freezing flat, huddled under his two blankets and his overcoat and with three thicknesses of the New York Times between, he had had a chill one night, followed by a violent sweat that left the sheets soaking and removed all doubt from his mind about his true condition. Before this there had been a gradual slackening of his energy and
15 vague inconsistent aches and headaches. He had been absent so many days from his part-time job in the bookstore that he had lost it. Since then he had been living, or just barely so, on his savings and these, diminishing day by day, had been all he had between him and home. Now there was nothing. He was here.

“Where’s the car?” he muttered.

20 “It’s over yonder,” his mother said. “And your sister is asleep in the back because I don’t like to come out this early by myself. There’s no need to wake her up.”

“No,” he said, “let sleeping dogs lie,” and he picked up his two bulging suitcases and started across the road with them.

– Flannery O’Connor

4549. The main character most likely prefers to take off his coat because

- (1) **he is sick from a chill** (3) he has very little energy
(2) he would have something else to carry (4) his clothes are in poor condition

4550. In line 5, “last connection” refers to

- (1) his job (2) **the train** (3) his flat (4) the stores

4551. The main character’s physical condition is comparable to the

- (1) **dilapidated stores** (2) silent train (3) aluminum speck (4) imaginary temple

4552. In line 18, the statement “Now there was nothing” refers to the fact that the main character

- (1) has lost hope of living (3) **does not have any money**
(2) has no love for his family (4) was fired from his job

4553. The purpose of the second paragraph is to

- (1) **give background information** (3) change the author’s tone
(2) provide the setting (4) establish the conflict

4554. The main character has returned home to die because he

- (1) wants to be near his family (3) loves his hometown
(2) **has nowhere else to go** (4) lost his job

Base your answers to questions 5644 through 5649 on the following passage:

There can be a quality to a seaside morning that is like no other, soft and dreaming. Waking up into it, you become aware that in sleep a sort of serene privacy has included you, and you are blessed for the day. At Santa Cruz, where we stopped on the Pacific, there was such a quality to this morning as I sat on the glassed-in porch of a
5 seaside cottage, scratching words about Balboa across the rough fiber of notebook pages. The smoke of morning coffee lifted into the profoundly silent air, and at the end of the gently sloping street I could see morning standing out on the Pacific, pearly gray and touched with the faintest underblush of pink.

Like the old conquistador who had to endure an interval between his first view of
10 the Pacific and his actual contact with it, I had yet to touch it. I had seen sunset flame out across its hushed waves, had seen it turn to ink as the first stars spangled, and now, still dry and sandless, I put down my pen and sauntered down to the sea.

Already a few young mothers with children had spread out their gear on the small beach that lay behind a stone jetty. I cast off my sandals and stepped to the water's
15 edge where a small boy played with two toy boats, one a tug, the other a stately sea-going craft with canvas sails. Launching his caravel, he saw it quickly capsized by the merest wavelet, its sails suddenly sodden and lank. But the tug bobbed like a barrel, righting itself after each roll, its enamel paint brightened again and again. Wading past him then, I heard the brine's hiss about my knees, saw the green swell coming up
20 about me. The clouds in the distance were like sails. I stretched my arms out over the water, taking my own sort of possession, thinking as I did so, not only of that old and vain action, but of the meanings of "possession," which include the act of possessing and also the state of being possessed; to be held, swept up, enrapt, as now I was by this sea.

— Frederick Turner

5644. In lines 2 and 3, the narrator's choice of the pronoun "you" has the effect of

- (1) separating the narrator from the experience (3) suspending time
(2) **involving the reader directly** (4) rewriting history

5645. In line 9, the word "endure" is used to emphasize the

- (1) character of the conquistador (3) heat of the sand
(2) vitality of the narrator (4) **lure of the ocean**

5646. In describing the effects of "the merest wavelet" (lines 16 and 17), the narrator conveys the

- (1) sturdiness of the caravel (3) **relative power of the ocean**
(2) unusual shape of the shoreline (4) flimsiness of the sails

5647. In contrast of the caravel, the tugboat appeared to be

- (1) **more seaworthy** (2) faster (3) older (4) more expensive

5648. In lines 17 and 18, the description of the painted tug reinforces the

- (1) hiss of the brine (3) disappointment of the boys
(2) **rhythm of the waves** (4) color of the sails

5649. Which words best reflect the feelings expressed in lines 22 and 23?

- (1) **ownership and captivity** (3) nostalgia and regret
(2) freedom and responsibility (4) excitement and fear

Base your answers to questions 5075 through 5080 on the following passage:

One of the greatest contributions of Old World cities is that they have provided mechanisms for making the presence of the stranger tolerable and for facilitating his integration into the social body. The Italian piazza, the Spanish plaza, the French mall have long played a role analogous to that of the agora in the
5 ancient Greek cities. People of all classes and origins meet in these public places and can become acquainted without having to commit themselves to personal relationships. Throughout history, it has been in the public places that the resi-
10 dent has first become aware of the stranger, observing him critically but also with curiosity, becoming used to his mannerisms before engaging in nodding acquaint-
15 tance with him, and finally seeking his company. In the miserable sections of Calcutta, the public places available for the activities of daily life bring about casual contacts among people belonging to different religions or social classes and thus facilitate collaboration in neighborhood activities of people who would other-
20 wise have little if any chance of becoming acquainted.

Public places emerged spontaneously in all cities of the Old World. But although the role they have played in the past is well understood, their establishment in modern cities has rarely been successful. It is easy to design attractive public places where people can assemble, but it is difficult to generate the human warmth that comes from collective activities. A real city environment depends upon an atmosphere in which the human presence is active rather than passive. Public places are elements of social integration only to the extent that they encourage and facilitate the kinds of activities identified with the words “happening” or “occurrence,” events that emerge spontaneously and almost unconsciously.

—Rene DuBois

5075. The writer implies that strangers are usually regarded with
 (1) contempt (2) fear (3) discourtesy (4) **caution**
5076. In lines 1 through 5, the writer implies that the role of public places has been unaffected by
 (1) professional needs (3) **time and culture**
 (2) climatic conditions (4) commerce and industry
5077. According to the passage, the character of public places diminishes the effects of
 (1) **class isolation** (2) political unrest (3) local customs (4) personal integrity
5078. Which is the most logical explanation of the spontaneity mentioned in line 15?
 (1) The design of most cities is similar.
 (2) **The need for such spaces is universal.**
 (3) Populations exploded at the same time all over the world.
 (4) Economic growth occurred rapidly in industrial countries.
5079. According to the passage, the significance of public places is linked to the
 (1) importance of the native city (3) **activities they encourage**
 (2) naturalness of the design (4) history they represent
5080. In this passage, the writer’s tone is best described as
 (1) **objective** (2) satirical (3) apathetic (4) critical

Base your answers to questions 4613 through 4619 on the following passage:

We imagine that we are many times more intelligent than the birds and animals, and in most senses, that is true. But the greater part of our intelligence is due to the fact that we have learned to speak a language which enables us to communicate not only our feelings and intentions, as they also can, but concrete acts and experiences. We did not learn to do this because we were so much more intelligent than the apes, the dolphins, and the elephants, but because we happened at just the right moment to develop the necessary vocal organs. Since then our intelligence has grown by leaps and bounds because speech has drawn it out and developed it. Yet in this process we have also lost something because speech and writing deform our feelings and perceptions. Words are symbols representing experiences, so that by thinking in them we lose that immediate sensual contact with the world around us which animals and young children possess. To speak, we have to select and analyze -that is, break up and mutilate-the continuous web of our experience, and thus there is a loss of sensitivity and awareness. So it has become the task of our poetry and painting to move in the opposite direction and to take us back to that primitive Eden of immediate sensual contact with Nature. We need to move back to our roots in that untutored life of the senses where we are at one with the plants and animals. This should be for us the meaning of Nature. The human world of today is too penned in; we need to look out from time to time and see ourselves as the end-product of a long process. We may feel, in our occasional moments, the fierceness of the tiger, the terror of the antelope which is also its delight in its swiftness, the freedom of the bird to pierce the air, the ecstasy of the poplar tree waving its branches in the wind. It is only by this sympathy with every stage of our biological past that we can recover our lost heritage.

—Gerald Brenan

4613. According to this passage, what kind of information are birds and animals able to communicate to each other?

- (1) concepts (2) experiences (3) facts (4) **intentions**

4614. According to this passage, human intelligence has increased because humans

- (1) have deemphasized their emotions (3) are able to analyze information
(2) **have learned to communicate orally** (4) have had many and varied experiences

4615. This passage suggests that young children are similar to animals in that they both

- (1) lack the ability to communicate (3) have a great sensitivity to symbols
(2) rely heavily on mature adults (4) **are close to their feelings and perceptions**

Base your answers to questions 5068 through 5074 on the following passage:

Kachina

Canyons, mesas, buttes and chaparral.
A place so dry a cough can start a cloud;
terrain so odd, without events or acts,
a rock or circling crow might seem a sign,
5 a sheet of rain escorted by the sun
moves like a girl, sent by gods to dance,
whose beaded skirt of raindrops shot with light
will brush the canyon walls and fill up pools
thrilling songbirds thirsting in the dust.
10 Sheltered in a cave, I watch her pass
and wonder who and why and where she's gone;
and doubt, as in our lives or with a love,
if what I've seen and felt took place at all.
But trust these dripping leaves and trickling spells,
15 the human augured in the magpie's splash.

–John Balaban

5068. The features mentioned in line 1 are used to convey a
 (1) sense of despair (2) **geographic area** (3) fantasy location (4) timeless setting
5069. Which literary device is used in line 2?
 (1) **hyperbole** (2) a symbol (3) a simile (4) assonance
5070. The setting as presented in lines 1 through 4 can best be described as
 (1) startling (2) ordinary (3) enclosed (4) **uneventful**
5071. Through the use of figurative language, the poet is describing a real
 (1) dancing girl (2) **rainstorm** (3) circling crow (4) singing bird
5072. The image of the “beaded skirt” (line 7) is suggested by the
 (1) movement of the “girl” (3) beauty of the “dance”
 (2) **reflection of light on water** (4) colors of the canyon walls
5073. Who is “sheltered in a cave” (line 10)?
 (1) gods (2) a girl (3) **the narrator** (4) songbirds
5074. In lines 14 and 15, the narrator seems to be telling his audience to
 (1) have faith in the future (3) see the good in human beings
 (2) **believe in their senses** (4) preserve the beauty in nature

Base your answers to questions 6340 through 6350 on the following passages.

Passage I

From the nearest library I learned every sort of surprising thing—some of it, though not much of it, from the books themselves.

The Homewood Library had graven across its enormous stone facade: FREE TO THE PEOPLE. In the evenings, neighborhood people—the men and

5 women of Homewood—browsed in the library and brought their children. By day, the two vaulted rooms, the adults' and children's sections, were almost empty. The kind Homewood librarians, after a trial period, had given me a card to the adult section. This was an enormous silent room with marble floors. Nonfiction was on the left.

10 Beside the farthest wall, and under leaded windows set ten feet from the floor, so that no human being could ever see anything from them—next to the wall, and at the farthest remove from the idle librarians at their curved wooden counter, and from the oak bench where my mother waited in her camel's-hair coat chatting with the librarians or reading—stood the last and darkest and most
15 obscure of the tall nonfiction stacks: NATURAL HISTORY. It was here, in the cool darkness of a bottom shelf, that I found *The Field Book of Ponds and Streams*.

The Field Book of Ponds and Streams was a small, blue-bound book printed in fine type on thin paper. Its third chapter explained how to make sweep nets,

20 plankton nets, glass-bottomed buckets, and killing jars. It specified how to mount slides, how to label insects on their pins, and how to set up a freshwater aquarium.

One was to go into “the field” wearing hip boots and perhaps a head net for mosquitoes. One carried in a “ruck-sack” half a dozen corked test tubes, a smattering
25 of screwtop baby-food jars, a white enamel tray, assorted pipettes and eye-droppers, an artillery of cheesecloth nets, a notebook, a hand lens, perhaps a map, and *The Field Book of Ponds and Streams*. This field—unlike the fields I had seen, such as the field where Walter Milligan played football—was evidently very well watered, for there one could find, and distinguish among, daphniae, planaria,
30 water pennies, stonefly larvae, dragonfly nymphs, salamander larvae, tadpoles, snakes, and turtles, all of which one could carry home.

That anyone had lived the fine life described in Chapter 3 astonished me.

Although the title page indicated quite plainly that one Ann Haven Morgan had written *The Field Book of Ponds and Streams*, I nevertheless imagined, perhaps
35 from the authority and freedom of it, that its author was a man. It would be good to write him and assure him that someone had found his book, in the dark near the marble floor at the Homewood Library. I would, in the same letter or in a subsequent one, ask him a question outside the scope of his book, which was where I personally might find a pond, or a stream. But I did not know how to
40 address such a letter, of course, or how to learn if he was still alive.

I was afraid, too, that my letter would disappoint him by betraying my ignorance, which was just beginning to attract my own notice. What, for example, was this substance called cheesecloth, and what do scientists do with it? What, when you really got down to it, was enamel? If candy could, notoriously, “eat through
45 enamel,” why would anyone make trays out of it? Where—short of robbing a museum—might a fifth-grade student at the Ellis School on Fifth Avenue obtain such a legendary item as a wooden bucket?

The Field Book of Ponds and Streams was a shocker from beginning to end. The greatest shock came at the end.

50 When you checked out a book from the Homewood Library, the librarian wrote your number on the book's card and stamped the due date on the sheet glued to the book's last page. When I checked out *The Field Book of Ponds and Streams* for the second time, I noticed the book's card. It was almost full. There were numbers on both sides. My hearty author and I were not alone in the world,
55 after all. With us, and sharing our enthusiasm for dragonfly larvae and single-celled

plants, were, apparently, many adults.

Who were these people? Had they, in Pittsburgh's Homewood section, found ponds? Had they found streams?

Every year, I read again *The Field Book of Ponds and Streams*. Often, when I
60 was in the library, I simply visited it. I sat on the marble floor and studied the
book's card. There we all were. There was my number. There was the number of
someone else who had checked it out more than once. Might I contact this person
and cheer him up?

For I assumed that, like me, he had found pickings pretty slim in Pittsburgh.
65 The people of Homewood, some of whom lived in visible poverty, on crowded
streets among burned-out houses—they dreamed of ponds and streams. They
were saving to buy microscopes. In their bedrooms they fashioned plankton nets.
But their hopes were even more vain than mine, for I was a child, and anything
might happen; they were adults, living in Homewood. There was neither pond
70 nor stream on the streetcar routes. The Homewood residents whom I knew had
little money and little free time. The marble floor was beginning to chill me. It
was not fair.

—Annie Dillard

Passage II

Maple Valley Branch Library, 1967

For a fifteen-year-old there was plenty
to do: browse the magazines,
slip into the Adult section to see
what vast *tristesse* was born of rush-hour traffic,
5 décolletés, and the plague of too much money.
There was so much to discover—how to
lay out a road, the language of flowers,
and the place of women in the tribe of Moost.
There were equations elegant as a French twist,
10 fractal geometry's unwinding maple leaf;
I could follow, step-by-step, the slow disclosure
of a pineapple Jell-O mold—or take
the path of Harold's purple crayon through
the bedroom window and onto a lavender
15 spill of stars. Oh, I could walk any aisle
and smell wisdom, put a hand out to touch
the rough curve of bound leather,
the harsh parchment of dreams.
As for the improbable librarian
20 with her salt and paprika upsweep,
her British accent and sweater clip
(mom of a kid I knew from school)—
I'd go up to her desk and ask for help
on bareback rodeo or binary codes,
25 phonics, Gestalt theory,
lead poisoning in the Late Roman Empire;
the play of light in Dutch Renaissance painting;
I would claim to be researching
pre-Columbian pottery or Chinese foot-binding,
30 but all I wanted to know was:
*Tell me what you've read that keeps
that half smile afloat
above the collar of your impeccable blouse.*
So I read *Gone with the Wind* because
35 it was big, and haiku because they were small.

I studied history for its rhapsody of dates,
 lingered over Cubist art for the way
 it showed all sides of a guitar at once.
 All the time in the world was there, and sometimes
 40 all the world on a single page.
 As much as I could hold
 on my plastic card's imprint I took,
 greedily: six books, six volumes of bliss,
 the stuff we humans are made of:
 45 words and sighs and silence,
 ink and whips, Brahma and cosine,
 corsets and poetry and blood sugar levels—
 I carried it home, five blocks of aluminum siding
 and past the old garage where, on its boarded-up doors,
 50 someone had scrawled:
 I CAN EAT AN ELEPHANT
 IF I TAKE SMALL BITES.
 Yes, I said to no one in particular: *That's*
what I'm gonna do!

— Rita Dove

6340. The author's repeated references to *The Field Book of Ponds and Streams* has the effect of emphasizing the book's
 (1) age (2) **significance** (3) unpopularity (4) size
6341. Lines 23 through 31 are developed primarily through the use of
 (1) **listing** (2) definition (3) metaphor (4) analogy
6342. The narrator implies that *The Field Book of Ponds and Streams* was a "shocker" partly because it revealed to her the
 (1) cruelty of nature (2) capabilities of women (3) **existence of a different way of life** (4) importance of preserving the environment
6343. In lines 59 through 63, the narrator implies that studying the book's card gave her a sense of
 (1) commitment (2) order (3) privacy (4) **community**
6344. At the end of the passage, the narrator implies that she is chilled by both the coldness of the floor and her awareness of
 (1) dishonest people (2) **unequal opportunities** (3) unworthy goals (4) irresponsible behavior
6345. In lines 9 and 10, equations and geometry are depicted as being
 (1) difficult (2) **beautiful** (3) ancient (4) useful
6346. The images in lines 11 through 15 are used to suggest two different
 (1) historical eras (2) character types (3) **book genres** (4) architectural elements
6347. According to the narrator, the list of topics in lines 24 through 29 was
 (1) **an excuse** (2) an assignment (3) a symbol (4) an apology
6348. The expression "my plastic card's imprint" (line 42) refers to
 (1) copying books (2) buying books (3) **signing out books** (4) writing in books
6349. In line 51, the narrator most likely uses the expression "eat an elephant" to mean
 (1) **gain knowledge** (2) achieve fame (3) be patient (4) banish fear

Base your answers to questions 6239 through 6248 on the text and graphic on the following pages.

Television Ratings System

Parents of young children may soon see a familiar sight on television: a bearded, rotund fellow wearing a bright blue coat, surrounded by animals and accompanied by a lanky helper with the improbable name of Mr. Green Jeans.

That's right: Captain Kangaroo is back! Four decades of kids grew up with the original Captain. Now, with a new cast, the show is being revived.

5 "It's a big, wonderful show that you and I grew up watching and that you don't see on TV that much anymore," says Saban Entertainment's Robert Loos, one of the producers of "The All New Captain Kangaroo." "It's entertaining as well as educational, it's kind and gentle, and it keeps you laughing while you learn."

10 The Captain Kangaroo formula had an enviable record of holding audiences and advertisers during its commercial TV run. But the show has an added appeal: producers are designing the series to help commercial TV stations meet the new Federal Communications Commission (FCC) requirement to provide at least three hours a week of "core educational programming" for children.

15 "This is the first time that there is a clear quantitative guideline on children's programming," says Kathryn Montgomery, president of the Center for Media Education, which led the lobbying drive for the rule. "It's clear that the industry knows it has to respond."

The FCC adopted the rule last summer after broadcasters acceded to pressure from a coalition of advocacy groups and a nudge from the White House.

20 Broadcasters, however, say they were already meeting kids' needs for educational shows.

25 "We have done a good job with children's programming," says Dennis Wharton, vice president of media relations for the National Association of Broadcasters (NAB). Wharton says the industry "voluntarily agreed" to the adoption of the FCC rule, which put a concrete number on a more generally worded requirement included in the Children's Television Act of 1990.

30 "We've been producing at least three hours a week [of children's programs] ever since we started," says Margaret Loesch, who founded the popular Fox Children's Network (now Fox Kids) in 1990. "We felt [the rule] was appropriate," Loesch says, "because it was an important issue and because we're parents."

In fact, the TV offerings for kids have never been greater or more varied. The seemingly endless cartoon and action shows are supplemented by an assortment of educational offerings and a few teen-oriented dramas.

35 Even longtime critics of children's television are begrudgingly complimentary. "It is getting better, and it will get better," Montgomery says.

Children's television is not a charitable enterprise, however, but a business, and a lucrative one. Advertisers spent nearly \$1 billion on children's programming in 1996. Animated programs accounted for about \$688 million, or 76 percent of the total. Educational and instructional programs pulled in just \$1.4 million.

40 "There's money to be made in kids' entertainment," says Cyma Zarghami, senior vice president of programming and general manager of Nickelodeon, a children's cable network.

45 But young people watch more than children's programs in the 15–20 hours a week they spend watching TV. With the expanding number of broadcast and cable channels—and the expanding number of TV sets in the home—kids can now watch violent adult dramas and sex-tinged situation comedies almost any time of day. As a result, many parents now view TV as a decidedly unwholesome influence in their children's lives.

50 That widespread concern fueled the drive over the past 18 months to persuade the television industry to adopt a ratings system to help parents decide what their children should watch. Initially, an age-based system was devised that mimicked the ratings used for movies. But the system was criticized as inadequate by a coalition that included groups specializing in children's television issues as well as the National PTA, National Education Association (NEA), and American Medical Association

55 (AMA). They argued that parents needed more specific information about the content of programs—specifically violence, sex, and language.

Those arguments had strong support in official Washington. President Bill Clinton helped persuade the TV industry to agree to a rating system, and Vice President Al Gore had long paid close attention to children’s television issues. On Capitol Hill, lawmakers of both parties were criticizing the amount of sex and violence on television and urging the industry to help parents limit children’s intake of inappropriate fare.

60 Faced with the combination of public and political pressure—and an unenthusiastic public response to the limited ratings system—most of the TV industry agreed last month to more detailed advisories. The new system will rate programs both by age and by content, as indicated below. The new ratings system begins with the age-based ratings symbols first instituted by the industry and adds a letter when appropriate to denote potentially objectionable content: “V” for violence, “S” for sexual situations, “L” for coarse language, “D” for sexually suggestive dialogue, and “FV” for fantasy violence in children’s programs.

Ratings for Children’s Programs

TV-Y Programs designed for all children, not expected to frighten younger children.

TV-Y7 Programs designed for children ages 7 and older. May contain fantasy or comedic violence or may frighten younger children. Programs with more intense or combative fantasy violence will be designated TV-Y7-FV.

Ratings for All Audiences

75 **TV-G** Programs for general audiences that most parents would find suitable for all ages. Little or no violence, sexual situations, or strong language.

TV-PG Programs that require parental guidance, containing material that parents might find unsuitable for young children. Programs may also carry V, S, D and/or L designations (for moderate violence, some sexual situations, 80 infrequent coarse language, and some suggestive dialogue), as appropriate.

TV-14 Programs with material that many parents would find unsuitable for children under age 14. Parents are urged to monitor these programs, which will also carry V, S, D and/or L designations (for intense violence, 85 intense sexual situations, strong, coarse language, and intensely suggestive dialogue), as appropriate.

TV-MA Programs designed to be viewed only by adults (“mature audiences”) and that may be unsuitable for children under age 17, which will carry V, S and/or L designations (for graphic violence, explicit sexual activity 90 and crude, indecent language), as appropriate.

“This is designed to be a consumer device,” says Arnold Fege, director of governmental relations for the National PTA, “to give parents more information about programs, similar to the information they get from a nutrition label on the back of food.”

Having been dragged into the change, broadcasters now are taking credit for it. 95 “We’re trying to give parents a little extra tool to monitor what their kids are watching,” says the NAB’s Wharton.

Some people in the TV industry, however, worry that the rating system will be inherently subjective and necessarily incomplete—with no indication of the context for sexual material or violent scenes. Many writers and producers also worry that 100 watchdog groups could use ratings to galvanize boycotts of programs or advertisers or that skittish network executives could lean on them to tone down programs to the detriment of “the creative process.”

Those concerns contributed to a decision by one of the broadcast networks, NBC, not to participate in the new rating system. “There is no way that there will be any consistency in application or any consistency in its use,” says Rosalyn Weinman, NBC’s executive vice president for broadcast standards and content. “The system is at best confusing and at worst totally incoherent.”

From the opposite perspective, some critics of TV programming say even the revised rating system still provides too little information. “Our concern is that without identifying the extent and degree of sex, language, and violence, parents will have little more information than they do now,” says Mark Honig, executive director of the conservative-leaning Parents Television Council.

Other critics say the rating system has no direct effect on TV sex and violence. “Garbage labeled is still garbage,” says Sen. Joseph I. Lieberman, D-Conn.

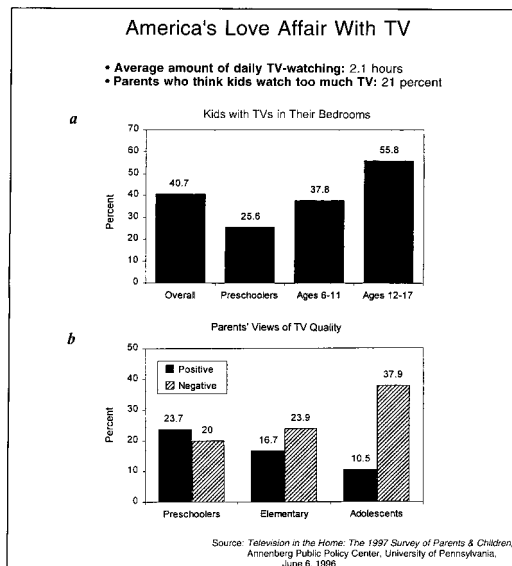
The new system is designed for use in conjunction with the new “V-chip” (“V” for violence), a computer-encrypted microchip that can screen out objectionable programs. The Telecommunications Act of 1996 requires new TV sets to have V-chips once the rating system has been reviewed by the FCC.

Even supporters of the new rating system, however, are uncertain how families will use the new TV screening tools or what effects they will have.

“It may be that nothing happens in terms of programming,” Montgomery says, “but it’s my hope that parents will have a tool they can use to make effective decisions in their own homes.”

— Kenneth Jost, 1997

Graphic



6239. The author refers to the “Captain Kangaroo” show as an example of television programming that is
 (1) outdated (2) economical **(3) educational** (4) unpopular

6240. Both the new FCC programming regulation and the ratings system aim to
 (1) restrict children’s access to television advertising
 (2) limit the time children spend watching television
 (3) make children’s television programming more entertaining
(4) provide control over the quality of children’s television programming

6241. The first system for rating children's programs was criticized because it did not provide information about
(1) alternative programming (2) **objectionable content** (3) age appropriateness (4) participating networks
6242. According to the author, some people fear that use of the ratings system will lead to
(1) **ensorship** (2) greed (3) corruption (4) propaganda
6243. In line 104, the word "galvanize" most nearly means
(1) celebrate (2) **stimulate** (3) oppose (4) interrupt
6244. According to the author, NBC declined to participate in the new ratings system because the network objected to the
(1) equipment needed to use the ratings (3) groups responsible for assigning ratings
(2) time required to use the ratings (4) **method of assigning ratings**
6245. The "V-chip" required by the Telecommunications Act of 1996 (lines 119 through 122) allows parents to
(1) **prevent viewing of unsuitable programs** (3) record the time children spend watching television
(2) observe the ratings symbol directly on the screen (4) remove violent scenes from televised programs
6246. The main purpose of the text is to
(1) criticize the use of sex and violence on television
(2) persuade people to support the television ratings system
(3) **inform people about issues surrounding the television ratings system**
(4) describe children's views about the quality of television
6247. According to graph a, entitled "Kids with TVs in Their Bedrooms," what percentage of American children have televisions in their bedrooms?
(1) 25.6% (2) 37.8% (3) **40.7%** (4) 55.8%
6248. Which statement is best supported by the data in graph b, entitled "Parents' Views of TV Quality"?
- (1) Television is a more positive experience for adolescents than for preschoolers.
(2) **Parents' opinions of television quality decline as the ages of their children increase.**
(3) Elementary students have more negative views of television quality than do adolescent students.
(4) Parents of adolescents have more positive views of television programming than do parents of preschoolers.