

CA5

Multiple Choice

Identify the choice that best completes the statement or answers the question.

Christopher Mele, *Sick Parents Go to Work, Stay Home When Kids Are Ill*

Got the sniffles? Low-grade temperature? Hacking cough? If you're a working mom or dad, chances are you're dragging yourself to work rather than taking a day off.	1 2
The payoff for parents who go to the office feeling lousy? They save a day that they may need to take off in the future if their son or daughter gets sick and needs to stay home.	3 4 5
It's all part of the juggling act of working parents who are trying to raise a family and maintain their careers, especially in an uncertain economic environment that demands productivity.	6 7 8
“Everybody's competing because they're afraid if they don't show up, their desk won't be there tomorrow,” said Jeannette Lofas, president and founder of the Step-family Foundation Inc.	9 10 11
Lee DeNigris of Tallman, N.Y., has already had to take three weeks off from her job as a field technician for Verizon to care for her 5-month-old daughter, Amanda. Day care has been a breeding ground of germs for Amanda, who has had three ear infections, an upper respiratory infection and a long-lasting cold since February.	12 13 14 15
DeNigris, who also has two sons, ages 13 and 11, had been a stay-at-home mom. Now, economics dictate that both she and her husband work. That means going to work on days that she otherwise would have stayed home sick.	16 17 18
“I have to have the days available,” she said. “When I got the stomach flu that she had and the boys had, I had to go into work with that. That was nasty.”	19 20
Productivity ultimately suffers — to say nothing of the chances of infecting co-workers on the job — when sick parents head to work, Lofas said. “The bottom-line result is that corporations get less of their employees,” she said.	21 22 23
Studies show that working parents give up personal care time, sleep and recovery time from illnesses to be with their kids, said Stephanie Coontz, national co-chairwoman of the Council on Contemporary Families.	24 25 26
“They will often go into work with colds or illnesses that, before they had kids, they would have grabbed at the opportunity to stay home,” she said. “The evidence is pretty overwhelming that working parents neglect themselves first.”	27 28 29
“Family issues” ranked as the second most cited reason for workers to take an unscheduled absence, according to a survey last year by CCH Inc., a provider of employment law and human resources information. Personal illness topped the list of reasons at 32%, followed by family issues at 21%.	30 31 32 33
Yolanda Rios of Garnerville, N.Y., can vouch for that. The single mother of 16- and 12-year-old sons works as an accountant for Daikin, a chemical manufacturer. “I would have to feel really, really sick to stay home,” she said.	34 35 36
Rios credits the company with being family-oriented and flexible so that she can make up time and leave early or late if she needs to. “I know not all companies are like that, so I count myself lucky,” she said.	37 38 39
The drive to give up personal and sick days has a broader historical backdrop. In 21st century America, parents are responsible for their children longer than in decades past. In the 1920s and 1930s, kids were sent into the work force at ages ranging from 10 to 15 to support the household.	40 41 42 43
“Now, kids are an economic drain rather than an economic resource,” Coontz said.	44

Flexible work arrangements or sick-day policies help ease the work-life balancing act. Sonja Brown, director of patient services for the American Cancer Society in White Plains, N.Y., has two daughters, 10-year-old Tayleur and 3-year-old SoMauri. Brown said her employer recently adopted a new policy where workers get a block of time off to use as needed. No longer are days off called “sick” or “personal” days. The simple act of changing how the days are classified has made a world of difference. Brown said she now feels less guilty about calling in sick when one of her daughters is ill and she’s more likely to take the day off if she needs it for herself. “Before, it was like, ‘Oh my God. I need to save the time for my child,’” she said. “Thank God my job has made it easier for us.”

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- ___ 1. The primary purpose of the passage is to
- tell the stories of struggling working parents
 - draw attention to a problematic workplace practice
 - demand immediate radical reform of sick-leave policies
 - present objective data about illness in the workplace
 - incite the sympathy of inflexible employers
- ___ 2. The rhetorical questions in the first line of the passage are used to
- challenge the reader’s assumptions
 - establish a line of inquiry
 - make an indirect statement
 - connect to a common experience
 - suggest that the answer to the question is obvious
- ___ 3. The quotation from Jeannette Lofas in lines 9–10 offers support for which assertion?
- Workplaces can be breeding grounds for germs.
 - Productivity suffers when ill employees come in to work.
 - The economic environment is uncertain and demanding.
 - Working parents must juggle competing responsibilities.
 - Workers would like to have more time off than they currently receive.
- ___ 4. The tone of this passage can best be described as
- | | |
|----------------|-------------|
| a. humorous | d. strident |
| b. pedantic | e. ironic |
| c. sympathetic | |
- ___ 5. Paragraph 13 (lines 37–39) serves which of the following functions?
- transition
 - exemplification
 - definition
- | | |
|-------------|-------------------|
| a. I only | d. I and II only |
| b. II only | e. I, II, and III |
| c. III only | |
- ___ 6. Which of the following best describes the development pattern in paragraphs 11 and 12 (lines 30–36)?

- a. data-based assertion followed by anecdotal support
- b. appeal to emotion followed by appeal to authority
- c. generalization followed by a specific claim
- d. argument followed by counterargument
- e. subjective impressions followed by a general claim

_____ 7. The phrase “juggling act” in line 6 is an example of

- a. oxymoron
- b. metaphor
- c. hyperbole
- d. paradox
- e. irony

_____ 8. The historical information provided in paragraph 14 (lines 40–43) is used to

- a. propose an alternate solution to the sick-leave problem
- b. examine the foundations of modern workplace policies
- c. emphasize the evolving nature of the demands on working parents
- d. challenge modern ideas about the rights of children and adults in the workplace
- e. suggest that modern workers should be more appreciative of their workplaces

Elizabeth Royte, *Transsexual Frogs*

[Tyrone] Hayes, 35, is a professor at Berkeley, where he has taught human endo- 1
 crinology since 1994. His research centers on frogs, of which he keeps enormous 2
 colonies. Frogs make convenient study subjects for anyone interested in how hor- 3
 mones affect physical development. Their transformation from egg to tadpole to adult 4
 is rapid, and it’s visible to the naked eye. . . . 5
 The controversy began in 1998, when a company called Syngenta asked Hayes 6
 to 7
 run safety tests on its product atrazine. . . . Atrazine is the most widely used weed 8
 killer in the United States. To test its safety, Hayes put trace amounts of the compound 9
 in the water tanks in which he raised African clawed frogs. When the frogs were fully 10
 grown, they appeared normal. But when Hayes looked closer, he found problems. 11
 Some male frogs had developed multiple sex organs, and some had both ovaries and 12
 testes. There were also males with shrunken larynxes, a crippling handicap for a frog 13
 intent on mating. The atrazine apparently created hermaphrodites at a concentration 14
 one-thirtieth the safe level set by the Environmental Protection Agency for drinking 15
 water. 16
 The next summer Hayes loaded a refrigerated 18-wheel truck with 500 half- 17
 gallon buckets and headed east, followed by his students. He parked near an Indiana 18
 farm, a Wyoming river, and a Utah pond, filled his buckets with 18,000 pounds of 19
 water, and headed back to Berkeley. He thawed the frozen water, poured it into 20
 hundreds of individual tanks, and dropped in thousands of leopard-frog eggs col- 21
 lected en route. To find out if frogs in the wild showed hermaphroditism, Hayes dis- 22
 sected juveniles from numerous sites. To see if frogs were vulnerable as adults, and if 23
 the effects were reversible, he exposed them to atrazine at different stages of their 24
 development. . . . 25
 In the United States, farmers apply around 60 million pounds of atrazine a year. 26
 Nearly all of it eventually degrades in the environment, but usually not before it’s 27
 reapplied. The EPA permits up to three parts per billion of atrazine in drinking water. 28
 Every year, as waters drain down the Mississippi River basin, they accumulate 1.2 29
 million pounds of atrazine before reaching the Gulf of Mexico.

Like the smoke from factory chimneys, pesticides cross borders. Atrazine mole- 30
 cules easily attach to dust particles: Researchers have found it in clouds, fog, and 31
 snow. In Iowa the herbicide has been documented at 40 parts per billion in rainwater. 32
 According to the U.S. Geological Survey, atrazine contaminates well water and 33
 groundwater in states where the compound isn't even used. "It's hard to find an 34
 atrazine-free environment," Hayes says. In Switzerland, where it is banned, atrazine 35
 occurs at one part per billion, even in the Alps. Hayes says that's still enough to turn 36
 some male frogs into females. . . . 37
 "Here's how we think it works. Testosterone is a precursor to estrogen. In male 38
 frogs, it makes their voice boxes grow and their vocal sacs develop. But atrazine, in 39
 frogs, switches on a gene that makes the enzyme aromatase, which turns testosterone 40
 to estrogen. Normally, males don't make aromatase; it's silent. In these males, the 41
 estrogen induces the growth of ovaries, eggs, and yolk. . . . So you've got two things 42
 happening: The frog is demasculinized, and it's also feminized." 43
 And the females that get extra estrogen? "It wouldn't happen," Hayes says. 44
 "There's a feedback mechanism. The excess hormone would decrease stimulation of 45
 the ovary, which would then cut off its production of estrogen." 46
 Because hormones, not genes, regulate the structure of reproductive organs, 47
 ver- 47
 tebrates are particularly vulnerable to their environment during early development. 48
 Frogs are most susceptible just before they metamorphose. Unfortunately, that change 49
 occurs in the spring, when atrazine levels peak in waterways. "All it takes is a single 50
 application to affect the frog's development," Hayes says. . . . 51
 Nonetheless, Hayes doesn't jump to condemn atrazine. He says he hasn't 52
 studied 52
 humans, but it is unlikely they'd be affected because atrazine doesn't accumulate in 53
 tissues the way DDT does. Others aren't so sure. "Why would anyone think these 54
 pesticides *wouldn't* affect us?" the World Wildlife Fund's Theo Colborn says. "No mat- 55
 ter the species, we all have similar signaling systems in our bodies, similar chemical 56
 reactions. That's why we've always tested drugs on animals." 57

- _____ 9. In the context of the sentence, the term "hermaphrodites" (line 13) refers to frogs with
- a. a shrunken larynx
 - b. both ovaries and testes
 - c. multiple sex organs
 - d. both estrogen and testosterone
 - e. all of the above
- _____ 10. Which of the following sentences do the Environmental Protection Agency's findings (lines 13–15) have implications in regard to?
- a. "Every year, as waters drain down the Mississippi River basin, they accumulate 1.2 million pounds of atrazine before reaching the Gulf of Mexico." (lines 28–29)
 - b. "According to the U.S. Geological Survey, atrazine contaminates well water and groundwater in states where the compound isn't even used." (lines 33–34)
 - c. "In Switzerland, where it is banned, atrazine occurs at one part per billion, even in the Alps." (lines 35–36)
 - d. "Frogs are most susceptible just before they metamorphose. Unfortunately, that change occurs in the spring, when atrazine levels peak in waterways." (lines 49–50)
 - e. "He says he hasn't studied humans, but it is unlikely they'd be affected because atrazine doesn't accumulate in tissues the way DDT does." (lines 52–54)
- _____ 11. Why did Hayes retrieve 18,000 pounds of water to use in this experiment?

- a. to test whether frogs that had lived in a Wyoming river would exhibit shrunken larynxes when exposed to atrazine
- b. to test the specific reactions of metamorphosing frogs to atrazine being placed in their natural drinking water
- c. to have an ample amount of water in which to test laboratory frogs
- d. to test whether wild frogs would exhibit hermaphroditism due to atrazine being placed in their natural drinking water at different stages of their development
- e. to test the reactions of juvenile and adult African clawed frogs to atrazine being placed in their natural habitat

___ 12. In line 27, what does Royte mean by atrazine being “reapplied”?

- a. being redistributed to the grass through rainwater
- b. recontaminating the well water that is extracted from groundwater
- c. traveling in rivers to new areas
- d. being redistributed through precipitation or traveling in groundwater or rivers
- e. being reused by farmers

___ 13. When she says that “the male frog is demasculinized, and it’s also feminized” (line 44), what is Royte suggesting that atrazine is responsible for?

- a. the hormonal production of aromatase, which feminizes male frogs, decreasing their ability to mate
- b. the development of multiple sex organs
- c. the production of ovaries in addition to testes
- d. the genetic production of an enzyme that converts testosterone to estrogen
- e. a genetic switch from the production of testosterone to the production of estrogen

___ 14. According to lines 44–46, atrazine has which of the following effects on female frogs?

- a. They develop both ovaries and testes and sometimes a diminished capacity for reproduction.
- b. Aromatase produces excess estrogen, triggering a feedback mechanism that decreases stimulation of the ovary and terminates the production of estrogen.
- c. They maintain extra estrogen, but there is no effect on hermaphroditism.
- d. Aromatase is produced, converting testosterone to estrogen, which, in turn, diminishes the work of the ovary, inhibiting the female reproductive system.
- e. Aromatase cuts off the production of estrogen.

___ 15. Why is Royte suggesting that hormones, as opposed to genes, make frogs particularly susceptible to atrazine in the early spring (lines 47–52)?

- a. Hormones, not genes, are susceptible to the alteration that can cause hermaphroditism.
- b. Hormonal, not genetic, alteration by atrazine affects frogs’ reproductive systems.
- c. Hormones, not genes, regulate the structure of reproductive organs, which atrazine affects.
- d. The regulation of hormones rather than genes cause reproductive organs in all frogs to develop up to a similar point before metamorphosis occurs.
- e. A single application of atrazine affects a frog’s hormonal, not genetic, development.

___ 16. In relation to the beginning of the final paragraph (lines 52-57), Colborn’s statement (lines 55-57) is

- a. interrogative
- d. dismissive

- b. skeptical
- c. contradictory

- e. invalidating

James McBride, *Hip Hop Planet*

You breathe in and breathe out a few times and you are there. Eight hours and a wake-up shake on the flight from New York, and you are on the tarmac in Dakar, Senegal. Welcome to Africa. The assignment: Find the roots of hip hop. The music goes full circle. The music comes home to Africa. That whole bit. Instead it was the old reporter’s joke: You go out to cover a story and the story covers you. The stench of poverty in my nostrils was so strong it pulled me to earth like a hundred-pound ring in my nose. Dakar’s Sandaga market is full of “local color” — unless you live there. It was packed and filthy, stalls full of new merchandise surrounded by shattered pieces of life everywhere, broken pipes, bicycle handlebars, fruit flies, soda bottles, beggars, dogs, cell phones. A teenage beggar, his body malformed by polio, crawled by on hands and feet, like a spider. He said, “Hey brother, help me.” When I looked into his eyes, they were a bottomless ocean.

The Hotel Teranga is a fortress, packed behind a concrete wall where beggars gather at the front gate. The French tourists march past them, the women in high heels and stonewashed jeans. They sidle through downtown Dakar like royalty, haggling in the market, swimming in the hotel pool with their children, a scene that resembles Birmingham, Alabama, in the 1950s — the blacks serving, the whites partying. Five hundred yards (460 meters) away, Africans eat off the sidewalk and sell peanuts for a pittance. There is a restlessness, a deep sense of something gone wrong in the air.

The French can’t smell it, even though they’ve had a mouthful back home. A good amount of the torching of Paris suburbs in October 2005 was courtesy of the children of immigrants from former French African colonies, exhausted from being bottled up in housing projects for generations with no job prospects. They telegraphed the punch in their music — France is the second largest hip hop market in the world — but the message was ignored. Around the globe, rap music has become a universal expression of outrage, its macho pose borrowed from commercial hip hop in the U.S.

In Dakar, where every kid is a microphone and turntable away from squalor, and American rapper Tupac Shakur’s picture hangs in market stalls of folks who don’t understand English, rap is king. There are hundreds of rap groups in Senegal today. French television crews troop in and out of Dakar’s nightclubs filming the kora harp lute and tama talking drum with regularity. But beneath the drumming and the dance lessons and the jingling sound of tourist change, there is a quiet rage, a desperate fury among the Senegalese, some of whom seem to bear an intense dislike of their former colonial rulers.

“We know all about French history,” says Abdou Ba, a Senegalese producer and musician. “We know about their kings, their castles, their art, their music. We know everything about them. But they don’t know much about us.”

Assane N’Diaye, 19, loves hip hop music. Before he left his Senegalese village to work as a DJ in Dakar, he was a fisherman, just like his father, like his father’s father before him. Tall, lean, with a muscular build and a handsome chocolate face, Assane became a popular DJ, but the equipment he used was borrowed, and when his friend took it back, success eluded him. He has returned home to Toubab Dialaw, about 25 miles (40 kilometers) south of Dakar, a village marked by a huge boulder, perhaps 40 feet (12 meters) high, facing the Atlantic Ocean.

In the shadow of the Great Rock, Assane has built a small restaurant, Chez Las, decorated with hundreds of seashells. It is where he lives his hip hop dream. At night, he and his brother and cousin stand by the Great Rock and face the sea. They meditate. They pray. Then they write rap lyrics that are worlds away from the bling-bling culture of today’s commercial hip hoppers. They write about their lives as village fish-

ermen, the scarcity of catch forcing them to fish in deeper and deeper waters, the hardship of fishing for 8, 10, 14 days at a time in an open pirogue in rainy season, the high fee they pay to rent the boat, and the paltry price their catches fetch on the market. They write about the humiliation of poverty, watching their town sprout up around them with rich Dakarians and richer French. And they write about the relatives who leave in the morning and never return, surrendered to the sea, sharks, and God.

The dream, of course, is to make a record. They have their own demo, their own logo, and their own name, Salam T. D. (for Toubab Dialaw). But rap music represents a deeper dream: a better life. “We want money to help our parents,” Assane says over dinner. “We watch our mothers boil water to cook and have nothing to put in the pot.” He fingers his food lightly. “Rap doesn’t belong to American culture,” he says. “It belongs here. It has always existed here, because of our pain and our hardships and our suffering.”

- _____ 17. The organizational pattern of the first two paragraphs (lines 1-20) can best be described as
- problem and solution
 - cause and effect
 - narration
 - definition
 - comparison and contrast
- _____ 18. What is the purpose of paragraphs 2 and 3 (lines 13-27)?
- to identify the historical context for a contemporary issue
 - to introduce a counterargument to the main idea
 - to illustrate the author’s thesis with a specific example
- I only
 - I and II only
 - III only
 - I and III only
 - I, II, and III
- _____ 19. McBride uses all of the following in this passage EXCEPT
- figurative language
 - analogy
 - a sentence fragment
 - expert testimony
 - objective reporting
- _____ 20. The word “squalor” in line 28 most likely means
- filth
 - temptation
 - innovation
 - technique
 - fame
- _____ 21. The quote at the end of the excerpt serves primarily to
- defend McBride’s position that hip-hop is appreciated throughout the world
 - criticize the negative impact of hip-hop on cultures outside of the United States
 - support McBride’s thesis regarding hip-hop’s African origins
 - emphasize hip-hop’s ability to unite people from different countries
 - illustrate the reason people in former French African colonies continue to market hip-hop
- _____ 22. Lines 49-57 rely on of which of the following rhetorical devices?

- a. simile
- b. understatement
- c. syllogism
- d. anaphora
- e. none of the above

_____ 23. The sentence that begins “But beneath the drumming” (lines 32-35) contains an example of

- a. apostrophe
- b. euphemism
- c. humor
- d. colloquialism
- e. paradox

_____ 24. The style of this passage as a whole is most accurately characterized as

- a. technical and ironic
- b. descriptive and formal
- c. personal and emotional
- d. subjective and complex
- e. none of the above

Scott Brown, *Facebook Friendonomics*

Hey, want to be my friend? It’s more than possible; it’s probable. Hell, we may already be friends — I haven’t checked my email in a few minutes. And once we are, we will be, as they say, 4-eva. A perusal of my Facebook Friend roster reveals that I, a medium- social individual of only middling lifetime popularity, have never lost a friend. They’re all there: elementary school friends, high school friends, college friends, work friends, friends of friends, friends of ex- girlfriends — the constellation of familiar faces crowds my Friendbox like medals on Mussolini’s chest. I’m Friendrich — at least onscreen. I’ve never lost touch with anyone, it seems. What I’ve lost is the right to lose touch. This says less about my innate lovability, I think, than about the current inflated state of Friendonomics.

Think of it as the Long Tail of Friendship — in the age of queue- able social priorities, Twitter- able status updates, and amaranthine cloud memory, keeping friends requires almost no effort at all. We have achieved Infinite Friendspace, which means we need never drift from old pals nor feel the poignant tug of passive friend- loss. It also means that even the flimsiest of attachments — the chance convention buddy, the cube- mate from the ’90s, the bar- napkin hookup — will be preserved, in perpetuity, under the flattering, flattening banner of “Friend.” (Sure, you can rank and categorize them to your heart’s content, but who’d be callous enough to actually categorize a hookup under “Hookup”?)

It has been argued that this Infinite Friendspace is an unalloyed good. But while this plays nicely into our sentimental ideal of lifelong friendship, it’s having at least three catastrophic effects. First, it encourages hoarding. We squirrel away Friends the way our grandparents used to save nickels — obsessively, desperately, as if we’ll run out of them some day. (Of course, they lived through the Depression. And we lived through — what, exactly? Middle school? 90210? The Electric Slide?) Humans are natural pack rats, and given the chance we’ll stockpile anything of nominal value. Friends are the currency of the socially networked world; therefore, it follows that more equals better. But the more Friends you have, the less they’re worth — and, more to the point, the less human they are. People become mere collectibles, like Garbage Pail Kids. And call me a buzz kill, but I don’t want to be anyone’s Potty Scotty.

Second, Friendng has subsumed the ol’ Rolodex. Granted, it’s often convenient to have all of your contacts under one roof. But the great thing about the Rolodex was that it never talked back, it didn’t throw virtual octopi or make you take movie quizzes, and it never, ever poked you. The Rolodex just sat there. It was all business.

Third, and most grave, we’ve lost our right to lose touch. “A friend may well be reckoned the masterpiece of Nature,” Emerson wrote, not bothering to add, “and like most things natural, friendship is biodegradable.” We scrawl “Friends Forever” in yearbooks, but we quietly realize, with relief, that some bonds are meant to be shed,

like snakeskin or a Showtime subscription. It's nature's way of allowing you to change, adapt, evolve, or devolve as you wish — and freeing you from the exhaustion of multi-front friend maintenance. Fine, you can "Remove Friend," but what kind of monster actually does that? Deletion is scary — and, we're told, unnecessary in the Petabyte Age. That's what made good old-fashioned losing touch so wonderful — friendships, like long-forgotten photos and mixtapes, would distort and slowly whistle into oblivion, quite naturally, nothing personal. It was sweet and sad and, though you'd rarely admit it, necessary.

And maybe that's the answer: A Facebook app we'll call the Fade Utility.

Untended Friends would gradually display a sepia cast on the picture, a blurring of the neglected profile — perhaps a coffee stain might appear on it or an unrelated phone number or grocery list. The individual's status updates might fade and get smaller. The user may then choose to notice and reach out to the person in some meaningful way — no pokes! Or they might pretend not to notice. Without making a choice, they could simply let that person go. Would that really be so awful?

I realize that I may lose a few Friends by saying this. I invite them to remove me. Though I think they'll find it harder than they imagine. I've never lost a Friend, you see, and I'm starting to worry I never will.

- _____ 25. In the first four sentences of the passage (lines 1–3), the author develops his tone primarily through the use of
- metaphor
 - apostrophe
 - oxymoron
 - colloquial language
 - rhetorical question
- _____ 26. The term "Friendonomics" suggests that Facebook friends
- have become a currency by which people judge their own value
 - are a legitimate record of the details of one's life
 - go through surges and depressions just as the economy does
 - represent a market in which one can choose to invest one's time
 - are an economical way to entertain oneself in difficult financial times
- _____ 27. The purpose of the author's parenthetical aside in paragraph 2 (lines 17-19) is primarily to
- add a humorous anecdote to the examples of friends he has listed earlier in the paragraph
 - contrast true friends from those he suggests should suffer "passive friend-loss" (line 14)
 - suggest that "friend" is not an accurate label for many Facebook connections
 - make an argument about the kinds of relationships that should be represented on Facebook
 - provide a suggestion for how people should actually treat Facebook friends who are not truly valuable friends
- _____ 28. The author's attitude toward collecting Facebook friends is illustrated in all of the following phrases EXCEPT
- "like medals on Mussolini's chest" (line 7)
 - "the flattering, flattening banner of 'Friend'" (line 17)
 - "mere collectibles, like Garbage Pail Kids" (lines 29-30)
 - "subsumed the ol' Rolodex" (line 31)
 - "friendship is biodegradable" (line 37)
- _____ 29. The author's rhetorical strategy in lines 22–25 ("We squirrel away . . . The Electric Slide?") is to

- a. illustrate his point through examples of problems in American culture
 - b. mock himself and his contemporaries through a comparison to a previous generation
 - c. incite anger in his reader through derogatory language and detail
 - d. promote a thoughtful analysis of the hoarding instinct through historical reference
 - e. downplay the seriousness of the Depression by connecting it to Facebook
- ___ 30. Which of the following is true of the claim made in lines 37–39 (“We scrawl . . . Showtime subscription”)?
- a. It rebuts the quotation from Emerson.
 - b. It contradicts the claim made in the previous paragraph.
 - c. It states the author’s main premise.
 - d. It presents a straw man fallacy.
 - e. It emphasizes the author’s expertise through his personal experience.
- ___ 31. Throughout the passage, the author uses all of the following techniques EXCEPT
- a. metonymy
 - b. simile
 - c. irony
 - d. allusion
 - e. alliteration
- ___ 32. The final sentence of the passage (lines 55-56) functions to
- a. illustrate the censorious nature of the author’s argument
 - b. summarize the main points of the discussion
 - c. contradict the premise of the previous paragraph
 - d. reiterate the claim made in the first paragraph
 - e. shift the tone to create a more congenial ending
- ___ 33. The passage as a whole can best be described as a
- a. logical, well-documented argument
 - b. semi-serious presentation of a problem followed by a possible solution
 - c. biting, incisive analysis of a social issue
 - d. personal reflection generalized to all of American society
 - e. satiric indictment of the behavior of mainstream culture

Leon Botstein, *Let Teenagers Try Adulthood*

The national outpouring after the Littleton [Columbine High School] shootings 1
 has forced us to confront something we have suspected for a long time: the American 2
 high school is obsolete and should be abolished. In the . . . month [after the shoot- 3
 ings] high school students present and past [came] forward with stories about cliques 4
 and the artificial intensity of a world defined by insiders and outsiders, in which the 5
 insiders hold sway because of superficial definitions of good looks and attractiveness, 6
 popularity and sports prowess. 7

The team sports of high school dominate more than student culture. A 8
 commu- 9
 nity’s loyalty to the high school system is often based on the extent to which varsity 10
 teams succeed. High school administrators and faculty members are often former 11
 coaches, and the coaches themselves are placed in a separate, untouchable category. 12
 The result is that the culture of the inside elite is not contested by the adults in the 13
 school. Individuality and dissent are discouraged. 14

But the rules of high school turn out not to be the rules of life. Often the high

school outsider becomes the more successful and admired adult. The definitions of masculinity and femininity go through sufficient transformation to make the game of popularity in high school an embarrassment. No other group of adults young or old is confined to an age-segregated environment, much like a gang in which individuals of the same age group define each other's world. In no workplace, not even in colleges or universities, is there such a narrow segmentation by chronology.

Given the poor quality of recruitment and training for high school teachers, it is no wonder that the curriculum and the enterprise of learning hold so little sway over young people. When puberty meets education and learning in modern America, the victory of puberty masquerading as popular culture and the tyranny of peer groups based on ludicrous values meet little resistance.

By the time those who graduate from high school go on to college and realize what really is at stake in becoming an adult, too many opportunities have been lost and too much time has been wasted. Most thoughtful young people suffer the high school environment in silence and in their junior and senior years mark time waiting for college to begin. The Littleton killers, above and beyond the psychological demons that drove them to violence, felt trapped in the artificiality of the high school world and believed it to be real. They engineered their moment of undivided attention and importance in the absence of any confidence that life after high school could have a different meaning.

Adults should face the fact that they don't like adolescents and that they have used high school to isolate the pubescent and hormonally active adolescent away from both the picture-book idealized innocence of childhood and the more accountable world of adulthood. But the primary reason high school doesn't work anymore, if it ever did, is that young people mature substantially earlier in the late 20th century than they did when the high school was invented. For example, the age of first menstruation has dropped at least two years since the beginning of this century, and not surprisingly, the onset of sexual activity has dropped in proportion. An institution intended for children in transition now holds young adults back well beyond the developmental point for which high school was originally designed.

Secondary education must be rethought. Elementary school should begin at age 4 or 5 and end with the sixth grade. We should entirely abandon the concept of the middle school and junior high school. Beginning with the seventh grade, there should be four years of secondary education that we may call high school. Young people should graduate at 16 rather than 18.

They could then enter the real world, the world of work or national service, in which they would take a place of responsibility alongside older adults in mixed company. They could stay at home and attend junior college, or they could go away to college.

At 16, young Americans are prepared to be taken seriously and to develop the motivations and interests that will serve them well in adult life. They need to enter a world where they are not in a lunchroom with only their peers, estranged from other age groups and cut off from the game of life as it is really played. There is nothing utopian about this idea; it is immensely practical and efficient, and its implementation is long overdue. We need to face biological and cultural facts and not prolong the life of a flawed institution that is out of date.

____ 34. In line 22, the word "enterprise" is used to mean

- a. a commercial organization
- b. an energetic spirit
- c. a difficult undertaking
- d. a beginning
- e. a fresh start

- ___ 35. What is the rhetorical function of the clause “There is nothing utopian about this idea” in lines 57-58?
- a. invective
 - b. rebuttal
 - c. concession
 - d. example
 - e. straw man argument
- ___ 36. Which of the following words or phrases could NOT be used to describe the author’s view of American high schools?
- a. segmented
 - b. artificial
 - c. anachronistic
 - d. low quality
 - e. expedient
- ___ 37. The “ludicrous values” in line 25 most likely include
- a. athleticism
 - b. intellectualism
 - c. creativity
 - d. individuality
 - e. reasoning
- ___ 38. Which of the following pieces of evidence serves as the basis for the author’s claim that adults do not like adolescents?
- a. Adults do not challenge the internal social hierarchy of high schools.
 - b. Adults have separated adolescents from the rest of the world by virtue of their chronological ages.
 - c. Adults are too busy playing “the game of life.”
 - d. Adults have already gone through puberty.
 - e. Adults are the subject of adolescents’ disdain.
- ___ 39. The author’s tone in the passage as a whole can best be described as
- a. assertive and critical
 - b. conciliatory and contrite
 - c. flustered and erratic
 - d. cynical and condescending
 - e. sympathetic and comforting
- ___ 40. What is the main reason for the author’s claim that high schools are outdated?
- a. High schools do not encourage individuality or dissent.
 - b. High schools segregate adolescents based on age.
 - c. Adolescents go through puberty at a younger age than they did when high schools were first created.
 - d. Adolescents are ready for “the game of life” earlier than adults believe they are.
 - e. Adolescents no longer enjoy high school.
- ___ 41. Based on this passage, the author would agree that the “real world” (line 50) is characterized by which of the following?
- a. being around people of all ages
 - b. college
 - c. employment
 - d. advanced education or training in a technical field
 - e. all of the above

CA5

Answer Section

MULTIPLE CHOICE

1. *The primary purpose is to draw attention to the problems that arise when typical sick-leave policies come into conflict with the need to care for children. Although the end of the passage advocates more flexible leave policies, this point is raised only in the last three paragraphs, and the overall tone of the passage is not one of demand. Stories from working parents and, to lesser degree, data from research studies provide support for the main argument.*
2. *While all of the answer choices describe potential functions of rhetorical questions, in this passage, the purpose of the questions in the first line (“Got the sniffles? Low grade temperature?”) is to make a connection to an experience that is likely to be familiar to the reader. The questions do not make indirect statements—they explicitly reference symptoms of illness—and they do not contain imbedded assumptions. A line-of-inquiry question for this passage would look more like “How do parents with limited leave time manage to care for sick children?”*
3. *Lofas’s quotation, “Everybody’s competing because they’re afraid if they don’t show up, their desk won’t be there tomorrow,” supports the claim that parents are reluctant to take time off when they are really sick because of a perceived risk of job loss in a tight job market. This idea helps to develop the larger point that parents must be selective about how they use their sick time. However, the quotation immediately supports the assertion about the economic climate.*
4. *This passage foregrounds the experiences and challenges of working parents as a primary method of development. The author also uses phrases such as “juggling act” (line 6) and “balancing act” (lines 45-46) to suggest a sympathetic stance toward working parents who must make tough choices about their time. The language is too casual and familiar to be pedantic, and although the author does suggest that change is needed, the call for change is not strident.*
5. *This paragraph serves as the first transition from the discussion of the problem with current sick-leave policies to the discussion of potential solutions. It also provides an example of a company that has “family-oriented and flexible” (line 37) leave policies (though these policies do not seem to be a perfect solution for Ms. Rios, who continues to feel reluctant to use her sick days for her own health concerns).*
6. *Paragraph 12 asserts that people most frequently miss work as a result of “family issues” (line 30), and backs the assertion with survey data. Paragraph 13 uses a quote from a parent who has had personal experience with the phenomenon described by the survey. Both paragraphs include specific information; neither is a generalization.*
7. *The phrase “juggling act” is a metaphor for parents’ struggle to balance competing work and family responsibilities. The passage argues that just as a juggler must attend to the position of each ball to avoid dropping one, working parents must attend to multiple obligations simultaneously in order to successfully keep them all in the air.*
8. *Paragraph 14 highlights one way in which the relationship between parents, children, and employers has shifted over time. In the context of the surrounding paragraphs, the primary implication seems to be that employers need to adapt their policies to keep up with changing times. The historical period described in the paragraph is a bit too distant to serve as a foundation for modern policies, however.*

9. *In this sentence, the term “hermaphrodites” refers to frogs with both ovaries and testes, one of the effects found to result from exposure to atrazine. Although it is extremely rare, hermaphroditism also occurs in humans.*
10. *The Environmental Protection Agency figure sets safe levels of atrazine for drinking water, a regulation that is determined by the effects that the chemical has on humans, a topic that is as of yet inconclusive. Hayes is here speculating on the potential implications.*
11. *Hayes retrieved the water in order to test whether frogs exhibited hermaphroditism in reaction to the specific mixture of atrazine with drinking water from their natural environment at different stages of their development.*
12. *In using the term “reapplied,” Royte is describing the process by which atrazine is absorbed into the atmosphere or transferred by groundwater or rivers and redistributed. When it gets absorbed into the atmosphere, atrazine molecules attach to dust particles and are redispensed by way of “clouds, fog, and snow” (lines 31-32)—all forms of precipitation. When it seeps into groundwater—water that exists underneath the surface of the earth—it gets reapplied by seeping back onto the earth’s surface or by extraction for wells. Rivers redistribute it to the wider range of objects and environments into which they flow.*
13. *In lines 39–42, Royte tells us that atrazine activates a gene that produces the enzyme aromatase, which produces estrogen, both inhibiting the growth of male frogs’ vocal boxes and sacs and inducing the growth of ovaries, eggs, and yolk—or demasculinizing and also feminizing them.*
14. *In a similar way in both male and female frogs, atrazine switches on a gene that makes the enzyme aromatase, which turns testosterone to estrogen. Although it is sometimes not recognized, both sexes produce testosterone, but in females the amount is less. The excess estrogen produced in females diminishes the work of the ovary, ultimately cutting off the production of estrogen, which inhibits the female reproductive system.*
15. *Royte is suggesting that because hormones regulate the structure of reproductive organs and since atrazine impacts hormones, frogs’ reproductive systems are susceptible to the chemical. There is also an unfortunate correlation between their metamorphosis occurring in the spring and atrazine being at its peak level in the spring.*
16. *Whereas Hayes does not reach the ultimate conclusion that atrazine is harmful for humans, others maintain a more skeptical attitude. A skeptical attitude refers to one that maintains a disbelief or incredulity toward a subject.*
17. *The first two paragraphs of the excerpt describe the author’s arrival in Dakar, Senegal, from New York, and the purpose of his trip as well as the discoveries he makes about present-day Dakar. The author organizes this description in a narrative style.*
18. *The excerpt uses hip-hop as a vehicle to communicate the complicated experience of groups of peoples in Senegal. In paragraph 2, the author illustrates and qualifies his thesis by providing specific examples of the socioeconomic class structure in Dakar, Senegal, while in paragraph 3 he identifies some the cultural and historical context for the popularity of hip-hop in former French African colonies like Senegal.*

19. *McBride uses figurative language throughout the passage, as evidenced in lines 5–7, “The stench of poverty in my nostrils was so strong it pulled me to earth like a hundred-pound ring in my nose.” The author includes an analogical reference in lines 15–18 when drawing comparisons between Dakar and “Birmingham, Alabama, in the 1950s — the blacks serving, the whites partying.” The rhythm of the excerpt varies due to McBride’s use of statements of varying lengths, including sentence fragments like “That whole bit” in line 4. Objective reporting drives the description of Assane N’Diaye in lines 39–45 of the excerpt. While McBride includes quotes from local Senegalese musicians, these quotations are not qualified by the author as expert testimony.*
20. *“Squalor,” as used in line 28, refers to the filth described in lines 7–10 that result from the poverty affecting parts of Dakar, as the author mentions in lines 5–7.*
21. *In the beginning of the excerpt, McBride explains that the main purpose of his trip to Senegal in Africa is to “find the roots of hip hop” (line 3). At the end of the excerpt, McBride includes a quote from Assane N’Diaye, a Senegalese hip-hop artist, restaurateur, and fisherman whom he profiles in several paragraphs in the passage. This quotation reinforces the idea of hip-hop’s connection to Africa as Assane relates how the musical form “has always existed here” (line 63) due to its use as a form to express “hardships” (line 63).*
22. *The repetition of “They write” at the start of successive sentences in these lines is an example of anaphora.*
23. *In this single sentence, the author explains how music, particularly hip-hop music, is palatably presented to tourists through friendly and commercially viable avenues, such as “drumming” (line 32) and “dance lessons” (lines 32-33). However, this same sentence also describes the use of hip-hop as an artistic means to communicate the “quiet rage” (line 33) of the Senegalese people. These two contradictory ideas point to hip-hop’s paradoxical role in Senegalese culture.*
24. *Although the author employs various literary tactics to convey his ideas in this excerpt, on the whole, the style of the passage is descriptive and formal. The author details his experience at the Sandaga market, describing it as “full of ‘local color’—unless you live there.” He notes, “It was packed and filthy, stalls full of new merchandise surrounded by shattered pieces of life everywhere, broken pipes, bicycle handlebars, fruit flies, soda bottles, beggars, dogs, cell phones” (lines 7–9). Overall, McBride uses a formal writing style, avoiding contractions (see line 43: “He has returned home”) and using words like “father” (line 40) rather than “dad.” He also notes specific measurements and places in his descriptions of setting, as in lines 43–45: “He has returned home to Toubab Dialaw, about 25 miles (40 kilometers) south of Dakar, a village marked by a huge boulder, perhaps 40 feet (12 meters) high, facing the Atlantic Ocean.”*
25. *The author creates an informal and slightly sarcastic tone—aimed at Facebook users—through his use of colloquial language, such as beginning his address to the reader with “Hey” (line 1). He follows with “Hell” (line 1) and then further mocks Facebook users with the term “4-eva” (line 3).*
26. *The term “Friendonomics” is clearly tied to the idea of “economics” and echoes the title of the best-selling book Freakonomics as well. In the first paragraph, Brown describes himself as “a medium-social individual of only middling lifetime popularity,” yet he has “never lost a friend” (lines 4-5). Brown notes that the “current . . . state of Friendonomics” is “inflated” (line 10) and that “we squirrel away Friends the way our grandparents used to save nickels” (lines 22–23). He drives home his point by stating, “Friends are the currency of the socially networked world; therefore, it follows that more equals better” (lines 27–28).*

27. *Brown's point in the paragraph is that people often have "friends" (line 12) on Facebook for whom they truly have only "the flimsiest of attachments" (line 15). In the parenthetical aside, he suggests that even if the "friend" is merely a "hookup" (line 19), most people would not be "callous enough to actually categorize a hookup under 'Hookup'" (lines 19-20), showing that he believes most people would deliberately deceive themselves about the flimsy nature of some of their Facebook friends.*
28. *Four of these phrases illustrate the author's attitude that the collecting of friends has devalued the meaning of friendship, making it as meaningless as "medals on Mussolini's chest" and merely collectible—in the same way that we used to collect cards in a Rolodex or toys like Garbage Pail Kids. The result is that the word "friend" has become "flattering" yet has "flattened" the meaning of that term. Thus, for friendships to have value, some must be allowed to disintegrate, to be "biodegradable."*
29. *The author's point is that the hoarding behavior of "our grandparents" (line 23) was understandable because "they lived through the Depression" (lines 24). However, he seems at a loss to think of some terrible event that might make the friend hoarding behavior of his contemporaries more understandable. He asks, "And we lived through—what exactly?" (lines 24-25). His references to school, a television show, and a dance demonstrate that his contemporaries have really no need for hoarding, and through these light references, he mocks his own generation.*
30. *Throughout the essay, the author's argument is that the permanent collection of Facebook friends devalues the meaning of friendship. Thus, when he states that "some bonds are meant to be shed" (line 38), he is making his main point.*
31. *The author uses several similes, such as "my Friendbox like medals on Mussolini's chest" (line 7). He uses irony frequently, such as his claim that what he has "lost is the right to lose touch" (lines 8-9), a statement that seems contradictory. He alludes to Mussolini (line 7), the Depression (lines 24), and Emerson (line 36), and he also includes a variety of more contemporary references. In paragraph 2, Brown uses alliteration to call attention to his phrasing: "be preserved, in perpetuity, under the flattering, flattening banner of 'Friend'" (lines 16-17). Brown does not, however, use metonymy.*
32. *The last sentence reiterates the claim the author made in the first paragraph—that when he makes a Facebook friend, it is "4-eva" (line 3) and that he has lost "the right to lose touch" (lines 8-9).*
33. *Although Brown uses humor throughout the piece through his use of colloquial language and pop culture references, he is serious in describing the natural order of fading friendships, which is violated through the permanence of Facebook friending. In paragraphs 3-5 (lines 20-46), he explains the three consequences of this problem. Brown offers a serious solution, which is to let friends fade, but he also suggests a humorous solution, his "Fade Utility" (line 47), which works with Facebook to allow friends to disappear without the user having to make a decision. Brown does use logic in his presentation but does not provide real documentation. He presents the Facebook friend issue as a social problem, but his tone is gentle rather than biting or indicting.*
34. *The word "enterprise" can have several meanings. However, the context, particularly "the poor quality of recruitment and training for high school teachers" (line 21), points toward the definition being "a difficult undertaking."*

35. *With this clause, the author acknowledges and refutes what his readers may be thinking about his call to reform the structure of the American educational system. The author does not, however, admit that this point of view may be valid, so it is not a concession.*
36. *The word “expedient” is an adjective that describes something useful, opportune, or beneficial. The author does not believe that the current American high school structure is beneficial, useful, or opportune. He does believe that it is “segment[ed]” (line 20), that the social structure is “artificial” (line 5), and that the system belongs to an era that has passed (lines 59–60).*
37. *In lines 8–10, the author discusses the excessive role that sports play in determining social standing in high schools. Additionally, he notes in line 13 that individuality is not fostered in high schools, and the author nowhere states that creativity, intellectualism, and reasoning are prized.*
38. *The author states: “Adults should face the fact that they don’t like adolescents and that they have used high school to isolate the pubescent and hormonally active adolescent” (lines 35–36). Though no connecting word such as “because” is used in this clause, the appearance of both ideas together—adult dislike of adolescents and high schools as a means of isolating adolescents—implies that they are causally connected.*
39. *The passage’s tone does not suggest that the author wishes to reconcile his beliefs with those of his opponents or to make some sort of peace with them. The passage’s sentences are well organized, so the passage’s tone cannot be characterized as erratic. The author does not talk down to his audience, so the tone is not condescending.*
40. *Although the author does discuss each of these choices in his essay, only one is directly identified as the “primary reason” (line 38) that high schools no longer function. In lines 38–40, the author says that an earlier onset of puberty is that primary reason. He then supports that point with information about the typical ages when menstruation and sexual activity begin.*
41. *In lines 50–52, the author states that in his vision of a reformed high school system, high school graduates would find “a place of responsibility alongside older adults in mixed company.” “Older adults” and “mixed company” both point toward groups of people of varying ages. College and employment both involve responsibilities.*