



California Subject Examinations for Teachers®

TEST GUIDE

ENGLISH SUBTEST II

Sample Questions and Responses and Scoring Information

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CS-TG-QR106-04

Sample Test Questions for CSET: English Subtest II

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

1. Which of the following examples illustrates how grammatical change occurs over time in the English language?
 - A. The term *chronology* is introduced in the work of Renaissance scientist William Gilbert.
 - B. The word *snark* is created by combining the words *snake* and *shark*.
 - C. The pronouns *this*, *that*, *these*, and *those* become gender neutral.
 - D. The expression "one fell swoop" enters the vernacular as a result of Shakespeare's use of it in a play.
2. Which of the following statements accurately describes a significant effect that the Great Vowel Shift had on the English language?
 - A. English vowel sounds no longer corresponded to French vowel sounds.
 - B. Regional variations of vowel sounds emerged within England as well as in Scotland and Wales.
 - C. Vowel sounds used by speakers in British colonies differed from vowel sounds used in Great Britain.
 - D. The spelling of certain vowel sounds no longer corresponded to the pronunciation of those sounds.

3. The term *Universal Grammar* can best be defined as:
- A. the grammatical rules that are established before the introduction of slang and jargon.
 - B. a set of principles that apply to all languages and are unconsciously accessible to every human language user.
 - C. the grammatical rules that all the dialects of a language have in common.
 - D. a set of general principles to follow when writing or speaking in a formal setting.

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

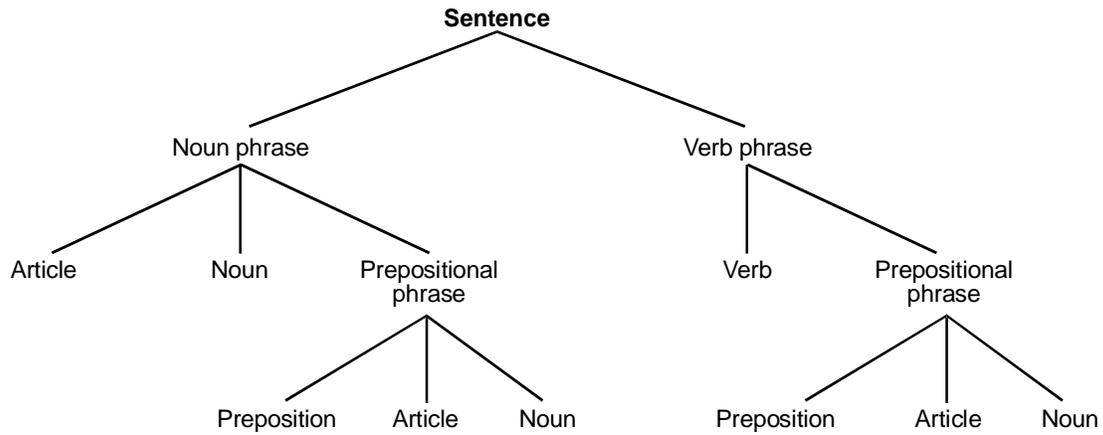
When speakers of two mutually unintelligible languages come into contact, the need for communication often requires that they develop a common code that contains features of both languages. This code is then learned as a first language by subsequent generations of children. The vocabulary is gradually expanded, and the grammar becomes more complex over time, until the language is similar in structure to other human languages.

The passage describes which of the following linguistic phenomena?

- A. creolization
 - B. hypercorrection
 - C. back-formation
 - D. deep structure
5. The smallest unit of meaning in a language is known as a:
- A. morpheme.
 - B. syntactic unit.
 - C. phoneme.
 - D. grapheme.

6. Which of the following words contains an overt inflectional ending?
- A. copycat
 - B. telephone
 - C. pretends
 - D. talkative
7. Which of the following words contains three phonemes?
- A. appearance
 - B. gray
 - C. jump
 - D. wonderful
8. Which of the following words contains a base word and a prefix?
- A. miscellany
 - B. specific
 - C. hypocritical
 - D. tribunal
9. Which of the following words contains a Latin root?
- A. knight
 - B. quixotic
 - C. gallant
 - D. illustrious
10. Which of the following adjectives is formed by adding a derivational suffix to a noun?
- A. fantastic
 - B. minimize
 - C. attentive
 - D. reasonable
11. Which of the following topics is part of the study of pragmatics?
- A. the acquisition of grammatical rules in a second language
 - B. the change in the meaning of a word over time
 - C. the relationship between a word's structure and its meaning
 - D. the uses of different types of utterances in different contexts

12. Use the diagram below to answer the question that follows.



This diagram represents the structure of which of the following sentences?

- A. The woman in the car drives to the opera.
- B. A rainy day is an opportunity to stay at home.
- C. The dog on the beach loves to chase seagulls.
- D. A bird in hand is worth two in the bush.

13. **Read the dialogue below; then answer the question that follows.**

Neil: (Entering a room) It's freezing outside!

Rose: (Seated on the sofa) It's probably colder inside than it is outside.

Neil: I'll turn up the heat.

Rose: You know, it's getting dark in here. I can hardly see the newspaper.

Neil: _____

Given the communicative context of this dialogue, which of the following responses by Neil would be most appropriate?

- A. The sun sets much earlier in the wintertime.
- B. What's today's biggest story?
- C. I'll turn on more lights.
- D. You should think about getting reading glasses.
14. In which of the following sentences does the word *asked* function as a synonym for *required*?
- A. I had been on the train for hours before anyone asked to see my ticket.
- B. The professor asked students to submit their essays on time.
- C. Tourists often asked local residents about the shortest route to the lake.
- D. He asked them to dinner, but when the bill arrived he expected them to pay.
15. Which of the following statements accurately explains why the spelling of English words is not a perfect guide to their pronunciation?
- A. The earliest forms of English evolved from languages with pictographic writing systems.
- B. Careless transcriptions have changed the spelling of many English words.
- C. In the transition to Modern English, the pronunciation of many words changed while their spelling did not.
- D. Words that are slang and jargon have distinct pronunciation rules.

16. The use of the verbs *scroll*, *hover*, and *browse* to refer to actions performed by computer users is evidence of which of the following types of word formation in English?
- A. The meaning of existing words expands as a reflection of changes in the everyday lives of English speakers.
 - B. Scientific terminology enters the vernacular as a result of its wide dissemination through mass media.
 - C. Words are borrowed into English as a result of contact with speakers of diverse languages.
 - D. Slang is accepted as a result of its prominent place in many aspects of popular culture.
17. Which of the following words has predictable pronunciation based on reliable sound-symbol correspondences?
- A. fraction
 - B. marvel
 - C. wreath
 - D. knives
18. The terms *committee chairperson*, *flight attendant*, and *mail carrier* reflect which of the following developments in contemporary American English?
- A. coining names for newly developed occupations that had no counterpart in earlier times
 - B. creating euphemistic job titles that make certain occupations sound more appealing
 - C. reflecting modern employment practices by choosing gender-neutral terms for occupations
 - D. replacing technical names for occupations with more commonly used terminology
19. English-speaking children from different sociocultural backgrounds are most likely to differ in which of the following aspects of language development?
- A. the syntactic structures that they find easiest to learn
 - B. the style and structure of their oral narratives
 - C. the use of coordinate structures in oral language
 - D. the inferences they make about a speaker's desires or intentions

20. The critical period hypothesis accounts for which of the following cognitive factors related to language acquisition?
- A. Although the left hemisphere of the brain specializes in language from the time of infancy, the right hemisphere also fulfills language functions, especially in left-handed individuals.
 - B. Creoles that arise independently from one another share certain grammatical features, which suggests that the human brain is hardwired with a universal grammar.
 - C. The human brain's capacity to acquire language appears to diminish over time, perhaps most markedly after age five or after the onset of puberty.
 - D. Distinct areas of the brain may be responsible for controlling the syntactic structure and the semantic content of an individual's speech.
21. Which of the following statements accurately describes an example of the influence of an affective factor on second-language acquisition?
- A. A second-language learner makes educated guesses about word meanings in a text by recognizing cognates.
 - B. A second-language learner uses familiar vocabulary to mentally form sentences before speaking.
 - C. An adult second-language learner finds it impossible to form second-language sounds that do not occur in his first language.
 - D. A second-language learner employs several words from her first language when speaking the second language but not when writing it.

22. Which of the following second-language learners would most likely acquire the target language most easily?
- A. a high school student who has been enrolled in mandatory classes in the target language since elementary school
 - B. a visitor to a country where the target language is spoken who uses the target language when interacting with hotel and restaurant personnel
 - C. a businessperson for whom fluency in the target language may lead to career advancement
 - D. an immigrant who lives in a country where the target language is spoken and who feels accepted by speakers of the target language
23. A speaker who uses the Standard English dialect when interacting with strangers and a different dialect when interacting with individuals whom she recognizes as members of her own social group is exhibiting which of the following types of linguistic behavior?
- A. hypercorrection
 - B. negative transfer
 - C. borrowing
 - D. code-switching
24. Which of the following statements accurately describes a primary influence of a first language on second-language development?
- A. The third-person singular *-s* inflection is one of the last features required by a learner of English as a second language.
 - B. A second-language learner uses job-related vocabulary and phrases in the second language but continues to use the first language outside of the work environment.
 - C. A second-language learner internalizes his own systematic set of rules to use for speaking and understanding the second language, thus creating an interlanguage.
 - D. A learner of English as a second language inflects regular and irregular verbs with the *-ed* ending in order to form the past tense.

25. Convergent research suggests that infants start out able to discriminate between all the phonemes that occur in human language. However, they soon lose the ability to distinguish between phonemes that they do not hear being used in their environment. This finding would help to explain the fact that:
- A. second-language learners often have trouble recognizing and producing certain phonemes in the target language.
 - B. there are rules that govern the combinations of phonemes that can occur in any given language.
 - C. the sounds associated with letter combinations in English have changed over the history of the language.
 - D. children's first utterances tend to involve the repetition of simple syllables.
26. Which of the following reading activities is used primarily to explore how sets of key vocabulary words relate to one another and to extend content knowledge?
- A. character report card
 - B. think-aloud summaries
 - C. central question diagram
 - D. semantic feature analysis
27. **Use the excerpt below from a dictionary entry to answer the question that follows.**
- get** \ˈget, ÷ˈɡɪt\ *vb* **got** \ˈɡät\; **got** or **got•ten** \ˈɡä-tən\; **get•ting** [ME, fr. ON *geta* to get, beget; akin to OE *bigietan* to beget, L *prehendere* to seize, grasp, Gk *chandanein* to hold, contain] *vt* (13c)
- Given the information provided in this dictionary entry, which of the following English words most likely has the same Latin root as the word *get*?
- A. prevention
 - B. binder
 - C. candle
 - D. apprentice

28. Which of the following approaches is most likely to increase a reader's fluency and reading rate?
- A. stopping periodically while reading a difficult text to predict what will happen next
 - B. taking notes while reading a difficult text, then reviewing the notes after reading
 - C. using a graphic organizer after reading a text to represent the main ideas and themes
 - D. engaging in repeated reading of a text at the reader's independent reading level
29. Which of the following questions would most effectively promote a reader's ability to use visual imagery to better comprehend a word's meaning?
- A. "Can you describe an experience you have had that reminded you of this word?"
 - B. "What features does this word have in common with other words you have seen?"
 - C. "Can you identify the literary genre in which you would see this word most often?"
 - D. "How would you use a dictionary or glossary to help find the definition of this word?"

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

A student is reading aloud from the novel *The Adventures of Tom Sawyer*, by Mark Twain. The student occasionally stops reading to "think aloud." An excerpt from a transcript of the student's reading appears below.

[reading aloud from the novel]

"Y-o-u-u Tom!"

There was a slight noise behind her and she turned just in time to seize a small boy by the slack of his roundabout and arrest his flight.

[thinking aloud] What's a roundabout? Maybe something he's wearing. A belt? It's loose so she grabs it. Hmm . . . "arrested his flight" must mean she stopped him from running away.

[reading aloud]

"There! I might 'a' thought of that closet. What you been doing in there?"

"Nothing."

"Nothing! Look at your hands. And look at your mouth. What is that truck?"

"I don't know, aunt."

"Well, I know. It's jam—that's what it is."

[thinking aloud] Truck jam? Is that possible? Maybe "truck" is slang for "stuff," like "What's that stuff on your hands and face?"

The student is primarily demonstrating which of the following metacognitive strategies for constructing meaning?

- A. visualizing
- B. using context clues
- C. paraphrasing
- D. accessing background knowledge

31. A reader who encounters an unfamiliar word in a text sounds the word out by applying phonics and syllabication skills. It is most likely that the reader will then be able to identify the word's meaning if:
- A. the word is in the reader's oral vocabulary.
 - B. the reader recognizes the word's part of speech.
 - C. the word is a homophone of a familiar word.
 - D. the reader recognizes the word's language of origin.
32. Applying knowledge of Greek roots and affixes would most likely help a reader determine the meaning of which of the following pairs of domain-specific words?
- A. byte, pixel
 - B. centrifugal, velocity
 - C. diesel, jumbo
 - D. biosphere, photosynthesis

33. Use the sentence below to answer the question that follows.

On rainy Saturdays, my roommates and I are *content* to stay home with a bowl of popcorn and good movie.

- Which of the following strategies would be most effective for a reader to use to pronounce correctly the italicized word?
- A. recognizing a high-frequency sight word
 - B. applying knowledge of rules of syntax
 - C. comparing the word to similar words
 - D. identifying a multisyllabic pattern

34. A reader will use predicting most effectively as a comprehension strategy if the reader:
- A. is able to recognize faulty reasoning.
 - B. is familiar with the conventions of different genres.
 - C. is able to use a text's index and glossary.
 - D. has extensive knowledge of content-area vocabulary.

35. Which of the following pairs is composed of two words that share a common Latin root?
- A. *fossil* and *ossify*
 - B. *centigrade* and *epicenter*
 - C. *hemoglobin* and *hemisphere*
 - D. *appendix* and *perpendicular*
36. A high school student is preparing to read a Native American folktale. Which of the following pre-reading activities would most likely enhance the reader's comprehension of the folktale?
- A. accessing prior knowledge of the narrative structure used in many Native American folktales
 - B. using a glossary to determine the correct pronunciation of Native American vocabulary and character names that appear in the folktale
 - C. comparing and contrasting significant themes from Native American folktales with themes from Asian and African folktales
 - D. analyzing how Native American folktales reflect and influence Native American cultural values
37. After a student finishes reading a chapter in a science textbook, which of the following questions would most likely help the student synthesize key concepts in the chapter?
- A. Which geographic area currently has the most active volcanoes?
 - B. How do volcanologists predict future volcanic activity?
 - C. How does the environment change as the result of a volcanic eruption?
 - D. What are the differences between an active and an inactive volcano?
38. Which of the following sentences uses a coordinating conjunction to connect two independent clauses?
- A. Last January was very cold, but February was even colder.
 - B. Rain finally came, although most crops had been lost by then.
 - C. The stars and the moon shone bright, which was a glorious sight.
 - D. As a result of all the lightning, two big trees were struck down.

39. Which of the following sentences uses a prepositional phrase to modify a verb?
- A. Life in professional sports can be an opportunity for fame.
 - B. Blinded by the sun, the fans missed the great play.
 - C. My brother ate four whole hot dogs during the game.
 - D. Waving to the crowd, the player walked off the field.

40. **Read the sentences below; then answer the question that follows.**

- Gabriel García Márquez is my favorite writer.
- He is the author of *One Hundred Years of Solitude*.

Which of the following sentences combines the two sentences above using an embedded appositional phrase?

- A. Gabriel García Márquez, my favorite writer, is the author of *One Hundred Years of Solitude*.
- B. Gabriel García Márquez is my favorite writer; he is the author of *One Hundred Years of Solitude*.
- C. Gabriel García Márquez is my favorite writer and the author of *One Hundred Years of Solitude*.
- D. Gabriel García Márquez, who is my favorite writer, is the author of *One Hundred Years of Solitude*.

41. Adding which of the following suffixes typically changes an adjective into a verb?
- A. -ous
 - B. -ness
 - C. -ize
 - D. -ence

42. Which of the following sentences contains an underlined word that functions as a noncount noun?
- A. These flowers are beautiful.
 - B. Every petal has a different hue.
 - C. I will put them in a vase with water.
 - D. Thank you for this wonderful gift!

43. In which of the following sentences is the underlined portion a noun phrase?
- A. Training for five hours every day took great discipline.
 - B. To run an entire marathon is an impressive feat.
 - C. The runners gathered at the starting line just before the race.
 - D. The winner went to the podium to receive her trophy.

44. In which of the following sentences is the underlined portion an adverb clause?
- A. The farmer plowed the fields when the earth thawed.
 - B. Whoever seemed interested was asked to meet at the barn.
 - C. The tractor pulled a wagon loaded with bales of hay.
 - D. Farmers who work long hours tend to be successful.
45. Which of the following word sets is composed of verbs that function as modals?
- A. cooking, shopping, driving
 - B. sailed, ran, soared
 - C. can, would, must
 - D. shine, disperse, finish
46. In which of the following sentences is the underlined portion a verbal phrase?
- A. After the concert, we went backstage to meet the band.
 - B. They gave us a nice present, a black leather jacket.
 - C. Many celebrities were waiting outside the dressing room.
 - D. The man wearing the blue suit is a famous actor.

Acknowledgments

Question Number

27. Merriam-Webster, Inc. From definition of Get. By permission. Merriam-Webster's Collegiate® Dictionary, 11th Edition © 2007 by Merriam-Webster, Incorporated. (www.Merriam-Webster.com)

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

Language, Linguistics, and Literacy

1. **Correct Response: C.** (SMR Code: 2.1) In Old English, demonstrative pronouns and adjectives were gender-specific, and each one's gender was determined by inflection rather than by meaning. In Middle English, demonstrative pronouns and adjectives took on the fixed, gender-neutral forms *this*, *that*, *these*, and *those*.
2. **Correct Response: D.** (SMR Code: 2.1) During the Great Vowel Shift of the fifteenth century, pronunciation of the long vowels in English gradually changed. For example, before the Great Vowel Shift, the *e* had been pronounced as it is currently pronounced in the word *where* or as the *a* is currently pronounced in the word *late*. But by the sixteenth century, the long *e* was pronounced like the *ee* in the word *keep*. English spelling did not change to reflect the Great Vowel Shift, and as a result, vowel symbols still correspond to their former sounds.
3. **Correct Response: B.** (SMR Code: 2.1) According to current linguistic theories, all human languages share common underlying principles relating to aspects of language such as phrase structure and phonology. These principles are known as Universal Grammar. Some theorists hold that mastery of these common principles is innate, and that this innate linguistic knowledge enables a human infant to acquire a specific language so quickly.
4. **Correct Response: A.** (SMR Code: 2.1) Creolization refers to the development of a language through the merging of two or more different languages. This process occurs when language groups are in close contact. Initially, the merged language is a simplified code containing features of the parent languages. Over time, new vocabulary is added and the code expanded to follow increasingly complex linguistic principles until it is similar in complexity to other languages.
5. **Correct Response: A.** (SMR Code: 2.1) A morpheme is the smallest unit of meaning in a language and cannot be further subdivided into meaningful linguistic parts. There are two types of morphemes, free morphemes and bound morphemes. A free morpheme stands alone as a complete word (e.g., the word "bag"). A bound morpheme must be attached to a word (e.g., the inflectional ending "s" in the word "runs" is a bound morpheme).
6. **Correct Response: C.** (SMR Code: 2.1) The *s* in *pretends* is an overt inflectional suffix that functions as the marker for the present-tense, third-person singular form of the verb. In English, inflectional suffixes never change the part of speech of the base word to which they are attached: *pretend* is a verb and *pretends* is a verb. Derivational suffixes such as *-ive* change the part of speech of the word to which they are attached.
7. **Correct Response: B.** (SMR Code: 2.1) A phoneme is the smallest unit of speech sound that, when combined with other units of speech sound, forms a word. The three phonemes in the word *gray* are /g/, /r/, and /a/.
8. **Correct Response: C.** (SMR Code: 2.1) The word *hypocritical* contains the base word *critical* and the prefix *hypo*, which means "too little." The word *miscellany* is most likely derived from the Latin *miscellanea*; *mis* is not a prefix in the word *miscellany*. The word *tribunal* is derived from the Latin *tribunus*; *tri* is not a prefix in the word *tribunal*. The word *specific* is derived from the Latin *species*.

9. **Correct Response: D.** (SMR Code: 2.1) The word *illustrious* is derived from the Latin *illustris*. The words *knight* and *gallant* are derived from the Old English *cniht* and the Middle French *galant*, respectively. The word *quixotic* is the adjective form of the word *quixote*, which is an eponym for the fictional character Don Quixote.
10. **Correct Response: D.** (SMR Code: 2.1) The adjective *reasonable* is formed by adding the derivational suffix *-able* to the noun *reason*.
11. **Correct Response: D.** (SMR Code: 2.1) Pragmatics focuses on language as communication and is concerned with the uses of different types of utterances in different contexts and for different purposes. For example, different forms of speech are used to make a request, to make an assertion, and to ask a question. Pragmatic theory focuses on the speaker's intention, as opposed to the literal meaning of an utterance.
12. **Correct Response: A.** (SMR Code: 2.1) The diagram represents the structure of the sentence in response choice A by dividing the sentence into its noun phrase ("The woman in the car") and verb phrase ("drives to the opera"). These phrases are then subdivided into individual parts of speech (e.g., the article "the," the noun "woman," and the prepositional phrase "in the car"). Each level of the diagram corresponds to a level of syntactic structure.
13. **Correct Response: C.** (SMR Code: 2.1) This dialogue illustrates the use of pragmatic language with two speakers who understand both the literal and implied meaning of each other's utterances. Given Neil's response to Rose's statement about the room's temperature, he would most likely infer from her comment about the room's darkness that she would like him to turn on more lights.
14. **Correct Response: B.** (SMR Code: 2.1) In the sentence "The professor asked students to submit their essays on time," the word *required* is a logical substitution for the word *asked* because the professor is most likely expecting or demanding—not requesting—that the essays be submitted on time.
15. **Correct Response: C.** (SMR Code: 2.1) During the transition to Modern English, the pronunciation of many vowels underwent rapid change. For example, prior to this transition (known as the Great Vowel Shift), the words *cook* and *mood* both had the same vowel sound as the modern word *book*. The vowel sound in *mood* then shifted to its current pronunciation, while the vowel sound in *cook* stayed the same. Like other irregular spellings in Modern English, the spelling of the word *mood* did not change to reflect the new vowel sound it acquired during the Great Vowel Shift.
16. **Correct Response: A.** (SMR Code: 2.1) The verbs *scroll*, *hover*, and *browse* are commonly used to refer to actions performed by computer users. However, these verbs were in use long before the development of computers. For instance, the word *scroll*, a blend of *roll* and *scrap*, has been used as a noun since the fifteenth century. The first recorded use of the word *scroll* as a verb that describes the action of moving text or graphics on a display screen was in 1973. The word *hover*, meaning "to remain suspended over a place or object," and the word *browse*, meaning "to look over casually," have both been in use since the fifteenth century. During the twentieth century their meanings expanded to encompass the actions of a computer user.
17. **Correct Response: B.** (SMR Code: 2.1) The pronunciation of the word *marvel* is based on the reliable, or predictable, sound-symbol correspondences of each of its letters. Less predictable sound-symbol correspondences are found in the word *fraction* (the digraph *ti* pronounced as /sh/), in the word *wreath* (the digraph *wr* pronounced as /r/), and in the word *knives* (the digraph *kn* pronounced as /n/).

18. **Correct Response: C.** (SMR Code: 2.1) The term *committee chairperson* is a gender-neutral replacement for the terms *committee chairman* and *committee chairwoman*. The term *flight attendant* is a gender-neutral replacement for the term *stewardess*. And the term *mail carrier* is a gender-neutral replacement for the term *mailman*.
19. **Correct Response: B.** (SMR Code: 2.2) Children from different sociocultural backgrounds may differ in the style and structure of their oral narratives. Some children create open-ended narratives that develop through association or analogy, while other children construct narratives focused on a central topic or conclusion. The differences in how narratives are perceived often stem from sociocultural factors.
20. **Correct Response: C.** (SMR Code: 2.2) The critical period hypothesis states that humans' ability to learn language peaks during early childhood. Research shows that second-language learners under the age of 15 years attain greater proficiency in grammar, pronunciation, vocabulary, and comprehension than do adult second-language learners. The critical period hypothesis suggests that one reason for this difference in language learning capability is that the brain's language faculty either stops functioning or becomes less accessible after the critical period has ended. As a result, adults must use other cognitive mechanisms to acquire language.
21. **Correct Response: B.** (SMR Code: 2.2) Affective factors that influence second-language acquisition include willingness to risk embarrassment when speaking in the second language. A second-language learner who would be embarrassed by producing incorrect utterances would try to avoid making mistakes by using known vocabulary and forming sentences mentally before speaking them.
22. **Correct Response: D.** (SMR Code: 2.2) Research suggests that second-language learners who desire to integrate into the culture in which the target language is spoken are more successful at acquiring the target language. Research has also shown that a higher degree of acculturation by second-language learners correlates with a higher degree of proficiency in the target language.
23. **Correct Response: D.** (SMR Code: 2.2) Code-switching occurs when a speaker alternates between separate language dialects according to the situation, or for effect. In code-switching, elements of one dialect are not incorporated into the other but remain distinct. Code-switching ranges from shifts in the style of one language, as from formal to informal speech, to shifts between two mutually unintelligible languages.
24. **Correct Response: C.** (SMR Code: 2.2) Researchers in the field of second-language acquisition agree that second-language learners internalize a set of rules that they use to speak an interlanguage, which serves as an intermediate step in acquiring the second language. The learners' experience with rules from the first language can influence the formation of the interlanguage.
25. **Correct Response: A.** (SMR Code: 2.2) Research suggests that the difficulty second-language learners have in recognizing certain phonemes in the target language is related to the fact that there is a limited developmental period during which infants can discriminate between all phonemes in human speech. This also helps to explain the widely observed tendency for older learners of a second language to retain an accent. However, with practice many adult second-language learners eventually recognize most target-language phonemes.
26. **Correct Response: D.** (SMR Code: 2.2) Semantic feature analysis is a reading comprehension activity for which readers use a chart to organize information by categories, analyze ideas, make comparisons, and make inferences about what they read.

27. **Correct Response: D.** (SMR Code: 2.2) According to this dictionary entry, the word *get* is derived from the Latin *prehendere*, which means "to seize or grasp." The word *apprentice* refers to "one who is learning a trade by practical experience under a skilled worker"—or, one who is trying to seize, grasp, or acquire the requisite skills for working in a trade.
28. **Correct Response: D.** (SMR Code: 2.2) Repeated oral reading (i.e., a reader repeatedly reads aloud a short text written at his or her independent reading level) has been tied to clear improvements in fluency and reading rate. This practice reinforces automatic word recognition, enabling the reader to read more quickly and in a more natural, fluid manner.
29. **Correct Response: A.** (SMR Code: 2.2) Using background knowledge to form mental images is one strategy used by proficient readers. According to research, the more vivid the images are, the greater readers' comprehension is. Asking a reader to recall a personal experience associated with a word would help a reader to form vivid visual images.
30. **Correct Response: B.** (SMR Code: 2.2) The student is primarily demonstrating the metacognitive strategy of using context clues to construct meaning. When the student first stops to "think aloud," it is to note unfamiliarity with the word *roundabout*. The student uses the context clue that the aunt uses the roundabout to grab Tom to guess that a roundabout is a piece of clothing. The student guesses, wrongly, that a roundabout is a belt; it is a jacket. Next, the student pauses to wonder about the meaning of "truck." Because the idea of "truck jam" seems implausible, the student correctly guesses that "truck" is slang for "stuff."
31. **Correct Response: A.** (SMR Code: 2.2) If a person has encountered a word only in the context of oral language (i.e., speaking the word and hearing it spoken), he or she may not initially recognize the same word in print. Once the reader has sounded out the printed word, however, he or she is likely to match the printed word with its spoken equivalent and recall its meaning.
32. **Correct Response: D.** (SMR Code: 2.2) The word *biosphere* contains the roots *bio*, from the Greek word *bios*, meaning "mode of life," and "sphere," from the Greek word *sphaira*, which means "ball." The biosphere is the part of the world where life can exist. The word *photosynthesis* contains the Greek root word *photo*, which means "light" and the Greek affix *syn*, which means "together" or "with." Photosynthesis is the process by which radiant energy aids in the combination of chemicals.
33. **Correct Response: B.** (SMR Code: 2.2) When *content* is used as a noun, the first syllable is stressed, and when *content* is used as an adjective, the second syllable is stressed. Applying knowledge of the rules of syntax would be an effective strategy for a reader to use to pronounce correctly the word *content* in the sentence because its position in the sentence indicates that it is being used as an adjective.
34. **Correct Response: B.** (SMR Code: 2.2) Predicting what will happen in a text improves comprehension by actively employing the reader's metacognitive skills. For example, readers familiar with tragedy will know that the hero or heroine is likely to die, and will thus be more likely to predict an outcome of a scene or subplot in this context.
35. **Correct Response: D.** (SMR Code: 2.2) The words *appendix* and *perpendicular* share the Latin root *pendere*, which means "to hang."
36. **Correct Response: A.** (SMR Code: 2.2) Activating prior knowledge of story components and structure can enhance a reader's comprehension of narrative text. A reader who understands clearly the concepts of plot, setting, characterization, and point of view can both predict and remember more accurately the development of a story. Also, activating knowledge of the characteristics of a particular literary genre, such as a Native American folktale, can enhance comprehension of text from that genre.

37. **Correct Response: C.** (SMR Code: 2.2) Asking questions that require readers to synthesize information presented in an expository text enhances readers' comprehension and retention of that information. Questions that require recall of specific facts are less effective at enhancing comprehension. The question "How does the environment change as the result of a volcanic eruption?" would require synthesis of information rather than simple recall of information.
38. **Correct Response: A.** (SMR Code: 2.3) An independent clause is a clause that can stand alone as a sentence. The sentence "Last January was very cold, but February was even colder" consists of two independent clauses: "Last January was very cold" and "February was even colder." The coordinating conjunction *but* joins the two clauses.
39. **Correct Response: C.** (SMR Code: 2.3) A prepositional phrase consists of a preposition and its object plus any modifiers. In the sentence "My brother ate four whole hot dogs during the game," the word *during* serves as a preposition and the words *the game* are the object of the preposition. All together, these words form a prepositional phrase, "during the game," that functions as an adverb modifying the verb *ate*.
40. **Correct Response: A.** (SMR Code: 2.3) An appositional phrase identifies or describes a nearby noun, as illustrated in the way that "my favorite writer" identifies Gabriel García Márquez. An embedded appositional phrase is set within the body of the sentence rather than coming at the beginning or the end.
41. **Correct Response: C.** (SMR Code: 2.3) The suffix *-ize* is typically added to adjectives to create a verb. For example, adding *-ize* to the adjective *modern* creates the verb *modernize*, meaning "to make modern."
42. **Correct Response: C.** (SMR Code: 2.3) A noncount noun, also known as a noncountable noun or mass noun, denotes a concept or substance (in this case, water) that is indivisible into countable units and is preceded in English indefinite constructions by modifiers such as *some* or *much* rather than *a* or *one*.
43. **Correct Response: B.** (SMR Code: 2.3) The infinitive phrase "To run an entire marathon" is a noun and serves as the subject of the sentence "To run an entire marathon is an impressive feat."
44. **Correct Response: A.** (SMR Code: 2.3) Adverb clauses are phrases that begin with subordinating conjunctions and modify verbs, adjectives, and other adverbs. In the sentence "The farmer plowed the fields when the earth thawed," the word *when* serves as a subordinating conjunction, while the entire phrase "when the earth thawed" is an adverb clause modifying the verb *plowed*.
45. **Correct Response: C.** (SMR Code: 2.3) Modals, also known as modal auxiliary verbs or modal helping verbs, refer to a set of English verbs (including *can*, *would*, and *must*) that are characteristically used with other verbs to express mood or tense.
46. **Correct Response: D.** (SMR Code: 2.3) Verbals are formed from verbs but are not used as verbs in a sentence. In the sentence "The man wearing the blue suit is a famous actor," the participle *wearing* is a verbal and "wearing the blue suit" is a verbal phrase. More specifically, it is a participial phrase used as an adjective to modify "the man."

Scoring Information for CSET: English Subtest II

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

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