English Study Materials

Study Material on the Internet

- http://www6.semo.edu/lec/cbase.htm
- http://arc.missouri.edu/collegebase/text1.html

Study Guides Available on Campus

- Everything You Need to Know about English. Easy to study; covers English language, writing, and reading (on reserve at library and Compliance Office).
- Reading: Learning Plus. Comprehensive handbook covering all areas of reading. (on reserve at library)
- Write Source 2000, A Guide to Writing, Thinking & Learning. Covers pre-writing, composing, and revising skills (on reserve at library on reserve at library).
- Writing: Learning Plus. Comprehensive handbook covering all areas of writing (on reserve at library)
- Barron’s How to Prepare for the Praxis. Study materials are found on pages 234-258 and practice tests are found on pages 359-373 (on reserve at library).

Competencies for English

Reading and Literature
Read accurately and critically by asking pertinent questions about a text, by recognizing assumptions and implications, and by evaluating ideas.

Read a literary text analytically, seeing relationships between form and content.

Understand a range of literature, rich in quality and representative of different literary forms and historical contexts.

Writing
Understand the various elements of the writing process, including collecting information and formulating ideas, determining relationships, arranging sentences and paragraphs, establishing transitions, and revising what has been written.

Use the conventions of standard written English.

Write an organized, coherent, and effective essay.
Reading & Literature Help

Be prepared to answer the following types of questions:

1. Explain the author’s purpose (e.g., persuasion, information, advise, etc.)?

2. What is the key issue or main idea of a passage?

3. The author is taking for granted (or assumes) that readers already agree with certain ideas/practices. What are some of the author’s assumptions?

4. How would you summarize the passage?

5. What is the point of view of a particular passage?

6. Identify some pros and cons in doing what the author proposes.

7. How can theory identified in a passage be connected to practice?

8. What effect does experience have on an author’s written work?

9. Distinguish fact from opinion.

10. Detect bias in a passage.

11. Given a topic or passage, identify relevant information.

12. Identify strengths or flaws in an outline?

13. What are the implications of a writer’s position in a passage?

14. What would occur next based on a pattern of events?

15. Be able to identify a soliloquy, a romance, an epic, a lyric, satire, a short story, a novel, or genre in literature.

16. Recognize valid arguments.

17. Identify an allegory, anthropomorphism, a biography, a connotation, an essay, a fable, an euphemism, a metaphor, a simile, a legend.
18. Identify the writings of some authors such as
   a. Jane Austen
   b. Francis Bacon
   c. Lord Byron
   d. Geoffrey Chaucer
   e. James Fenimore Cooper
   f. Charles Dickens
   g. Emily Dickinson
   h. T.S. Eliot
   i. Ralph Waldo Emerson
   j. F. Scott Fitzgerald
   k. Robert Frost
   l. Nathaniel Hawthorne
   m. Ernest Hemingway
   n. Washington Irving
   o. Henry W. Longfellow
   p. John Milton
   q. Edgar Allan Poe
   r. William Shakespeare
   s. Jonathon Swift
   t. Henry David Thoreau
   u. Mark Twain
   v. William Wordsworth
   w. Walt Whitman
Sample Reading and Literature Questions

Question 1
Our crew employed themselves catching cod and hauled up a great number. Till then I had stuck to my resolution to eat nothing that had had life; and on this occasion I considered ... the taking of every fish as a kind of unprovoked murder, since none of them had or ever could do us any injury that might justify this massacre. All this seemed very reasonable. But I had formerly been a great lover of fish, and when this came hot out of the frying pan, it smelled so admirably well. I balanced some time between principle and inclination till I recollected that when the fish were opened, I saw smaller fish taken out of their stomachs.
"Then," thought I, "if you eat one another, I don't see why I mayn't eat you." So I dined upon cod very heartily . . . So convenient a thing it is to be a reasonable creature, since it enables one to find or make a reason for everything one has a mind to do.

1. Humans possess a limited capacity for compassion.
2. Humans possess an enormous capacity for self-justification.
3. Because fish are carnivorous, humans are justified in eating them.
4. Reason is the intellectual power separating humans from animals.

Answer
Choice 2 is correct because it accurately describes the most important idea expressed by the author, regardless of whether that sentence appears in the passage itself.

Question 2
Reading through Question One again, what is the tone of the last sentence?

1. Bitter
2. Proud
3. Ironic
4. Hopeful

Answer
Choice 3 is correct. The words in the last sentence are impersonal and abstract, a rather dramatic contrast between the formal level of diction and the subject of the passage, which indicates an ironic tone.

Question 3
Which literary movement most frequently produced works that "objectively" examined the psychology and conduct of middle-class society?

1. Classical
2. Medieval
3. Romantic
4. Realistic

Answer
Choice 4 is correct. This question assesses your ability to identify a particular literary period, given a brief description of the subject matter and style generally associated with works of that period. Other questions assessing this skill may ask you to identify the author who wrote a particular title, or to identify a work based on information about its authorship, plot, theme, style, or characters. You might also be asked to identify the correct sequence of major literary figures, or to place a literary work into historical context.
**Question 4**
Which is the best revision of this sentence?
Bubonic plague has threatened the population of the whole, entire world for millennia.

1. Bubonic plague has threatened the world's population for millennia.
2. Bubonic plague has threatened the world for millennia.
3. Bubonic plague has threatened worldwide population and the safety of the world for millennia.
4. Bubonic plague has threatened the population and safety of the world for millennia.

**Answer**
Choice 1 is correct. Although the original sentence contains no errors, the wordiness reduces its effectiveness. For example, "whole" and "entire" mean nearly the same thing in the phrase "population of the whole, entire world." Options C and D introduce further problems of wordiness. Option B, although shorter, leaves out important information from the original sentence.

**Question 5**
What correction, if any, should be made in this sentence?
As an educator, good writing is important to me.

1. As an educator, I know that good writing is important.
2. As an educator, the importance of good writing is obvious to me.
3. As an educator, which I am, good writing is important.
4. No correction is required.

**Answer**
Choice 1 is correct. This question assesses your ability to identify a correction of a common grammatical error. Of course, in order to identify the correction, you must first be able to identify the error. In this case, the original sentence contains a dangling modifier. In English, when modifiers occur at the beginning of a sentence, they usually describe the subject. "Writing" is the subject of the sentence. Since the modifier, "As an educator," does not describe the subject, "writing", the modifier is said to be dangling. Option A, which introduces a person ("I") into the subject position corrects the problem.
**Question 6**

All animals which man has reason to believe are more than usually intelligent... the great apes, the elephant, the raccoon, the wolverine... are problem solvers, and in at least a small way manipulators of their environment. Save for the instinctive calls of their species, however, they cannot communicate except by direct imitation. They cannot invent words for new situations nor get their fellows to use such words. No matter how high the individual intelligence, its private world remains a private possession locked forever within a single, perishable brain. It is this fact that finally balks our hunger to communicate even with the sensitive dog who shares our fireside.

Which is an implication of this passage?

1. Animals are inferior to human beings because they do not solve problems or manipulate their environment.
2. Language gives human beings the advantages of a stable, collective consciousness.
3. Dogs are only capable of communicating that they are hungry or need warmth.
4. Individual intelligence is exclusively the product of instinct and direct imitation.

**Answer**

Choice 2 is correct. This question from the reading and literature cluster assesses your ability to apply strategic reasoning. The correct answer is not directly stated in the passage, but is a logical extension of it. In order to arrive at this conclusion, you must infer from the passage that language is necessary for the establishment of a collective consciousness. Since individual animals cannot communicate their thoughts to others through language, animals are incapable of creating a collective consciousness. Therefore, human beings, who can invent words to describe new situations and who can get other human beings to use those words, have an advantage over other intelligent animals.
Sample Essay Question

Question
Imagine that you are attending a college that is contemplating a change in its curriculum. The current curriculum is called a “core curriculum.” All students who attend the school are required to take the same set of courses during the freshman and sophomore years. This requirement, supporters argue, assures that students have many experiences in common, and it gives them the information they need to select a major during their junior year. The proposed curriculum, called an “open curriculum,” would not go into effect for at least three years and thus would not affect you. It would, though, completely do away with requirements for all students entering after it is adopted. Supporters of the open curriculum argue that it will encourage students to make their own choices and thus better prepare them for life after college.

The College Policy Committee, composed of faculty members and administrators, has asked students to submit statements expressing their attitudes toward the current and proposed curricula, and you have decided to submit such a statement.

In an organized, coherent, and supported essay directed to the Committee, explain what you believe the Committee should do and why it should do so, as well as your general attitudes toward the priorities your school must set.

Sample Student Response
I realize that the decision about whether to retain the core curriculum or to adopt an open curriculum is very difficult. Nonetheless, I urge the Committee to adopt the open curriculum because this enables students to make their own choices as to what curriculum they want to follow.

Many Freshmen and Sophomores are undecided about what area to follow because they haven’t experienced a varied high school curriculum. A big part of figuring out what interest one is by taking a lot of different courses which are varied. But some students have a general idea about their interests. Thus it would be a waste to take Art classes if one was interested in the sciences.

Forcing students to stick to a closed core system may also be detrimental to the students study habits as well as grades. If students are forced to take classes they don’t like then they are less likely to work for the top grade. When students are forced into a curriculum a negative feedback is likely to occur. But if students are able to choose their own set of classes then they obviously know what is required. When entering a class that’s interesting to a student, he/she is much more likely to put time and energy into it.

A closed core curriculum also puts limits on the students’ variety of friends. If Freshmen and Sophomores are all thrown into the curriculum then obviously these will be the majority of the people they meet. It is important to become acquainted with students the same age, older, and younger. Older students have gone through a lot and have much good advice to offer younger students. It would be unfortunate to put limits on the age of ones friends.

I’ve argued strongly against the closed core curriculum mainly because I enjoy the freedom of choosing my own classes. I would strongly oppose being forced into certain classes with which I have no interest. True the closed curriculum exposes a student to a variety of subjects. But I feel that the requirements of one’s major does a good enough job of giving a student a well rounded education.
Essay Scoring Guide

Score of 6
Essays assigned a “6” will be excellent in nearly all respects, although the circumstances under which the essays were written allow for some imperfections. The “6” essay should employ a sound organizational strategy with clearly developed paragraphs proceeding from a sharply focused and clearly identifiable main idea or thesis. Assertions should be sufficiently developed and directed to engage the specified audience and should be supported through appropriate examples, details, and/or other fully integrated rhetorical techniques (e.g., analogy, narration). Again, considering the writing situation, there should be few, if any, distracting grammatical and mechanical errors.

Score of 5
Essays assigned a “5” will be good, but not excellent, in almost all respects. Specifically, look for a thesis or main idea that is clearly discernible and for sophisticated reasoning and/or support, going well beyond the information provided by the prompt. The writer will engage the opposition, beyond a passing reference, and may even redefine the problem while not evading it. A “5” may be marred by some stylistic and/or organizational problems, or it may be well-organized and fairly sophisticated at the sentence level but fail to use or fully integrate a variety of rhetorical devices. There should be few distracting grammatical and mechanical errors.

Score of 4
Essays assigned a “4” will present a competent thesis and adequate organization and will acknowledge the opposition, even if that acknowledgment takes the form of an indictment. A “4” may rely heavily on the prompt for ideas but supply sophisticated examples, or it may present ideas beyond the prompt but offer scant or predictable support. An essay which show some insights but fails to unite them may also receive a “4.” Generally, a “4” may contain a few distracting grammatical and mechanical errors, although essays appreciably damage by major errors should not receive a “4.”

Score of 3
Essays assigned a “3” will contain some virtues, although they may contain an unengaging or poorly focuses main idea or thesis or be marred by inadequate development. A “3” might, for example, express some ideas that reflect a thoughtful consideration of the problem, but at the same time be obscured by unclear or “incorrect” writing. On the other hand, it might represent clear and competent writing but convey superficial ideas, or ideas which fail to account for information provided in the prompt. A “3” may be primarily a list of responses to the prompt, but with some development of the listed ideas, or it may show an organizational strategy which goes beyond listing, but offers support only in list form. As an argumentative essay, it may exhibit specious or circular reasoning or lack the coherence necessary to foster a complete understanding of the writer’s meaning. A number of major and distracting grammatical and mechanical errors may place an otherwise thoughtful and well-written essay in this category.

Score of 2
Essays assigned a “2” are weak because they are poorly written throughout (with consistent errors in grammar or mechanics), or because they fail to support major points, or because they are exceedingly superficial. A “2” may be flawed by a lack of unity or discernible organizational pattern, or it may rely upon a clearly organized list with little or no development of simple development which presents personal examples as proof.
Score of 1
Essays assigned a “1” will be clearly unacceptable as college-level writing or will demonstrate an only momentary engagement with the topic, concentrating instead upon some tangential concern(s). A “1” will be riddled with major grammatical and mechanical errors and/or will consist of a collection of random thoughts or undeveloped ideas. In short, essays that appear to have been written in careless haste or without effort should receive a “1”.

Discussion of Sample Essay
The preceding sample essay opens with a clearly stated thesis, and the writer acknowledges, although sparingly, that the opposing view has its merits. In addition, the writer provides basic support for the thesis with ideas and examples.

Some of the examples tend toward generalities rather than specifics, however, and their relevance is not always readily apparent. In fact, without a great deal of support, an overtly opinionated generalization—such as the statement that concludes the second paragraph—could easily alienate a reader. Many scientists deeply appreciate the arts, and members of the committee debating the curriculum probably include faculty from the arts and humanities—faculty who may be so put off by the comment as to dismiss the writer’s arguments altogether.

Nonetheless, the writer demonstrates basic competence in organization and development as well as grammar and mechanics. While the essay has a few errors in grammar and mechanics, none is so distracting or confusing as to prevent the reader from understanding the writer’s intended meaning. Taking all aspects of the discussion into consideration, readers determined that the essay should receive a score of “4,” in accordance with the scoring criteria.
Tips for Essay Exams

Budget your time, pre-reading the whole exam before starting to answer, noting questions of greatest value, and planning how to pace yourself through the exam.

If you are given choices on the exam, choose questions that you can best answer in the time allotted. Stick with those choices.

Begin with the easiest questions.

Reread each question thoroughly before beginning your answer. Look for three kinds of key words: words that tell you WHAT subject to write on, those that tell you HOW to write about it, and those that tell you HOW MANY parts your answer should have.

Jot down a mini-outline before starting to write.

Write legibly. Print if necessary. Use a pen.

Write only on one side of the page.

Start your answer by rephrasing part of the question.

Include an introduction, main ideas, supporting details, and conclusion. (Tell the reader what you are going to say, say it, and the summarize what you said.)

Use topic sentences.

Do not be long-winded. Say things clearly and simply.

Make the answer easy to follow. Use signal words and transitions between paragraphs.

Use correct spelling, grammar, and sentence structure.

As you are writing one answer and points for others come to you, jot them down to use later when you are ready for them.

Leave some space at the end of each answer in case you think of more to write later.

Try every question you are supposed to answer. Put down what you know, even if it is sketchy.

Do not pay attention to other students who seem to write more than you or who finish earlier than you. The importance lies in the quality of your answers.

Don’t change the question by making it absolute or qualified if it is not; if always, all, every, often, or sometimes are in the question, note or underline them; if they are not there, don’t read them in.

Use your sense of humor and allow your personality to enter into your answers.

Always read your answers after you have finished the test.
Tips for Objective Exams

Make good preparation: review the material, summarize the information, talk with classmates, anticipate questions, get a good night’s sleep, eat a light, high-protein meal, and arrive early to the test so that you can relax.

Think positive.

Pay close attention to the instructions of where and how to answer. Do questions call for more than one answer?

Read all of the questions quickly and answer the ones you know first. (Mark the questions you skipped so that you can find them easily.) The other questions may contain or suggest answers to your puzzlers.

Do not read something into the question that is not there. The teacher is not using the test as a way to trick or trap you.

Look for qualifying words and modifiers such as “all”, “every”, “no”, “none”, “same”, “not”, “except”, “but”, etc.

Do not let haste or previous opinion make you misread or add words.

Do not change an answer unless you have a strong rationale for doing so.

Do not leave any questions blank unless wrong is subtracted from right.

Try to answer a multiple choice question first without looking at the choices.

If all else fails, use the process of elimination to answer a multiple choice question.

If two answers for a multiple choice question are similar, or have similar-sounding or similar-looking words, generally choose one of these answers.

Research shows that if two answer choices for a multiple choice question are synonymous in meaning, generally neither of those two is the correct choice.

If two of the answer choices are opposites in meaning, generally one of these two is the correct choice.

If you’re having to guess, choose a familiar term over an unfamiliar one (an answer with an unfamiliar term is apt to be a distractor).

If answers cover a wide range of values (numbers), the one in the middle will more likely be correct.
Tips to Relieve Anxiety

The sense of smell goes directly into long term memory so eat a different flavor of candy for each subject as you study. When taking the test, eat that same flavor of candy for each subject.

Neurolinguistic research has brought us information on how to integrate and utilize both halves of the brain at the same time. The book *Brain Gym* identifies many activities. For example, sitting with your legs crossed is an easy way to integrate both halves.

This forces the brain to focus on the new task instead of on what is making you nervous.

The key to overcoming test anxiety is to distract the brain because it can only do one thing at a time. One activity is to close one nostril while breathing in and out through the other side. Then reverse. This integrates the brain. In addition, the very slow breathing forces the brain to focus on the actions required to breathe.

When studying, create large posters of key WITH pictures!!! Place the poster for different topics (such as biology, social studies, math, etc.) in a different spot on the wall in the room where you are studying. When studying, look at the poster; then close your eyes and see it in your head. Always put the same poster in the same spot. When taking the test, you can simply close your eyes and see the poster or imagine the room where you were studying and look at the wall where the poster would have been. Eye movements can access information.

Eye movement can also be used if you are an auditory learner. If you study best by listening to a tape of your notes, then you can access this information by looking straight ahead and turning only your eyes to the right or left. Begin the tape in your head by moving your mouth and starting the answer. You may be surprised to hear the answer just flow out of you.

Emotions block out the mind's ability to think so before going in to take the test, write down everything that is on your mind. Imagine that you are "dumping" the things that you are worrying about in a safe place until after the test. You can store the paper in a pocket or simply throw it away - symbolizing that you are no longer worried!

Practice deep and slow breathing exercises. It is physically impossible to stay at a high anxiety state when you breathe slowly. Practice daily before studying by inhaling a full deep breath through your nose and then let your breath out through your mouth as slowly as possible counting to 10 or longer. The key is VERY SLOWLY.

Are you stuck on an answer and just can't pull it up? First lightly mark the one that is your first hunch and then place a mark out to the side to remind you to come back if you have time. (Research shows you should trust your first instinct the majority of the time.) Before leaving that question, simply ask your brain to retrieve that answer for you and then go to the next question. What happens in our brain is that information gets stockpiled because we have something more important that is requiring immediate attention. But, our mind never stops searching for an answer. So, do something to distract your brain like doodle a quick picture or read the next question, breathing out one nostril, etc. But, leave that problem and go on. Hopefully, this will release your brain to search for the answer and it may just pop into your head later. If you've marked the answer out to the side, it'll be easy to go back and change your answer or read it again if you have time.
A little tension before a test is good. The butterflies-in-the-stomach feeling you get from extra adrenaline can sharpen your awareness and keep you alert. Enjoy these benefits while you stay confident and relaxed. Sometimes tension is persistent and extreme which may cause loss of sleep, appetite, and even hair. That kind of tension is damaging. It is a symptom of test anxiety, and it can prevent you from doing your best on exams (p. 175).

Yell “Stop!” When you notice your thoughts are racing, that your mind is cluttered with worries and fears and your thoughts are spinning out of control, mentally yell “Stop!” If you’re in a situation that allows it, yell it out loud. This action is likely to momentarily break the cycle of worry. Once you’ve stopped it for a moment, you can use any one of the following techniques (p. 175).

Daydream. When you fill your mind with pleasant thoughts, there is no room left for anxiety. When you notice yourself worrying about an upcoming test, substitute your thoughts of doom with visions of something you like to do. Daydream about being with a special friend or walking alone in a special place (p. 175).

Visualize success. Most of us live up to our own expectations, good or bad. If you spend a lot of time mentally rehearsing how it will be to fail, you increase your chances for failure (p. 175).

Praise yourself. Talk to yourself in a positive way. Many of us take the first opportunity to say, “Way to go, dummy! You don’t even know the answer to the first question on the test.” Most of us wouldn’t dream of treating a friend that way, yet we do this to ourselves. An alternative is to give yourself some encouragement. Treat yourself as well as you would treat your best friend. Consider telling yourself, “I am very relaxed; I am doing a great job on this test.” (p. 176).

Zoom out. When you’re in the middle of a test or another situation where you feel distressed, zoom out. Think the way film directors do when they dolly a camera out and away from an action scene. In your mind image that you are floating away and viewing the situation as a detached outside observer. From this larger viewpoint, ask yourself whether this situation is worth worrying about. This is not a license to belittle or avoid problems; it is permission to gain some perspective. Another option is to zoom out in time. Imagine yourself one week, one month, one year, one decade, or one century from today. Assess how much the current situation will matter when that time comes (p. 176).

Exercise aerobically. This is one technique that won’t work in the classroom or while you’re taking a test. Yet it is an excellent way to reduce body tension. Do some kind of exercise that will get your heart beating at twice your normal rate and keep it beating at that rate for 15 or 20 minutes. Aerobic exercises include rapid walking, jogging, swimming, bicycling, basketball, or anything else that elevates your heart rate and keeps it elevated (p. 177).

Get help. When these techniques don’t work, when anxiety is serious, get help. If you become withdrawn, have frequent thoughts about death or suicide, get depressed and stay depressed for more than a few days, or have prolonged feelings of hopelessness, see a counselor. Depression and anxiety are common among students. Suicide is the second leading cause of death among young adults between the ages of 15 and 25. This is tragic and unnecessary. Many schools have counselors available. If not, the student health service or another office can refer you to community agencies where free or inexpensive counseling is available. You can also get assistance over the phone in cases of emergency. Most phone books contain listings for suicide prevention hot lines and other emergency services (p. 177).
Tips from one person who took the CBASE Test:

- During the test when I was beginning to panic, I would stop and think back to studying and I would imagine that atmosphere so I could think clearly (I chose a specific place to study every time).
- I would review material before I went to sleep for about 30 minutes and then the first thing I did when I woke up was review again!
- I studied for twenty one days :-( to make it long term memory.
- I sucked on fireballs when I studied. When I took the test, I had some fireballs handy. That also takes the edge off worrying

Reference List for above information:


Tips from Previous Students

1. Work on the parts that you feel the most confident about and leave the parts you don’t for a second retake.

2. Allow only 40-45 minutes per section which leaves a few minutes at the end.

3. If I got stumped on a question I would do process of elimination first and if I still could not figure out the question I would circle the number and move forward.

4. Kept my feet crossed the whole time.

5. If they still have any books from their general classes in Math, Physical Science, Biology, Chemistry, English and Literature then I think the best thing to do would be to take week before the test to start reviewing a subject at a time. Maybe just take a day per subject to freshen up on knowledge learned. For me, just reading through the main ideas of each book and then focusing on topics that I might not feel as confident about is the best way. Trying to memorize everything is not worth the time, because you’ve already taken the class, but just refamiliarizing yourself with points from each subject that might be fuzzy would be sufficient. It helps me to write a general outline of anything that I think I might not remember. If they don’t have the books, just go to the Library--there are plenty of resources there to get through each subject.

6. Made sure I did not spend any time trying to think about a question when I did not know the answer, marked the answer that I initially thought to be correct, then watched the time so that I did not spend more than 40 minutes (I think) on each subject. The best way to limit your time is by not wasting time on questions that you are certain you do not know the answer to--answer it as best you can, write it on your scrap paper (ex. Math, #14), move on, and if you have time later, go back to it.

7. I look over the ENTIRE test before I even begin any section or question. This allows me to get an overview, a fell or just to see "the big picture" of the test. I try to see what might be easiest or hardest for me.

8. I start with the easiest things first. For me that is English or writing. I complete any writing assignments before I move to the multiple guess (I mean choice, of course).

9. I start with question 1, then continue to move through each question, one after the other. I skip those I don't know or those that just "seem tough".

10. After I have completed all those questions I "know" (or really think I know), I go back and try to answer the ones that are still unanswered. With a test where "wrong answers don't count against you", a guess is better than being left blank.

11. DON’T second guess yourself, your first answer is probably right. On your harder subjects, see if you have time to do the harder problems twice, and then if you have to admit you STILL don't know it, make an educated guess and move on. If it's not something you can work, like Math, then you either know it or you don't. Make an educated guess and move on.
12. I am a very slow reader so I did all of the things that required the most reading first. Science was next to last and then math, but by that time I did not have very much time...I think I left myself 15 or 20 minutes to do what I could in math (18 problems) and then I left myself 15 min to finish the test. "Finish the test" means the old Iowa basics instructions that have gotten me through many a test, and helped me pass the CBASE, just filling in a circle. Seriously, I just filled in a circle for answers 19 thru 45 and I passed! There is a lot of wisdom in "At least finish."
Math Study Materials

Study Material on the Internet

- Ms. Lindquist: The Tutor – www.algebratutor.org
- OnLine learning center and NetTutor – www.mhhe.com/hutchison
- The Alekis website – www.aleks.com
- Math - www.math.com
- AAA Math - www.aaamath.com
- Intelligent tutor - www.mathtutor.com

Study Guides Available on Campus

- The College Base Study Guide for Mathematics. Study materials for all three mathematics skill areas tested in the C-BASE: arithmetic, algebra, and geometry (on reserve at the library).
- Learning Plus. Comprehensive handbook covering all areas of mathematics (on reserve at the library).
- Everything You Need to Know about Math. Easy to study and comprehensive; covers number system, basic math functions, measurement, geometry, money, graphs, statistics, computers and calculators (on reserve at the library and Compliance Office).
- Barron’s How to Prepare for the Praxis. Study materials are found on pages 71-122 (on reserve at the library).
- C-BASE Mathematics Review Guide (in the Compliance Officer’s office, Rm 303 Zimmermann)
- College BASE Mathematics Skills (in the Compliance Officer’s office, Rm 303 Zimmermann)

Competencies for Mathematics

General Proficiency
Use mathematical techniques in the solution of real-life problems.

Use the language, notation, and deductive nature of mathematics to express quantitative ideas with precision.

Use the techniques of statistical reasoning and recognize common misuses of statistics.

Algebra
Evaluate algebraic and numerical expressions.

Solve equations and inequalities.

Geometry
Recognize two and three dimensional figures and their properties.

Use the properties of two and three dimensional figures to perform geometrical calculations.
Mathematics Help

Be prepared to answer the following types of questions (taken from the College BASE Mathematical Skills study guide available in the Compliance Officer’s office, Rm 303 Zimmermann):

**General Math**

Skill: Use mathematical techniques in the solution of real-life problems:
1. Word problems requiring computations of base, rate, or percentages, including problems related to interest, discount, taxes, and paycheck deductions.
2. Word problems involving time, distance, and velocity.
3. Word problems involving ratio and proportion.

Skill: Use the language, notation, and deductive nature of mathematics to express quantitative ideas with precision.
1. Use and interpret such set concepts as union and intersection, and identify finite, infinite and empty sets.
2. Convert a verbal description of a mathematical relationship to a symbolic mathematical statement.
3. Identify integers, real numbers, rational numbers, and irrational numbers.
4. Identify applications of the identity, inverse, associative, commutative, distributive, and transitive properties of real numbers.
5. Identify patterns in numerical progressions and predict further sequential elements.
6. Glossary of terms (available in the Compliance Officer’s Office, Rm 303 Zimmermann)

Skill: Use the techniques of statistical reasoning and recognize common misuses of statistics.
1. Calculate and interpret probability, including that of independent and mutually exclusive events.
2. Recognize inappropriate statistical reasoning and incorrect or misleading displays of statistical data.
3. Calculate and interpret mean, median, mode, and range.

**Algebra**

Skill: Evaluate algebraic and numerical expressions.
1. Simplify algebraic expressions by substituting given values.
2. Simplify numerical and algebraic expressions, using the hierarchy of operations and grouping symbols.

Skill: Solve equations and inequalities
1. Solve linear equations.
2. Solve linear equalities.
3. Use the quadratic formula to solve quadratic equations.
Geometry

Skill: Recognize two- and three-dimensional figures and their properties.
1. Identify parallel, perpendicular, and intersecting lines and determine the angle relationships they create by recognizing acute, obtuse, vertical, right, adjacent, supplementary, and complementary angles.
2. Identify two- and three-dimensional figures.
3. Identify similar and congruent polygons.

Skill: Use the properties of two- and three-dimensional figures to perform geometrical calculations.
1. Calculate the perimeter and area of two-dimensional geometrical figures.
2. Calculate the area and volume of the three-dimensional geometrical figures.
3. Use the Pythagorean Theorem to solve problems involving right triangle.
Sample Math Questions

Question 1
Susan left Georgetown for Mt. Vernon at 1:00 in the afternoon. She traveled at 50 miles per hour for the first 62.5 miles. She stopped for 20 minutes and then drove at 60 miles per hour for 150 miles. At what time in the afternoon did Susan arrive in Mt. Vernon?

1. 2:32
2. 4:05
3. 5:35
4. 5:05

Answer
Choice 4 is correct. This question asks you to solve the problem using the formula: time = distance / rate. However, like other questions assessing this skill, this problem requires you to perform a number of steps in order to arrive at the correct solution. Susan's trip involves three stages: the first 62.5 miles, traveled at 50 mph; the 20-minute stop; and the last 150 miles, traveled at 60 mph. To determine Susan's arrival time, you must first calculate the time required for each part of Susan's journey. Substituting the distance and the rate into the formula t=d/r reveals that one portion of the journey required 1 hour and 15 minutes (62.50/50) and the other portion of the journey took 2 hours and 30 minutes (150/60). After dividing the distance by the rate, you must convert the resulting decimal into hours and minutes (e.g. 1.25 hours equals 1:15). Finally, to determine Susan's arrival time, you must add the times required for each stage of Susan's trip (1:15 + 2:30 + :20) to her departure time of 1:00 p.m. The correct answer is 5:05 p.m.

Question 2
Which set is infinite?

1. the set of all integers
2. the set of positive whole numbers less than 10
3. {0}
4. {2,4,6,8}

Answer
Choice 1 is correct. This question requires you to select which of the four options represents an infinite set. In order to correctly answer this question, you must first recall and comprehend the definition of an infinite set. Next, you must analyze the four options to determine which set fits that definition.
Question 3
The probability of having a male child is 50 percent. A couple now has two children, both of whom are male. What is the probability that the couple's third child will be male?

1. 0.125
2. 0.50
3. 1.00
4. 1.25

Answer
Choice 2 is correct. This question assesses your understanding of fundamentals of probability theory. The question focuses on determining the likelihood that a specified event will occur and the dependence or independence of probability on other events or circumstances. In the situation described above, each time a couple has a child, the probability of its being male is 50 percent (0.50), regardless of the number of children the couple has.

Question 4
Simplify:
3 - [4 - {3² - 2 * 5}]

0
-2
18
34

Answer
Choice 2 is correct. This question assesses your ability to simplify a numerical expression. In order to arrive at the correct answer, you must perform the operations in the proper order and follow rules governing the manipulation of positive and negative signs. In order to reduce the above numerical expression, you should begin with the operations within the parentheses. First, determine the square of 3; then multiply 2 times 5. The expression at this point will be: 3 - [4 - (9 - 10)]. Continuing with the expression within the parentheses, subtract 10 from 9. The expression has now been reduced to 3 - [4 - (-1)]. The next step is to subtract -1 from 4, resulting in 5. Finally, subtract 5 from 3, and the expression has been reduced to -2.
**Question 5**
Which lines are perpendicular?

1. l and n
2. l and o
3. m and n
4. m and o

**Answer**
Choice 1 is correct. This question assesses your ability to identify which of several lines depicted in a diagram are perpendicular. Diagrams often will include angle measures or relationships that provide evidence of the relationship among the lines. Questions themselves may occasionally use symbols for relationships such as parallel and perpendicular lines and right angles. Often, however, you will need to go beyond information presented in the diagram and apply basic theorems of geometry. For example, to determine whether the intersection of lines l and n forms a right angle, you must use knowledge of vertical and supplementary angles.
Question 6
What is the surface area in square area centimeters of a cube with edges measuring 3 centimeters?

1. 9
2. 27
3. 36
4. 54

Answer
Choice 4 is correct. This question assesses your ability to calculate the surface area of a cube based on a verbal description of the measurements of the figure. Other questions assessing this skill may use a diagram to depict the figure. To calculate the surface area in square centimeters of this cube, you must determine the area of one of the six sides of the cube and then multiply that area by the total number of sides. The formula for the area of the square is length x width. This, each side of the cube has an area of 9 square centimeters, and the surface area of the cube is 9 times 6 sides, or 54 centimeters.

Question 7
Solve for X:

\[2x - 8 \geq 5x - 2\]

1. \(x \leq -2\)
2. \(x \geq -2\)
3. \(x \geq 2\)
4. \(x \geq 10/7\)

Answer
Choice 1 is correct. This question assesses your ability to solve linear inequalities that have one variable. In order to solve the above inequality, begin by adding 8 to each side of the inequality sign. Next, subtract 5x from each side. Finally, divide each side by -3, remembering that when you divide by a negative number when dealing with inequalities, you must reverse the inequality sign.

Question 8
What is the surface area in square centimeters of a cube with edges measuring 3 centimeters?

1. 9
2. 27
3. 36
4. 54

Answer
Choice 4 is correct. This question from the geometry cluster of mathematics illustrates one type of question that could be used to assess your ability to apply interpretive reasoning skills. The first step in solving this problem is to translate the words into numbers that can be manipulated (e.g., compared or analyzed) to arrive at a solution. To identify the correct response, you must go beyond merely recalling the formula for calculating the area of a square; you must use interpretive reasoning skills to apply those concepts to a new situation, calculating the surface area of a cube.