

Student Name:

English II-TEST 1



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English II - Language Conventions

Follow all directions for each section of the sample items.

SAMPLES

Mechanics

Directions: Read each passage. Look at the underlined sections. There may be a mistake in punctuation, capitalization, or spelling. If you find a mistake, write the answer that corrects the mistake. If there is no mistake, choose “Correct as is.”

“Relax, Karen!” echoed from one snow-covered mountaintop to another. I quickly recognized the sound of my instructors voice, and I (S1-A) was surprised that he had not yet grown impatient with my cowardice. “If you’ll consentrare, you’ll do fine.” (S1-B) he added.

- S1-A**
- A** recognized the sound of my instructors’s voice,
 - B** recognized the sound of my instructor’s voice,
 - C** recognized the sound of my instructors’ voice,
 - D** Correct as is
- S1-B**
- A** “If you’ll concentrate, you’ll do fine,” he added.
 - B** “If you’ll concentrare, you’ll do fine.” he added.
 - C** “If you’ll consentrare, you’ll do fine;” he added.
 - D** Correct as is

Usage

Directions: Read each passage. Look at the blanks left in some sentences. Choose the answer that will correctly complete the sentence.

Now, as I look around, I (S2) things I did not notice yesterday. I notice the perfectly even fence that surrounds the house and the whisking sound of the rusting windmill.

- S2**
- A** seen
 - B** have seen
 - C** see
 - D** was seeing

Sentence Structure

Directions: Read each passage. Look at the underlined sections. There may be a mistake in the way the sentence is written. If you find a mistake, choose the answer that corrects the mistake. If there is no mistake, choose “Correct as is.”

Today, Morse is a nationally known expert. (S3)

Who teaches animal tracking skills to community groups. The groups can then try to preserve natural habitat areas as they develop animal population and pattern descriptions that can be shared with government planners.

- S3**
- A** Today, Morse is a nationally known expert teaching animal tracking skills to community groups .
 - B** Today, Morse is a nationally known expert who teaches animal tracking skills to community groups .
 - C** Today, Morse is a nationally known expert she teaches animal tracking skills to community groups.
 - D** Correct as is

English II - Reading Comprehension

DIRECTIONS

Read each passage. Then read the questions that follow each passage. Choose the correct answer.

SAMPLES

Cheese, please!

What would a cheeseburger be without the cheese? Sure, it would be edible. It might even be filling, but would it be satisfying, or dull and uninteresting?

Cheese is one of the most ancient processed foods, and its exact origin is unknown. Historians speculate that cheese was first made in the Middle East by accident. An ancient traveler crossing the desert is thought to have filled a leather bag made from the stomach of a young animal with milk to sustain him during his journey. When he opened the leather bag, he saw that the milk had separated into curds (solids) and whey (liquid), but found that the curds were edible and the whey was drinkable. This discovery led to experimentation that eventually led to the many different kinds of cheeses that are now available.

Cheese always starts as milk, but not necessarily as cow's milk. Sheep, goats, and even buffalo provide milk for cheesemaking. No matter what the source, the procedure is the same. The milk is coagulated or curdled to separate the solids from the liquid, as happened to the milk of the Middle Eastern traveler. The solids are then eaten fresh (as cottage cheese) or are ripened. Sometimes dyes or other coloring agents might be added to make a yellow or orange cheese, or fat may be added or removed from the milk to change the flavor and texture.

S4-A Based on the information in the passage, which of the following steps is necessary to make cheese?

- A** The cheese is aged.
- B** Fat is added to the milk.
- C** Curds are separated from whey.
- D** The milk is placed in a leather bag.

S4-B What resource would be most useful for locating information about cheesemaking?

- A** An almanac
- B** A dictionary
- C** A thesaurus
- D** An encyclopedia

Help Wanted

Margin Notes

Attention, photographers. Whether you consider yourself an amateur or experienced photographer, the newspaper staff at Riverview High School has an opportunity for you.

1

Beginning this school year, the newspaper staff will be considering photographs taken by students for use in the newspaper. In the past, members of the newspaper staff have had to try to attend all school events in order to take photographs to include in the newspaper. Doing so was not always possible since we have a small staff. Our main obstacle has been that several events have taken place in different locations at the same time. In these cases we have had to decide which events would be covered and which would not. How unfortunate it is that the newspaper has not always been able to spotlight every school event. For this reason, Mrs. Brown, the newspaper sponsor, has decided to recruit student volunteers to help with the picture taking.

2

The newspaper staff is looking for students who attend school-sponsored events and would like to take pictures for the newspaper. Freshmen through seniors are needed; no one will be turned away! We are, however, especially interested in students who enjoy attending the following events: baseball games, drama productions, and academic contests. Most of these events take place in the spring when everyone seems busier than usual. The staff wants to

3

do a better job of covering these particular activities in the newspaper this year.

Margin Notes

To help you learn more about our plans, a meeting will be held on Tuesday October 16, immediately after school in the newspaper room. Each student who attends will be given an instructional article entitled “Tips for Taking Great Photos.” In addition, Mrs. Jameson will provide some instructions on operating a camera for the less-experienced photographers. A sign-up sheet will be available so that you can choose which events you will be able to attend. On the day of your event, the newspaper staff will provide you with a camera and a roll of film. Once you return these items to Mrs. Brown’s room the day following the event, your job will be complete.

The newspaper staff is excited about involving all interested students on our campus. A newspaper should be a fine representation of what our campus achieves throughout the year. With your help this years newspaper has the potential to be the best one our school may ever know!

1. **A** Riverview High School has an oppurtunity
- B** Riverview high school has an oppurtunity
- C** Riverview High school has an opportunity
- D** Correct as is

2. **A** several events have taken place in different locations
- B** sevral events have taken place in diffrent locations
- C** several events have taken place in diffrent locations
- D** Correct as is

<p>3. A We are however especially interested</p> <p> B We are however, especially interested</p> <p> C We are, however, expecially interested</p> <p> D Correct as is</p>	<p>6. A with a camera, and a roll of film</p> <p> B with a camera and role of film</p> <p> C with a camera, and a role of film</p> <p> D Correct as is</p>
<p>4. A Tuesday, October 16, immediately after school</p> <p> B Tuesday October 16 immediately after school</p> <p> C Tuesday; October 16, immediately after school</p> <p> D Correct as is</p>	<p>7. A this year's newspaper</p> <p> B this years's newspaper</p> <p> C this years' newspaper</p> <p> D Correct as is</p>
<p>5. A sheet will be available so that you can chose</p> <p> B sheet will be available, so that you can choose</p> <p> C sheet will be availiable so that you can chose</p> <p> D Correct as is</p>	

Homework History

Margin Notes

Instead of actually doing my homework one day after school in the library, I decided to do some homework on homework. That is, I wanted to find out when homework began and how it has changed or not changed over the years. I did not no much about the topic when I started my research. However, it was clear that students, parents, and teachers have very different opinions about homework. My mother, who is a teacher, loves the idea of homework. I, on the other hand am not so in love with it.

Homework has been categorized as either good or bad for at least two hundred years. Usually a theory in education or some world event has determined whether homework is seen in a positive light. For instance, at the beginning of the twentieth century, the mind was considered a kind of muscle that needed to be exercised. Homework seemed to be the perfect solution. However, in the 1940s, an education philosophy stated that learning should be about problem solving, not drill and practice. Therefore, homework was seen as less important than the work and learning done in schools.

However, in 1953 something changed that idea. When the russians launched the Sputnik satellite, experts decided that America's students were lagging behind in education and that assigning homework would help close the educational gap. Over the next few decades, homework bounced in and out of favor. Then, in 1983, a lengthy report called *A Nation at Risk* cautioned that our nation's

schools were suffering by comparison. Can you guess what that soon meant for students? Yes, homework was again back in favor.

Margin Notes

The possibility that homework might be favored by teachers
 5
and parents has bothered students for centuries. Does homework really help all students learn? As we begin a new century, the verdict is still
 6
 unclear. Whatever the case, my research proved that everyone seems to have an opinion about homework, and that seems to be true when you look at how its popularity has grown and diminished over the years. Since homework is popular in my school right now; I should get back
 7
 to doing mine!

<p>1. A I did not know much about the topic</p> <p>B I did not no much about the topic,</p> <p>C I did not know much, about the topic,</p> <p>D Correct as is</p>	<p>3. A less important than the work</p> <p>B less important then the work</p> <p>C less important then the work</p> <p>D Correct as is</p>
<p>2. A I on the other hand am not</p> <p>B I, on the other hand, am not</p> <p>C I on the other hand, am not</p> <p>D Correct as is</p>	<p>4. A When the Russians launched the Sputnik satellite,</p> <p>B When the russians launched the sputnik satellite,</p> <p>C When the Russians launched the Sputnik satellite</p> <p>D Correct as is</p>

<p>5. A teachers, and parents has bothered students for centurys.</p> <p> B teachers and parents has bothered students for centuries.</p> <p> C teachers, and parents has bothered students for centuries.</p> <p> D Correct as is</p>	<p>7. A my school write now; I should</p> <p> B my school right now, I should</p> <p> C my school write now. I should</p> <p> D Correct as is</p>
<p>6. A As we begin a new century the verdict,</p> <p> B As we begin a new century, the verdict,</p> <p> C As we begin, a new century the verdict</p> <p> D Correct as is</p>	

Recipe for Success

Margin Notes

My mother's chocolate cake has been famous for years. This past month, however, the cake may have lost its fame.

It all started when my sophomore class decided to host a dinner for the community in order to raise money for our annual trip. We thought that if we all contributed our best family recipes, we could prepare a special dinner that our community 1 forget. We were right, but not for the reasons we had intended.

The main courses we decided on included lasagna, roasted turkey, and pecan-crusted pork chops. Our guests could also choose from twenty side dishes. The dinner went 2 until dessert. For dessert the guests were served just one item, a chocolate cake. This was not just any chocolate cake, though. Our class decided to make my mother's famous chocolate cake. She has made this particular cake for every event I have attended since I was in kindergarten! She gave me the recipe; and we prepared seventeen cakes, 3 would be enough for all our guests.

Unfortunately, when I copied my mother's recipe, I 4 to include one ingredient, the three cups of sugar. Just imagine seventeen chocolate cakes without sugar!

You might think that someone would have realized that cakes need sugar in them. But no one did, probably because the other details of the special event were keeping us busy. After all, we wanted this particular event to be better than the ones our class had been involved with in the past. My little mishap wouldn't be noticed until much later.

As we were cleaning up after everyone had gone home, my mother noticed that most people hardly touched their cake. Her feelings were hurt since this was her recipe, but we assured her that our guests were probably too stuffed to have dessert. We were wrong.

After everything was spotless, all volunteers 5 sat down to have their dinner. When it came time to eat dessert, the mystery was quickly solved. "This cake tastes horrible," my mother quickly announced. As others tried the cake, 6 agreed. Then they all burst into laughter.

Once we stopped laughing, we agreed that the members of our community are the best in the world. They had been kind enough to keep our little mistake to themselves. No one wanted to hurt our feelings by telling us that we had served the worst chocolate cake ever! Our community will always be remembered for its kindness, and each of my classmates will remember to read his or her recipe carefully in the future.

<p>1. A wouldn't ever</p> <p> B wouldn't never</p> <p> C wouldn't hardly</p> <p> D wouldn't barely</p>	<p>4. A forget</p> <p> B forgot</p> <p> C have forgot</p> <p> D had forgot</p>
<p>2. A good</p> <p> B well</p> <p> C real good</p> <p> D real well</p>	<p>5. A eager</p> <p> B eagerly</p> <p> C more eagerly</p> <p> D most eagerly</p>
<p>3. A who</p> <p> B whom</p> <p> C which</p> <p> D that</p>	<p>6. A we</p> <p> B they</p> <p> C she</p> <p> D them</p>

Uncle Sam

Nothing says “patriotism” 1 than the image of Uncle Sam, the kind-looking, white-haired man in the tall striped and starred hat whose piercing eyes have looked out from so many military recruiting posters. Like the bald eagle, Uncle Sam symbolizes the United States of America. However, there is much debate over how this character came to be.

The most widely accepted theory is that the idea of Uncle Sam originated with a man named Sam Wilson. At the age of twenty-three, Sam Wilson walked from his childhood home in New Hampshire to the town of Troy, New York, where he spent the rest of his life. Wilson went into the meat-processing business; and, during the War of 1812, his factory provided large shipments of meat to the U.S. Army. Sam Wilson stamped these cases of meat with the letters “U.S.” Someone who saw the initials 2, perhaps jokingly, that the letters stood for “Uncle Sam” Wilson instead of “United States.” The idea that anything stamped with the letters “U.S.” really belonged to Uncle Sam caught on quickly, and it led to the name’s being identified with the federal government.

A newspaper article published in September 1813 spread the story, and cartoonists soon began to draw illustrations of Uncle Sam. The images varied, but 3 usually of a tall figure in star-spangled clothing that echoed the colors of the American flag.

4 the years Uncle Sam 5 a mythical figure to most Americans, but there isn’t anything mythical about him to the people of Troy. Tourists or a visitor to the town is greeted with signs that proudly state “Home of Uncle Sam,” and a statue in the downtown area honors Sam Wilson for 6 contribution to American folklore. Citizens of Troy hope visitors agree their hometown legend is worthy of attention.

Margin Notes

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1. **A** better
 B best
 C most better
 D more better

2. **A** suggests
 B suggested
 C will suggest
 D had suggest

<p>3. A it was B they was C they were D it were</p>	<p>5. A has become B had became C will become D was becoming</p>
<p>4. A Among B Through C Within D Around</p>	<p>6. A his B him C their D its</p>

Falling Stars

Margin Notes

If humans have been fascinated by “shooting stars” for
1
thousands of years, we did not always know what they were. The first
recorded observation of what we would now call a meteor shower
occurred in 1809 B.C. We don’t know what those early observers
called meteor showers. What we do know is that the word *meteor*
2
comes from the ancient Greeks. Not surprisingly, the Greek word
translates roughly to “something high in the air.”

Most meteors, in fact, start off high in the air as specks of
cosmic dust floating around the asteroid belt that lies between Mars
and Jupiter. The specks themselves are called meteoroids. Meteoroids
3
that enter the earth’s atmosphere then become what we call and refer
to as meteors. Speeding along at a rate of forty-five miles per second,
meteors reach temperatures above five thousand degrees Fahrenheit and
leave a glowing trail of vaporized air. This trail of vaporized air is
4
almost invisible during daylight hours, most of the ninety million
meteors that cross our skies each day remain unseen.

Meteors that actually pass through the atmosphere and reach
earth are called meteorites. More than three quarters of meteorites fall
5
into the world’s oceans. Yet it is estimated that more than five
thousand tons of meteoric debris hit the earth’s land surface each year.
A large and increasing market exists for these meteorites, and a new
group of adventurous meteorite hunters can now be found hunting and
trading around the world. This is not surprising, around one hundred
6

years ago, meteorites sold for two dollars a pound. Now, meteorites

Margin Notes

sometimes sell for two hundred times that amount.

Most people can enjoy meteors by doing nothing more than going outside and looking up into the nighttime sky, an activity that is free and simple. There they might observe a meteoroid shooting across the night sky.

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- | | |
|---|---|
| <p>1. A After humans have been fascinated by “shooting stars” for thousands of years, we did not always know what they were.</p> <p>B Although humans have been fascinated by “shooting stars” for thousands of years, we did not always know what they were.</p> <p>C Unless humans have been fascinated by “shooting stars” for thousands of years, we did not always know what they were.</p> <p>D Correct as is</p> | <p>2. A What we do know is that the word <i>meteor</i> coming from the ancient Greeks.</p> <p>B What we do know is that the word <i>meteor</i>. It comes from the ancient Greeks.</p> <p>C What we do know is that the word <i>meteor</i>, it comes from the ancient Greeks.</p> <p>D Correct as is</p> |
|---|---|

<p>3. A Meteoroids that enter the earth's atmosphere then become what we call meteors.</p> <p> B Meteoroids that go into and enter the earth's atmosphere then become what we refer to as meteors.</p> <p> C Meteoroids that enter the earth's atmosphere of the earth then become what we call meteors.</p> <p> D Correct as is</p>	<p>5. A More than three quarters of meteorites falling into the world's oceans.</p> <p> B More than three quarters of meteorites they fall into the world's oceans.</p> <p> C More than three quarters of meteorites. They fall into the world's oceans.</p> <p> D Correct as is</p>
<p>4. A This trail of vaporized air is almost invisible during daylight hours; therefore, most of the ninety million meteors that cross our skies each day remain unseen.</p> <p> B This trail of vaporized air is almost invisible. During daylight hours, most of the ninety million meteors crossing our skies each day remaining unseen.</p> <p> C This trail of vaporized air almost invisible during daylight hours, most of the ninety million meteors that cross our skies each day remaining unseen.</p> <p> D Correct as is</p>	<p>6. A This is not surprising, until around one hundred years ago meteorites sold for two dollars a pound.</p> <p> B This is not surprising around one hundred years ago. Meteorites selling for two dollars a pound.</p> <p> C This is not surprising. Around one hundred years ago, meteorites sold for two dollars a pound.</p> <p> D Correct as is</p>

Brave Bess

Margin Notes

Bessie Coleman was born in 1892 in a one-room cabin in a small Texas town. It is unlikely anyone would have ever guessed that she would grow up to become the first African American to earn a pilot's license. The tenth of thirteen children, Coleman worked
1 alongside their family picking cotton in the fields. After picking cotton, she went to school, walking four miles in the morning and four miles back at night. Even at a young age, Coleman displayed intelligence,
2 courage, and determination. Which would later help her fulfill what seemed like an impossible dream—the dream of flying.

The early 1900s, as long as Coleman was growing up, brought
3 many exciting developments in the field of aviation. In fact, the year 1913 became known as “the glorious year of flying.” This was the year in which pilots began to thrill audiences with daring stunts.

Coleman was a young woman working in the bustling city of Chicago when her dream of being a pilot began to take shape. While there were no female or African-American pilots in Chicago, she knew of flying schools in France that accepted female students. Coleman
4 began to study French and save money and in 1920, at the age of twenty-eight, she left the United States for the small French village of Rue. For seven months she walked nine miles to the airfield each day and nine miles home. She was determined to reach her goal.

Furthermore, Bessie Coleman earned her international license to fly.
5

front-page news. Earning her the nickname “Brave Bess” she took part

6

in many air shows. Throughout her life she continued to take flying

lessons to improve her skills. She also visited many schools to inspire

7

children. To pursue their dreams today her achievements serve as an

inspiration to dreamers everywhere.

1. **A** The tenth of thirteen children, Coleman worked, alongside its family picking cotton in the fields.
- B** The tenth of thirteen children, Coleman worked alongside his family, picking cotton in the fields.
- C** The tenth of thirteen children, Coleman worked alongside her family picking cotton in the fields.
- D** Correct as is

2. **A** Even at a young age, Coleman displayed intelligence, courage, and determination, displaying these would later help Bessie fulfill what seemed like an impossible dream—the dream of flying.
- B** Even at a young age, Coleman displayed intelligence. She also displayed courage and determination. Which would later help her fulfill what seemed like an impossible dream—the dream of flying.
- C** Even at a young age, Coleman displayed intelligence, courage, and determination, which would later help her fulfill what seemed like an impossible dream—the dream of flying.
- D** Correct as is

<p>3. A The early 1900s, because Coleman was growing up, brought many exciting developments, in the field of aviation.</p> <p> B The early 1900s, when Coleman was growing up, brought many exciting developments in the field of aviation.</p> <p> C The early 1900s, although Coleman was growing up in the field of aviation, brought many exciting developments.</p> <p> D Correct as is</p>	<p>6. A She took part in many air shows, earning her the nickname “Brave Bess.”</p> <p> B “Brave Bess,” she took part in many air shows, earning her the nickname.</p> <p> C Earning her the nickname “Brave Bess,” in many air shows she took part.</p> <p> D Correct as is</p>
<p>4. A Coleman began to study French and save money, in 1920, at the age of twenty-eight, she left the United States for the small French village of Rue.</p> <p> B Coleman began to study French and save money; and in 1920, at the age of twenty-eight, she left the United States for the small French village of Rue.</p> <p> C Coleman began to study French and save money, while in 1920, at the age of twenty-eight, she left the United States for the small French village of Rue.</p> <p> D Correct as is</p>	<p>7. A She also visited many schools to inspire children to pursue their dreams, today her achievements serve as an inspiration to dreamers everywhere.</p> <p> B She also visited many schools to inspire children to pursue their dreams. Today her achievements serve as an inspiration to dreamers everywhere.</p> <p> C She also visited many schools. To inspire children to pursue their dreams, today her achievements serve as an inspiration to dreamers everywhere.</p> <p> D Correct as is</p>
<p>5. A Finally, Bessie Coleman earned her international license to fly.</p> <p> B In addition, Bessie Coleman earned her international license to fly.</p> <p> C At times, Bessie Coleman earned her international license to fly.</p> <p> D Correct as is</p>	

Veranda Beach

by Margaret Ford Pudlinski

Margin Notes

- 1 I first heard about Veranda Beach on my grandparents' porch the summer I was 13. It was a lazy New England night that left the hills a smoky blue and the air heavy with the smell of rain. The last shadows were melting into dusk as conversation turned to the summer ahead.
- 2 "Any plans?" my grandfather asked. My father tipped his chair back.
- 3 "Just Veranda Beach," he answered with delight. They all chuckled.
- 4 My heart pounded. Veranda Beach? Where was it? When would we go?
- 5 "Why you're there already," my father teased. There was a gentle chorus of laughter as they told me the awful truth. Veranda Beach was the front porch. We were going nowhere. My adolescent spirits plunged. What did they see in that boring porch?
- 6 Well, summer passed, and with age came wisdom. I realized the front porch was no enemy to adventure. It was a window on the world and a lesson in how that world works. What's more, the love affair continues to this day—with new lessons adding to the old.
- 7 On my family's porch, I learned about life and love, hopes and dreams, and I learned about promises and trust. One day it was a castle fortress or a ship at sea. And when Fleabags the cat brought home a rabbit, the porch was where I cried over the fragility of life.
- 8 On the veranda, my mother and grandmother would serve three o'clock tea—the icy glasses of flame colored liquid glowing richly in the summer sun. The tinkling of ice against glass was the music of dogday afternoons. It was there we children absorbed the etiquette of the porch—universal Rules for Porch Behavior that were never mentioned, simply understood.
- 9 The screen door might slam, but the noise stopped there. We had no hair-pulling, running or (heaven forbid) spitting. When we had to take on a sibling's temper, we descended to the lawn.

- 10 For the adults, lighthearted bantering and games of checkers were encouraged; talk about taxes and checkbooks was not. The veranda was a place to enjoy the little things. Life was slower there, and you could freeze-frame events.
- 11 Late at night, the porch took on a more serious side. In the house, my sister, brother and I would lie in bed and listen to the muted conversations of generations. Sometimes they would talk about injustice, and we would learn from the quiet outrage in their voices.
- 12 Over the years, fledglings that paused to roost on our porch turned into hawks, while I learned to set my own sights on shooting stars instead of fallen ones. Now, more than a few verandas later, I have become a connoisseur of the porch, the steps and the stoop.
- 13 This summer I am spending time perched on a porch rail, trading stories with my children. We are watching fireflies and eating lots of ice cream from the truck that passed by.
- 14 And as I watch a new generation write their names in the sweat of a lemonade pitcher, I hope they, too, are learning the lessons of Veranda Beach.
- 15 Be strong against the wind. Be colorful and imaginative—grow in unexpected ways. Stretch across the yard, and reach out to your community. Watch for shooting stars. Remember that even the smallest branch stretches for the sun when the rain is past. Dance in a summer breeze. See the beauty in a weed grown strong, and revel in the bud turning to bloom. Hold close the heart of the home.
- 16 Above all, know that sometimes it's better to have a place to be yourself than to have a place to go.

“Veranda Beach” by Margaret Ford Pudlinski, condensed from *Northeast Magazine* as printed in *Reader’s Digest* August 1994.

<p>1. Which of these is an <i>opinion</i> expressed in the passage?</p> <p>A The author became wiser on her grandparents' porch.</p> <p>B The author drank iced tea on her grandparents' porch.</p> <p>C The author first heard about Veranda Beach as a teenager.</p> <p>D The author stayed at her grandparents' house in New England.</p>	<p>3. Read the sentence from paragraph 8.</p> <p>It was there we children absorbed the etiquette of the porch—universal Rules for Porch Behavior that were never mentioned, simply understood.</p> <p>Which dictionary definition of <u>absorbed</u> applies to its use in the sentence above?</p> <p>A Grasped; learned</p> <p>B Ingested; consumed</p> <p>C Assumed the costs of</p> <p>D Took up the attention of</p>
<p>2. Read the sentence from paragraph 12.</p> <p>Over the years, fledglings that paused to roost on our porch turned into hawks, while I learned to set my own sights on shooting stars instead of fallen ones.</p> <p>What are the <i>shooting stars</i> on which the author set her sights?</p> <p>A Her wishes to take exotic vacations</p> <p>B Her dreams and hopes for the future</p> <p>C Her feelings for her family and friends</p> <p>D Her memories of summers on the porch</p>	<p>4. Read this sentence from paragraph 8?</p> <p>The tinkling of ice against glass was the music of dogday afternoons.</p> <p>What kind of figurative language is demonstrated in this excerpt?</p> <p>A Personification</p> <p>B Hyperbole</p> <p>C Metaphor</p> <p>D Simile</p>

- 5. Based on paragraph 10, why were discussions about “taxes and checkbooks” discouraged on the porch?**
- A** These topics were of little interest to the family.
 - B** These topics might encourage adults to come outside.
 - C** These topics were too serious for the relaxed atmosphere.
 - D** These topics were reserved for discussion at three o’clock tea.

6. Read paragraph 11.

Late at night, the porch took on a more serious side. In the house, my sister, brother and I would lie in bed and listen to the muted conversations of generations. Sometimes they would talk about injustice, and we would learn from the quiet outrage in their voices.

Which sentence BEST summarizes the paragraph?

- A** The adults tried to keep their conversations secret from the children.
- B** The narrator was disappointed that her family wasn’t traveling to the beach.
- C** The narrator and her sister and brother were bored by the adult conversations.
- D** The narrator and her sister and brother absorbed moral values from the adult conversations.

7. Which of these is a main theme of this passage?

- A** A sister can be a best friend.
- B** A family’s home can be a wonderful place.
- C** Children should respect their elders.
- D** Preferences change as one grows older.

Groundhogs, in Defense of

by Judy Baskin

Margin Notes

- 1 Over the landscape from time to time, I have noticed small groups of people talking earnestly among themselves, their heads bowing so that in this moment, they almost touch. From long experience I know what these people are talking about. They are talking about groundhogs. People around here complain about inflation, but what is really on their minds is groundhogs.
- 2 The groundhog, although sorely set upon, pays no mind and merely goes on about his business, which is real estate. This is the source of all the groundhog's problems, because he has no use for the local zoning ordinances. He will dig anywhere, as if it were his land, and without a permit.
- 3 A number of years ago, someone lodged this complaint against the groundhog: "The groundhog is not only a nuisance, but a bore. It burrows beneath the soil, then chuckles to see a mowing machine, man and all, slump into one of these holes and disappear."
- 4 This talent as engineer is what gets most farmers' dander up about the groundhog.
- 5 It does seem no one has anything good to say about the groundhog. Somewhere a farmer was quoted as saying that the groundhog "eats to give himself the strength to dig holes, then digs holes to give himself an appetite." As early as 1883, people were being provoked by groundhogs. Something called the New Hampshire Legislative Woodchuck Committee (people around here call the woodchuck a groundhog, but we're all speaking about the same menace to rural stability) pronounced the creature "absolutely destitute of any interesting qualities," and slapped a ten-cent bounty on him. "Its body is thick and squatty," went the report, "and its legs so short that its belly seems almost to touch the ground. This is not a pleasing picture." That is a general picture, though, and it fits any number of aldermen¹ I have seen in my times.
- 6 About the only time the groundhog gets any peace is early in February, on Candlemas Day, when people take a look at him to see if he leaves a shadow. According to long-established lore, if he sees his shadow he promptly retires and we are left with six more weeks of winter. If he does not see his shadow, he stays out and we have an early spring.

¹alderman: a member of a city legislative body

7 I suppose the reason is that if the day is bright, the weather is likely to be clear and cold, with good prospects for more cold. And if the day is cloudy, with perhaps those dull, low February rain clouds that around here mean good sugar-making weather, then spring might be at hand. This isn't the best reasoning, though, and I recall reading that five days after a shadowless Groundhog Day in Bismarck, N.D., the countryside there was a minus thirty degrees and dropping. This, in fact, may explain some of why people take such a dislike to the little fellow; they are upset about the forestalling of spring and out looking for a scapehog.

8 The real fact in the case is that the groundhog is a layabed², and rarely up by February. A naturalist once told a friend of mine, "Why, on Groundhog Day you'd have to dig one up to see him and even then you could bounce him like a basketball and he wouldn't wake up."

9 Groundhogs do not have such a reputation, but they are a courageous sort, and fight well and hard if put up against it. I once read a newspaper account of a groundhog coming out on the winning end against a bulldog. One of my neighbors has a terrier of uncertain lineage³ who spends part of each spring and summer sleeping on the hearth while his face mends from sorties made against nearby groundhog dens, and another neighbor once ran between a mother groundhog and her den and the groundhog promptly bit into his shoe. This man repented forthrightly of his foolish position, and said he should have known better.

10 On the whole, I find the groundhog a much maligned⁴ creature, and victim of a bad press. The groundhog is a clean animal, a vegetarian. He aids in a certain amount of soil improvement, and a host of other animals—even the pheasant—uses old groundhog dens for shelter. I've observed him to be brave, modest, and intelligent. These qualities I'd settle for in any neighbor and on good days, aspire to them myself.

"Groundhogs, in Defense of," from IN PRAISE OF PRACTICAL FERTILIZER: SCENES FROM CHESTER TOWNSHIP by JOHN BASKIN. Used by permission of W.W. Norton & Company, Inc.

²layabed: one that dislikes activity or exertion; lazy

³lineage: line of ancestry

⁴maligned: defamed; slandered; villified

<p>1. Read this excerpt from paragraph 10.</p> <p>I’ve observed him to be brave, modest, and intelligent.</p> <p>Which kind of figurative language is used in this excerpt from the passage?</p> <p>A Irony</p> <p>B Metaphor</p> <p>C Personification</p> <p>D Symbolism</p>	<p>4. Which of the following could be a thesis statement for the passage?</p> <p>A The groundhog is a clean animal.</p> <p>B The groundhog is a victim of bad press.</p> <p>C Other animals use old groundhog dens for shelter.</p> <p>D Neighbors should have the characteristics of groundhogs.</p>
<p>2. According to paragraph 5, how are groundhogs and some aldermen alike?</p> <p>A They both like to dig holes.</p> <p>B They both are also called woodchucks.</p> <p>C They both eat to give themselves strength.</p> <p>D They both have thick and squatty bodies with short legs.</p>	<p>5. Which of the following expresses an <i>opinion</i> in the passage?</p> <p>A It burrows beneath the soil</p> <p>B The creature (is) absolutely destitute of any interesting qualities.</p> <p>C Those dull, low February rain clouds that around here mean good sugar-making weather ...</p> <p>D He aids in a certain amount of soil improvement ...</p>
<p>3. What is the author’s purpose in including paragraphs 6 and 7 in this passage?</p> <p>A To describe Groundhog Day</p> <p>B To contrast Groundhog Day with other holidays</p> <p>C To entertain readers who enjoy learning about holidays</p> <p>D To demonstrate the damage that groundhogs do to land</p>	<p>6. Which resource should be used to determine weather predictions?</p> <p>A An atlas</p> <p>B A dictionary</p> <p>C A thesaurus</p> <p>D An almanac</p>

7. Which of the following sentences demonstrates use of informal writing in the passage?

- A** This man repented forthrightly of his foolish position ...
- B** If he does not see his shadow, he stays out and we have an early spring.
- C** This talent as engineer is what gets most farmers' dander up about the groundhog.
- D** People around here complain about inflation, but what is really on their minds is the groundhog.

8. Which word BEST describes the tone of this passage?

- A** Foreboding
- B** Humorous
- C** Positive
- D** Unhappy

Let There Be Light

by Bruce Watson

Margin Notes

1 At a quarter to three on September 4, 1882, Thomas Edison set out on foot through the streets of lower Manhattan. Horses and buggies jammed Pearl Street, and a snarl of telegraph wires blocked the sky. No one paid much attention to the inventor in the frock coat and white derby as he walked toward his appointment with the future.

2 Turning onto Wall Street, Edison wondered if he had dared too much this time. At 3 P.M., his assistant would throw the switch at Pearl Street station. The huge dynamos (generators) would send a sizzling current through copper rods laid beneath the streets. If the plan worked, electric bulbs would blaze all over the business district of New York City. If it failed, or if a circuit box blew and power leaked into the street, what city would give him another chance?

3 Just before three, Edison reached the office of Drexel, Morgan and Company. His dark hair was a mess; his hands were greasy from last-minute work. Several men in silk hats and tweed suits, who had invested six hundred thousand dollars in Edison's dream, met him at the door. Was everything finally ready? Would it work?

4 As the clock's hands swept toward three, a crowd gathered around the inventor in the plush office. Edison moved to the main switch. At the back of the room, a skeptic shouted, "A hundred dollars says the bulbs don't work."

5 "Taken!" Edison said and reached for the light.

6 Until the 1880s, U.S. cities were lit by gas lamps. Whether kerosene or natural gas, the lamps burned dimly but cost little. Although Edison had become famous after his invention of the incandescent bulb in 1879, when he announced his plan to light up New York, people scoffed. Never mind that the "Wizard of Menlo Park" had already invented the phonograph, the stock ticker, and three hundred other devices. What good was electric light in a city already lit by gas?

7 Edison was famous, but he was not rich—yet. Lighting even a small section of New York would cost a fortune. To get funding from bankers, who knew little about electricity, he would have to prove that electric lighting could be cheaper than gas. Edison made a study of New York’s financial district. He calculated the gas cost per lamp, then invited financiers to his laboratory in Menlo Park, New Jersey. There, five hundred bulbs burned more brightly and steadily than gas lamps, and, as Edison proved with his calculations, they could be sold to thousands of customers.

8 As much businessman as inventor, Edison had formed several companies to promote his other inventions. Although the mayor and the gas companies fought him, several bankers and the city’s board of aldermen backed the Edison Illuminating Company’s scheme for a power plant near Wall Street. With city approval, Edison bought an empty brick building at 257 Pearl Street in lower Manhattan. After removing walls, his workers installed iron girders and beams and, on the ground floor, installed a boiler to make steam power for the dynamos upstairs.

9 But there was still the problem of equipment. The Edison Lamp Company made bulbs, but no factories made fuses, switches, or sockets. Edison had to design these, then work with machine shops to make thousands of each. Because telegraph wires clogged the streets, Edison ran current underground through copper rods encased in steel and insulated by hot asphalt. His workers laid fourteen miles of these tubes.

10 Working day and night, racing from his power plant to his factories, Edison was consumed by the project. “The Pearl Street station was the biggest and most responsible thing I had ever undertaken,” he wrote. “What might happen on turning a big current into the conductors under the streets of New York no one could say.”

11 Most uncertain of all were Edison’s workers. The engines shook the whole building, shrieked, and gave off sparks, “as if the gates of infernal regions had suddenly opened,” one worker said. Once when a malfunction threw parts across the room, workers fled into the streets. Edison had to coax both his equipment and his workers for two exhausting years.

12 As the project neared completion, Edison signed up customers with the promise of cheaper light. By August 1882, bulbs were installed in the post office, at the *New York Times*, and in fifty other buildings. Edison promised

power by certain dates, but date after date passed without, any power. Edison was a perfectionist, and he kept testing and retesting to make certain his first try would bring light.

13 On the morning of September 4, everything was ready. “I had been up most of the night rehearsing my men and going over every part of the system,” Edison recalled. “If I ever did any thinking in my life it was on that day.”

14 Arriving at Pearl Street, Edison removed his coat rolled up his sleeves, and fired up the dynamos in the grimy shop. After several hours of final checks, he walked to the office on Wall Street. With all the delays, his investors had begun to wonder whether this unkempt inventor was a genius or a fool.

15 At three o’clock, Edison’s assistant threw the main circuit breaker at Pearl Street. There was a hum and a crackle as electricity surged beneath the streets. A half mile away, Edison flicked the switch. Instantly, the office was lit by the dazzling glow of a hundred bulbs. The bankers and financiers shouted and clapped Edison on the back. The intense inventor managed a smile.

16 Within a year, three hundred power stations brought light to hotels, restaurants, and private homes. Electric light spread from a single office in Menlo Park to illuminate the United States and the world. Edison had made good on his promise.

Excerpted from *COBBLESTONE’S* October, 1990 issue:
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1. What is the main idea of paragraph 7?

- A Edison proved that electric lighting would be cheaper than gas.
- B Edison knew that lighting New York would be very expensive.
- C Edison was a famous inventor, and his inventions made him rich.
- D Edison showed his laboratory in Menlo Park, New Jersey, to investors.

2. According to paragraph 9, the earliest electric power ran through —

- A copper telegraph wires.
- B tubes of asphalt and steel.
- C underground copper rods.
- D wires hung over the streets.

<p>3. Which resource would be MOST useful for locating information about Thomas Edison’s other inventions?</p> <p>A An atlas</p> <p>B An almanac</p> <p>C A dictionary</p> <p>D An encyclopedia</p>	<p>6. Based on information in paragraph 11, what type of supervisor was Edison?</p> <p>A Persuasive</p> <p>B Demanding</p> <p>C Harsh</p> <p>D Humorous</p>
<p>4. The author’s purpose in paragraph 1 of this selection is to persuade readers that —</p> <p>A Thomas Edison was an unusual man who dressed strangely.</p> <p>B traffic in New York was as bad in Edison’s day as it is today.</p> <p>C lower Manhattan was an exciting place for an inventor to live.</p> <p>D society was living in the present while Edison was imagining the future.</p>	<p>7. Although Edison was famous for inventing the phonograph, stock ticker, and other devices, some people did NOT support his proposal to light cities using electricity because —</p> <p>A electricity was unreliable.</p> <p>B gas lights already existed.</p> <p>C electricity was too expensive.</p> <p>D Edison was considered foolish.</p>
<p>5. Read this sentence from paragraph 2.</p> <p>At 3 P.M., his assistant would throw the switch at Pearl Street station.</p> <p>The author uses the phrase <i>throw the switch</i> instead of <i>press the switch</i> or <i>flip the switch</i> in order to show the reader that —</p> <p>A the switch was unusual.</p> <p>B the event was dramatic.</p> <p>C the assistant was in a hurry.</p> <p>D the time of day was significant.</p>	<p>8. Based on the passage, how did Edison MOST likely react to the success of electricity in the years following the demonstration?</p> <p>A He was astonished at its success.</p> <p>B He was irritated with his investors.</p> <p>C He was displeased by its high cost.</p> <p>D He was proud of his accomplishment.</p>

Potato Chip

by Charles Panati

Margin Notes

- 1 As a world food, potatoes are second in human consumption only to rice. And as thin, salted, crisp chips, they are America's favorite snack food. Potato chips originated in New England as one man's variation on the French-fried potato, and their production was the result not of a sudden stroke of culinary invention but of a fit of pique¹.
- 2 In the summer of 1853, American Indian George Crum was employed as a chef at an elegant resort in Saratoga Springs, New York. On Moon Lake Lodge's restaurant menu were French-fried potatoes, prepared by Crum in the standard, thick-cut French style that was popularized in France in the 1700s and enjoyed by Thomas Jefferson as ambassador to that country. Ever since Jefferson brought the recipe to America and served French fries to guests at Monticello, the dish was popular and serious dinner fare.
- 3 At Moon Lake Lodge, one dinner guest found chef Crum's French fries too thick for his liking and rejected the order. Crum cut and fried a thinner batch, but these, too, met with disapproval. Exasperated, Crum decided to rile the guest by producing French fries too thin and crisp to skewer with a fork.
- 4 The plan backfired. The guest was ecstatic over the browned, paper-thin potatoes, and other diners requested Crum's potato chips, which began to appear on the menu as Saratoga Chips, a house specialty. Soon they were packaged and sold, first locally, then throughout the New England area. Crum eventually opened his own restaurant, featuring chips. At that time, potatoes were tediously peeled and sliced by hand. It was the invention of the mechanical potato peeler in the 1920s that paved the way for potato chips to soar from a small specialty item to a top-selling snack food.
- 5 For several decades after their creation, potato chips were largely a Northern dinner dish. In the 1920s, Herman Lay, a traveling salesman in the South, helped popularize the food from Atlanta to Tennessee. Lay peddled potato chips to Southern grocers out of the trunk of his car, building a business and a name that would become synonymous with the thin, salty snack. Lay's potato chips

¹pique: a passing feeling of wounded vanity

became the first successfully marketed national brand, and in 1961 Herman Lay, to increase his line of goods, merged his company with Frito, the Dallas-based producer of such snack foods as Fritos Corn Chips.

Margin Notes

- 6 Americans today consume more potato chips (and Fritos and French fries) than any other people in the world; a reversal from colonial times, when New Englanders consigned potatoes largely to pigs as fodder and believed that eating the tubers shortened a person’s life.

From Chapter 16 “In the Pantry”: “Potato Chip” from PANATI’S EXTRAORDINARY ORIGINS OF EVERYDAY THINGS by CHARLES PANATI. Copyright © 1987 by Charles Panati. Reprinted by permission of HarperCollins Publishers, Inc.

- 1. What was the author’s purpose for writing this selection?**
- A** To show Thomas Jefferson’s influence on American life
 - B** To explain the origin and development of the potato chip
 - C** To summarize the importance of potatoes in American history
 - D** To compare the contributions of George Crum and Herman Lay

- 2. In order to cook a potato chip successfully, a person must —**
- A** use potatoes from France.
 - B** skewer the potato with a fork.
 - C** cut the potato in very thin slices.
 - D** follow Thomas Jefferson’s recipe.

3. Read this sentence from paragraph 2.

On Moon Lake Lodge’s restaurant menu were French-fried potatoes, prepared by Crum in the standard, thick-cut French style that was popularized in France in the 1700s and enjoyed by Thomas Jefferson as ambassador to that country.

Which of the following BEST restates the information in the sentence?

- A** French-fries were prepared by Crum in the same manner that Thomas Jefferson prepared them.
- B** Crum cooked potatoes at Moon Lake Lodge in the French style that Thomas Jefferson enjoyed in the 1700s.
- C** The restaurant menu at Moon Lake Lodge listed French-fried potatoes that were first made popular in France in the 1700s.
- D** Thomas Jefferson learned the popular French style of cooking potatoes as an ambassador to France, and Crum did the same.

4. Read this sentence from paragraph 4.

The guest was ecstatic over the browned, paper-thin potatoes, and other diners requested Crum’s potato chips

Which dictionary definition of ecstatic applies to its use in the passage above?

- A** Unable to speak
- B** In a trancelike state
- C** In a state of intense joy
- D** Beyond reason and self-control

<p>5. Which sentence BEST summarizes George Crum’s creation of the potato chip?</p> <p>A He accidentally sliced his French-fries thinner than he had planned.</p> <p>B He wanted to annoy a complaining customer with potatoes sliced too thinly.</p> <p>C He refined his experiments with sliced potatoes until he reached his goal.</p> <p>D He discovered an earlier recipe served by Thomas Jefferson at Monticello.</p>	<p>7. Which sentence BEST represents a use of informal language?</p> <p>A The plan backfired.</p> <p>B Herman Lay helped popularize the food.</p> <p>C The dish was popular and serious dinner fare.</p> <p>D The guest was ecstatic over the browned, paper-thin potatoes.</p>
<p>6. Based on the article, which sentence is the MOST logical prediction about the future of potatoes?</p> <p>A Americans will consume fewer potato products in the future.</p> <p>B Potato chips will become more popular in France in the future.</p> <p>C Potato chips will grow in popularity as a snack food.</p> <p>D Potatoes cooked in any style will experience growing popularity.</p>	<p>8. What was the MAJOR difference between Crum’s Saratoga chips and the standard French style of fried potatoes?</p> <p>A The French style was much saltier than Crum’s.</p> <p>B Thomas Jefferson preferred the French style over Crum’s.</p> <p>C Crum’s style was thin cut, and the French style was thick cut.</p> <p>D Crum’s style became popular more quickly than did the French style.</p>

David Robinson — The Admiral of the NBA

by Marty Kaminsky

Margin Notes

- 1 All movement on the basketball court slows to a snail's pace.
- 2 Suddenly, David Robinson of the San Antonio Spurs leaps into action as New York's Patrick Ewing tosses a shot at the hoop. Robinson pounces on the ball like a bobcat, swatting it downcourt to a teammate. Even though he's over seven feet tall and weighs 235 pounds, Robinson races past everyone, snares an alley-oop pass, and slam-dunks the ball through the basket.
- 3 Many coaches and players think David Robinson is the most talented center in the National Basketball Association.
- 4 "He's the best player of that size I've ever seen," says Larry Brown, one of David's former coaches. "He's too quick for the big guys and too tall for the little guys."
- 5 Nicknamed "The Admiral" by his teammates, David has had great success in the NBA. He was named rookie of the year in 1990, and has been selected to the all-star team every year he has been in the league. He has also led the league in scoring, rebounding, and blocked shots, and has played on two U.S. teams.
- 6 However, for a famous athlete, David has a surprisingly normal life, spending quiet evenings at home or attending church with his wife, Valerie, and three-year-old son, David Jr. He willingly signs autographs, chats with fans, and serves as an example to others.
- 7 "Like it or not," says David, "professional athletes are role models, and I take that job seriously."
- 8 In 1991 David and Valerie formed The Robinson Foundation in San Antonio to help children in the community. The new foundation adopted a fifth-grade class at the Gates Elementary School and promised a college scholarship to any of the ninety-three students who finish high school. The foundation offers monthly programs to many students throughout the city and encourages them to set personal and career goals. Often David appears at assemblies to deliver his message.
- 9 "Find your talents, and work as hard as you can at what you know."
- 10 David owes much of his attitude to his upbringing. Ever since he was young, David's parents encouraged their son's curiosity and love of learning.

- 11 “When we lived in Virginia, David would often come grocery shopping with me,” recalls Freda Robinson, David’s mother. “As I shopped, he’d figure the cost in his head. By the time I reached the cashier, David could tell me my bill to the exact penny.”
- 12 In school, David worked hard at learning but very little on basketball. In fact, he quit his eighth-grade team to concentrate on schoolwork.
- 13 By his senior year in high school David had grown to six feet seven inches. Although he’d hardly played any organized basketball up to that point, David was good enough to interest several colleges. Seeking the best education and a future career as an engineer, he followed in his father’s footsteps and earned an appointment to the United States Naval Academy.
- 14 At the Academy, David worked hard to improve his basketball skills. He also grew to six feet eleven inches and emerged as one of the nation’s top college players. In David’s last two years, Navy enjoyed successful seasons but suffered early losses in the national tournament. Even in defeat David learned important lessons.
- 15 “Failure doesn’t get enough credit,” he explains. “It teaches us humility, perseverance, and the value of hard work. When you fail, you have to learn from your mistakes and move on.”
- 16 In exchange for an education, students at military academies must devote a few years after college in service to their country. So for two years after graduation David supervised construction work at a submarine base in Georgia. During those years he played basketball for the United States in the Pan American Games and in the Olympics.
- 17 By the beginning of the 1989 season, David had fulfilled his military obligation. He joined the NBA’s San Antonio Spurs and helped his team to a first-place finish in their division. Since then, the Spurs have remained a top contender.
- 18 “Basketball teaches the value of working together and helping each other,” David explains. “That’s as important in life as it is in sports.”

<p>1. Read this sentence from paragraph 2.</p> <p>Robinson pounces on the ball like a bobcat, swatting it downcourt to a teammate.</p> <p>Which kind of figurative language is found in this sentence?</p> <p>A Metaphor</p> <p>B Irony</p> <p>C Personification</p> <p>D Simile</p>	<p>3. Which sentence BEST expresses the main idea of paragraphs 7 and 8 of the passage?</p> <p>A Robinson’s foundation helps school children in Texas.</p> <p>B Robinson and his wife think children should go to college.</p> <p>C Robinson believes that people look up to professional athletes.</p> <p>D Robinson uses his role as a celebrity and his money to help others.</p>
<p>2. What is the author’s purpose for writing paragraph 6 of the passage?</p> <p>A To compare athletes with other people who have ordinary jobs</p> <p>B To show that celebrities can lead lives like regular people</p> <p>C To describe the activities enjoyed by all athletes in their spare time</p> <p>D To explain what makes one athlete a better role model than another</p>	<p>4. Read this sentence from paragraph 8.</p> <p>The new foundation adopted a fifth-grade class at the Gates Elementary School and promised a college scholarship to any of the ninety-three students who finish high school.</p> <p>Which sentence MOST accurately restates the information in the sentence?</p> <p>A Students at Gates Elementary School will be able to go to college for free.</p> <p>B The foundation adopted fifth-graders at Gates Elementary so that they could go to college.</p> <p>C Any Gates Elementary School fifth-grader who finishes high school will have college funding.</p> <p>D Fifth-grade students at Gates Elementary School will join the foundation and be able to go to college.</p>

<p>5. Which of the following quotations is the BEST thesis for the passage?</p> <p>A ... [Failure] teaches us humility, perseverance, and the value of hard work</p> <p>B He's the best player of that size I've ever seen.</p> <p>C Find your talents, and work as hard as you can at what you know.</p> <p>D Basketball teaches the value of working together and helping each other.</p>	<p>7. Robinson's character is revealed directly through —</p> <p>A his team's success.</p> <p>B his military service.</p> <p>C his expression of his thoughts.</p> <p>D his detailed physical description.</p>
<p>6. Based on the passage, which characteristic would make David Robinson a good employee in any job?</p> <p>A His basketball skills</p> <p>B His size</p> <p>C His devotion to this family</p> <p>D His ability to work with others</p>	

I'm in Charge of Celebrations

by Byrd Baylor

5	Sometimes people ask me, "Aren't you lonely out there with just desert around you?"		one hundred and eight celebrations— besides the ones that they close school for.
	I guess they mean the beargrass and the yuccas and the cactus	45	I cannot get by with only a few.
10	and the rocks.		Friend, I'll tell you how it works.
	I guess they mean the deep ravines and the hawk nests in the cliffs	50	I keep a notebook and I write the date and then I write about the celebration.
15	and the coyote trials that wind across the hills.	55	I'm very choosy over what goes in that book.
	"Lonely?"		It has to be something I plan to remember the rest of my life.
20	I can't help laughing when they ask me that.	60	
	I always look at them ... surprised.		You can tell what's worth a celebration because
25	And I say, "How could I be lonely? I'm the one in charge of celebrations."	65	your heart will POUND and you'll feel like you're standing on top of a mountain
30	Sometimes they don't believe me, but it's true. I am.	70	and you'll catch your breath like you were breathing some new kind of air.
	I put myself in charge. I choose my own.	75	Otherwise, I count it just an average day. (I told you I was
35			
	Last year	80	choosy.)
40	I gave myself		

Excerpted from "I'm in Charge of Celebrations." Copyright © 1986 by
Byrd Baylor, Simon and Schuster Press.

Far From The Madding Crowd

by Nixon Waterman

IT SEEMS TO ME I'd like to go
Where bells don't ring, nor whistles blow,
Nor clocks don't strike, nor gongs sound,
And I'd have stillness all around.

5 Not real stillness, but just the trees,
Low whispering, or the hum of bees,
Or brooks faint babbling over stones,
In strangely, softly tangled tones.

Or maybe a cricket or katydid,
10 Or the songs of birds in the hedges hid,
Or just some such sweet sound as these,
To fill a tired heart with ease.

If 'tweren't for sight and sound and smell,
I'd like the city pretty well,
15 But when it comes to getting rest,
I like the country lots the best.

Sometimes it seems to me I must
Just quit the city's din and dust,
And get out where the sky is blue,
20 And say, now, how does it seem to you?

"Far From The Madding Crowd" from *A Rose to the Living and Other Poems* by Nixon Waterman, Chappelle Publishing, 1929.

1. What is the main idea of the poem "Far From The Madding Crowd"?

- A** The city is a very nice place to be.
- B** Birds and insects live in the country.
- C** There are no clocks anywhere except in the city.
- D** The poet enjoys being in the country instead of the city.

2. Which resource would be MOST useful for locating information about yuccas?

- A** An atlas
- B** An almanac
- C** An encyclopedia
- D** A thesaurus

<p>3. Read lines 17 and 18 from “Far From The Madding Crowd.”</p> <p>Sometimes it seems to me I must Just quit the city’s din and dust</p> <p>Which stylistic device is demonstrated in these lines from the poem?</p> <p>A End rhyme B Assonance C Internal rhyme D Onomatopoeia</p>	<p>5. Which point of view is used in both of these poems?</p> <p>A First person B Omniscient C Third person limited D Third person objective</p>
<p>4. Read the excerpt from “Far From The Madding Crowd.”</p> <p>I like the country lots the best.</p> <p>Which dictionary definition of the word <u>lots</u> BEST applies to its use in this line of the poem?</p> <p>A Objects used as counters B To a considerable degree C Measured parcels of land D All the members of a present group</p>	<p>6. Read lines 5–8 in the excerpt below from “Far From The Madding Crowd.”</p> <p>Not real stillness, but just the trees, Low whispering, or the hum of bees, Or brooks faint babbling over stones, In strangely, softly tangled tones.</p> <p>Which type of figurative language is used in this part of the poem?</p> <p>A Hyperbole B Imagery C Irony D Oxymoron</p>

7. Which word BEST describes the speaker’s tone in lines 75–80 in the last verse of “I’m in Charge of Celebrations”?

- A** Complaining
- B** Disappointed
- C** Satirical
- D** Reverent

8. What is the poet’s purpose in writing “I’m in Charge of Celebrations”?

- A** To explain how she feels about nature
- B** To summarize the events of the past year
- C** To persuade other people to move to the desert
- D** To describe the animals and plants of the desert

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