

Student Name:

English II-TEST 2



This publication/document has been produced under a contract with the Mississippi Department of Education. Neither the Department nor any other entities, public or private, shall hold copyright on this publication/document. Because this publication/document was produced with the public funds of Mississippi, it may be reproduced within the scope of its original purpose of educational development. Reproduction and use for monetary gain are strictly prohibited.

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

Class Trip

Attention Classmates:

As everyone is aware, the end of the year is approaching quickly; and we will soon embark on that long-awaited adventure, our class trip. Several suggestions 1 to the annual class trip committee. After reviewing the exciting destinations suggested by several of you, the committee 2 that the only fair thing to do is vote. Therefore, we 3 a meeting in the auditorium tomorrow after school to decide the issue.

Each one of your votes is of 4 importance in this matter. This event will create lasting memories that we can all cherish for the rest of our lives. 5 could make the final decision, but we value your opinion too much to simply make the decision for you. We have all worked diligently to raise the money needed for this excursion. We must all have a voice.

As I already mentioned, many destinations have been suggested. Because 6 suggestions were made last year, the decision was not as difficult to make. You must now decide among these destinations. One student recommended visiting the Grand Canyon in Arizona. Plans include camping at the foot of the canyon and other outdoor activities such as fishing, canoeing, and hiking. A trip to the California coast was also suggested. We could lounge on Malibu Beach and tour the world-renowned Pepperdine University. Another suggestion involved our traveling to Massachusetts to trace the historical steps of the forefathers of our country. A journey on the Freedom Trail in Boston would not only be fascinating but also would offer us the opportunity to come in direct contact with several historical buildings and documents. Another proposal was to journey to New York City. A tour of Ellis Island and a visit to the Statue of Liberty would be included in our activities. We might also get the chance to attend a Broadway play. As you can see, these destinations all sound tempting. Once again, we need your voice.

Please attend the meeting in the auditorium tomorrow after school in order to cast your vote. Your class committee and I are counting on you. Each of the members of our class should have his or her say. We intend to make this trip better than the trip last year. Be sure to enter from the door on the east side of the building. As you know, the construction project has blocked the west entrance. Be prepared to ask questions. See you there!

Sincerely yours,

Michelle Davis
Class President

Margin Notes

<p>1. A are submitted B has been submitted C have been submitted D being submitted</p>	<p>4. A extremely B extreme C more extreme D most extremely</p>
<p>2. A agreed B will agree C had agreed D will have agreed</p>	<p>5. A The other officers and I B The other officers and me C Me and the other officers D The other officers and myself</p>
<p>3. A held B will hold C hold D have held</p>	<p>6. A less B fewer C least D fewest</p>

Margaret Bourke-White

In the early 1900s, television was still being developed.

Margin Notes

People who wanted to learn about the world had to depend on photographs and news stories. Nevertheless, the first half of the
1
twentieth century came to be known as “The Golden Age of Photojournalism.” Photojournalism combines photography and news reporting to tell about events through photographs. This period produced many talented photographers. Their photographs were showcased by a new style of magazine. One of those photographers was
2
Margaret Bourke-White, whom stands out from the rest.

Most photographers were men at the time since Margaret began
3
her career. Among them were Alfred Eisenstaedt, Peter Stackpole, and Thomas D. McAvoy. Some of them did not think women should be
4
photographers. During that era women were expected to play more traditional roles in society. However, Margaret did not let the doubters keep her from achieving success. She refused to accept the role that was expected of her. Time after time she proved she had the talent to take
5
exceptional pictures, her pictures could stand up to any comparison.

Margaret's love of photography began in college. After she graduated, she got her big break taking pictures in a steel mill. Her photos of the dynamic process of metalworking impressed Henry Luce,

the editor of *Time* magazine. Taking pictures for a new magazine called

Margin Notes

6

Fortune, he offered her a job.

Margaret took the job, so that her dramatic pictures soon

7

helped Fortune become a big success. She was fearless when it came

to getting just the right shot. She took other kinds of risks as well. For

example, she traveled to the Soviet Union in 1930 to photograph

Joseph Stalin. She was the first Western photographer allowed in the

U.S.S.R.

In 1935 Margaret went to work for a new magazine called

Life. During her years with *Life*, she traveled all over the world to

record conditions in the American South, Africa, India, and many other

places. In addition, she covered World War II as the first female Army

War Correspondent. Many of the pictures she took now hang in

museums. Thanks to her, many moments which otherwise would have

been lost forever were recorded.

-
- | | |
|--|--|
| <p>1. A Sometimes, the first half of the twentieth century came to be known as “The Golden Age of photojournalism.”</p> <p>B In fact, the first half of the twentieth century came to be known as “The Golden Age of Photojournalism.”</p> <p>C Besides, the first half of the twentieth century came to be known as “The Golden Age of Photojournalism.”</p> <p>D Correct as is</p> | <p>2. A One of those photographers was Margaret Bourke-White, she stands out from the rest.</p> <p>B One of those photographers was Margaret Bourke-White, who stands out from the rest.</p> <p>C One of those photographers was Margaret Bourke-White, which stands out from the rest.</p> <p>D Correct as is</p> |
|--|--|

<p>3. A Most photographers were men at the time when Margaret began her career.</p> <p>B Most photographers were men at the time where Margaret began her career.</p> <p>C Most photographers were men at the time while Margaret began her career.</p> <p>D Correct as is</p>	<p>6. A Taking pictures, he offered her a job for a new magazine called <i>Fortune</i>.</p> <p>B He offered her, taking pictures, a job for a new magazine called <i>Fortune</i>.</p> <p>C He offered her a job taking pictures for a new magazine called <i>Fortune</i>.</p> <p>D Correct as is</p>
<p>4. A Some of those did not think they should be photographers.</p> <p>B Some of these did not think women should be photographers.</p> <p>C Some of them photographers did not think women should be photographers.</p> <p>D Correct as is</p>	<p>7. A Margaret took the job, but her dramatic pictures soon helped <i>Fortune</i> become a big success.</p> <p>B Margaret took the job, and her dramatic pictures soon helped <i>Fortune</i> become a big success.</p> <p>C Margaret took the job, therefore her dramatic pictures soon helped <i>Fortune</i> become a big success.</p> <p>D Correct as is</p>
<p>5. A Time after time she proved she had the talent to take exceptional pictures that could stand up to any comparison.</p> <p>B Time after time she proved she had the talent. Her talent was exceptional pictures that could stand up to any comparison.</p> <p>C Time after time she proved it. She had the talent to take exceptional pictures, and could stand up to any comparison.</p> <p>D Correct as is</p>	

Take CPR

Margin Notes

Are you and your family heart healthy? Would you know what to do if a child you were baby-sitting was having trouble breathing?

Although no one likes to think about them, health emergencies do occur, often when we least expect them. Emergencies can strike us at school, at home, or in a restaurant. However, you can protect yourself and those around you. On March 22, 24, 25, and April 2, our school will offer free CPR classes to students.

According to the American Heart Association and other
1
respected Health Organizations, CPR is a valuable lifesaving tool. Studies show that it's simple techniques can drastically increase the
2
odds for survival. Taught by Kennedy High health and gym teacher Mary McKeon, the classes will focus on preventing accidents, maintaining good health, and coping with crises. You'll learn what to
3
do if faced with someone, who's choking or having a heart attack.

While she advises dialing 911 immediately Mrs. McKeon says that the
4
purpose of CPR is to buy precious minutes for the sufferer and give the professionals a chance to arrive.

5
The classes will last from 4:00 to 5:30 p.m. in the school cafeteria. Interested students should stop by Room 101 to sign up for

one of the four days. Sign up early to secure your spot because space

Margin Notes

is limited! All materials will be provided. Remember to wear lose,

6

comfortable clothing. Those who complete the course will receive a

7

certificate that shows they have mastered the basic techniques of CPR.

Don't pass up this opportunity to learn something new have fun, and

8

develop skills that could help you or someone you love in the future.

Sign up today!

<p>1. A American heart association and other respected health organizations,</p> <p>B American Heart association and other respected Health organizations,</p> <p>C American Heart Association and other respected health organizations,</p> <p>D Correct as is</p>	<p>4. A dialing 911 immediately, Mrs. McKeon says, that</p> <p>B dialing 911 immediately; Mrs. McKeon says that</p> <p>C dialing 911 immediately, Mrs. McKeon says that</p> <p>D Correct as is</p>
<p>2. A its simple techniques can drastically increase</p> <p>B its's simple techniques can drastically increase</p> <p>C its' simple techniques can drastically increase</p> <p>D Correct as is</p>	<p>5. A proffesionals a chance</p> <p>B professionals a chance</p> <p>C profesionals a chance</p> <p>D Correct as is</p>
<p>3. A You'll learn what to do if faced with someone, whose choking</p> <p>B You'll learn what to do if faced with someone who's choking</p> <p>C You'll learn what to do, if faced with someone whose choking</p> <p>D Correct as is</p>	<p>6. A Remember to wear lose comfortable</p> <p>B Remember to wear loose comfortable</p> <p>C Remember to wear loose, comfortable</p> <p>D Correct as is</p>

-
- 7.** **A** recieve a certificate
 B receive a certifacate
 C recieve a certifacate
 D Correct as is

- 8.** **A** new, have fun, and develop
 skills that
 B new, have fun, and, develop
 skills that
 C new, have fun, and develop
 skills, that
 D Correct as is

Mark Twain

Anyone who has read the works of Mark Twain knows he was a brilliant writer. He was the accomplished author who wrote many pieces of literature, including *The Adventures of Huckleberry Finn*. Not everyone realizes, though, that “Mark Twain” was a pen name for the author born Samuel Langhorne Clemens on November 30, 1835, in Florida, Missouri.

Samuel L. Clemens was the sixth child of John Marshall Clemens and Jane Lampton Clemens. Young Samuel spent most of his childhood in Hannibal, Missouri. However, since Samuel suffered from poor health in his early childhood, he was not allowed outdoors very often. By the age of nine, Samuel seemed to have recovered from his illnesses and 1 to explore the world outside his home. Each day that young Samuel felt 2 he explored the local riverbanks. Hannibal was a port city whose steamboats became a fascination for the young boy. In fact, Sam dreamed of one day becoming a riverboat captain.

Clemens’s career as a writer began before his career as a riverboat captain. His first job was as an apprentice to a printer. He then worked as a printer and editorial assistant for his brother Orion, who owned a newspaper. People can only wonder if Orion was as good a writer as 3. In 1851 at the age of fifteen, he published a one-paragraph article called “A Gallant Fireman.” At seventeen Samuel Clemens took a job as a printer in St. Louis.

By the time Clemens was twenty-three, he switched careers and fulfilled his childhood dream of becoming a riverboat pilot. Samuel Clemens later drew upon his experiences as a riverboat captain to write several novels and stories. His pen name “Mark Twain” was also derived from his life on the river. It came from a term for measuring water. Unfortunately, his career as a pilot on the Mississippi was short-lived. By 1861 Clemens, 4 was out of luck, decided to attempt gold mining as a trade in Nevada. His attempts were not very successful; he had to work in a quartz mill to support himself.

Twain went on to work as a newspaper reporter for several newspapers in the United States. At the age of thirty-three, he married Olivia Langdon, and they had four daughters. One of his daughters, Susy, wrote a biography of her father. In her biography she gives an account of day-to-day life with her father and of growing up in the Clemens family. No one has told a more heartfelt story of Mark Twain than 5. None of Samuel Clemens’s daughters bore any children; therefore, there 6 no direct descendants of Mark Twain. However, his legacy lives on in his numerous works, including “The Celebrated Jumping Frog of Calaveras County,” which was published in 1865, and *The Adventures of Tom Sawyer*, which was published in 1885. Indeed, each of his numerous works 7 its mark on the literary world.

Margin Notes

<p>1. A was allowed B are allowed C has been allowed D is allowed</p>	<p>5. A she B her C herself D them</p>
<p>2. A good B well C better D more good</p>	<p>6. A am B is C are D was</p>
<p>3. A him B he C them D his</p>	<p>7. A has left B have left C was left D lefted</p>
<p>4. A whom B whomever C whoever D who</p>	

A Modern Marvel

Margin Notes

It was early in the morning and the dockyard was already alive
1

with sights and sounds. Susannah and her parents made their way to the tall, graceful steamboat bobbing on the muddy waters of the

Mississippi River. The ship's name, *Lily Dane*, was painted in bright
2

red letters on its side. tall smokestacks rose from its top deck, which
Susannah's father had told her was called the hurricane deck. Because

Susannah seemed interested, her father continued. The deck below was
3

the boiler deck. on the boiler deck, passengers could stroll about and
enjoy the fresh air as mile after mile of river disappeared behind them.

"This boat is a marvel," Susannah's mother said as they boarded. "Just twenty years ago, we couldn't have traveled up the

4
Mississippi from New Orleans to St. Louis so easily. Do you know why?" Susannah shook her head. Her mother continued, "The

Mississippi has a strong current flowing south. If you are going to New Orleans, travel is not a problem. It's easy to travel down the

5
river; all you have to do is let it carry you along. However, before Mr. Fulton invented boats like this one, only one way existed to get a boat upstream. Strong men had to row against the current with all their might!"

"What powers this boat?" Susannah asked. "I know it runs on steam, but how exactly?"

Susannah's father answered. "Water is heated over a fire until it boils. The resulting steam drives the engine, which turns those paddle wheels. See, there's a wheel on each side."

The boat was about to sail; therefore, Susannah and her mother quickly found a place among the other passengers at the lacy white railing. Amid the ringing of bells and the shouts of the crew, they were off! As the *Lily Dane* pulled away from the dock, Susannah thought excitedly of the upcoming visit with Aunt Olivia and Uncle Henry. She felt lucky to live in such a progressive time as the 1830s.

1. **A.** It was early in the morning, the dockyard was already alive with sights and sounds.
- B.** Until it was early in the morning, the dockyard was already alive with sights and sounds.
- C.** Although it was early in the morning, the dockyard was already alive with sights and sounds.
- D.** Correct as is

2. **A** The ship's name, *Lily Dane*, was painted in bright red letters on its side. Tall smokestacks rose from its top deck, which Susannah's father had told her was called the hurricane deck.
- B** The ship's name, *Lily Dane*, was painted in bright red letters on its side. Tall smokestacks rose from its top deck. Which Susannah's father had told her was called the hurricane deck.
- C** The ship's name, *Lily Dane*, painted in bright red letters on its side, tall smokestacks rose from its top deck. Susannah's father had told her it was called the hurricane deck.
- D** Correct as is

<p>3. A The deck below was the boiler deck and on the boiler deck, passengers could stroll about and as they strolled, they could enjoy the fresh air as mile after mile of river disappeared behind them.</p> <p>B The deck below was the boiler deck, where passengers could stroll about and enjoy the fresh air as mile after mile of river disappeared behind them.</p> <p>C The deck below that was the boiler deck, and passengers could stroll about and enjoy the fresh air as mile after mile of river disappeared behind them while they were on the boiler deck.</p> <p>D Correct as is</p>	<p>5. A It's easy to travel down the river, all you have to do is let it carry you along.</p> <p>B Traveling down the river is easy, all you have to do is let it carry you along.</p> <p>C It's easy to travel. Down the river. All you have to do is let it carry you along.</p> <p>D Correct as is</p>
<p>4. A “Just twenty years ago, we couldn't have traveled up the Mississippi. From New Orleans to St. Louis so easily.</p> <p>B “We couldn't have traveled. Up the Mississippi from New Orleans just twenty years ago to St. Louis so easily.</p> <p>C “Just twenty years ago, we couldn't have traveled. Up the Mississippi from New Orleans to St. Louis so easily.</p> <p>D Correct as is</p>	

Community Pride

5555 Oakhill Avenue
Georgetown, KY 40324
November 15, 1999

Margin Notes

Editor
Georgetown Newspaper
757 West Fifth Street
Georgetown, KY 40324

Dear Editor:

Many residents of Georgetown witnessed an unexpected event when they attended last week's football game. A fan for the opposing team, the Scarsdale Eagles, became quite boisterous in the second ¹ quarter. The Scarsdale Eagles were down by fourteen points, and the ² dissappointed fan raised his voice many times to dispute the calls of the referees. Then, in the third quarter when our team intercepted a pass, this fan began yelling at the head coach of the Eagles. Mrs. ³ Daniels, the principal at Georgetown High School asked this man to leave. Fortunately, he left without complaneing; the game then ⁴ continued without further interruptions.

From talking with our fans, I realized something remarkable about our community. Our community unconditionally supports our school! Our bleachers were packed with people who wanted to pay their money to spend an evening supporting our school's football team. To our community, being supportive means backing the team whether it wins or loses. Being supportive also means encouraging the team members when they are behind and applauding them when they are ahead. All along I have taken for granted that our community supporters will show good sportsmanship under any conditions. This

incident was a shocking reminder to me that not all communitys have

Margin Notes

5

the support that we do. Furthermore, many of our fans felt sorry for the many respectful fans on the Eagles' side. They thought it was unfortunate that one person could ruin the experience for the rest of the fans who had traveled over fifty miles to support their team.

I wanted to take a moment to thank the Georgetown

6

community members who continue to show their support year after year. The community supports our athletic teams, our band, our drama program, and many other organizations that make our school successful, academically and otherwise. Our school would not likely be as successful without Georgetown's caring citizens. Please print my

7

letter to let Georgetown fans know that our school appreciates them.

Sincerely yours,

Jason Hartman

<p>1. A team the Scarsdale Eagles became quiet boisterous</p> <p> B team the Scarsdale Eagles, became quite boisterous</p> <p> C team, the Scarsdale Eagles became quiet boisterous</p> <p> D Correct as is</p>	<p>3. A Mrs. Daniels the principal at Georgetown High School,</p> <p> B Mrs. Daniels the Principal at Georgetown High School</p> <p> C Mrs. Daniels, the principal at Georgetown High School,</p> <p> D Correct as is</p>
<p>2. A points and the disappointed fan raised his voice</p> <p> B points and the dissappointed fan raised his voice</p> <p> C points, and the disappointed fan raised his voice</p> <p> D Correct as is</p>	<p>4. A he left without complaining; the game then continued</p> <p> B he left without complaneing, the game then continued</p> <p> C he left without complaining, the game then continued</p> <p> D Correct as is</p>

<p>5. A shocking reminder to me, that not all communitys</p> <p> B shocking reminder, to me, that not all communities</p> <p> C shocking reminder to me that not all communities</p> <p> D Correct as is</p>	<p>7. A Georgetown's caring citizens</p> <p> B Georgetown's's caring citizens</p> <p> C Georgetown's caring citizens</p> <p> D Correct as is</p>
<p>6. A Georgetown community members, who continue to show their support</p> <p> B Georgetown community members, who continue to show they're support</p> <p> C Georgetown Community Members, who continue to show their support,</p> <p> D Correct as is</p>	

The Trust of a Dolphin

Introduction

Margin Notes

In a short story by Michael J. Rosen ("The Heart Is Big Enough"), Matthew has a partly plastic hip that has always kept him from participating in most physical events out of water. A swimmer since age three, he sometimes imagines himself to be a dolphin. While reading a newsletter called "Dolphin Talk," Matthew sees an ad about a summer camp on Key Largo for teenagers interested in ocean life. Matthew responds to the ad for intensive work with Gulf-area marine mammals, but he does not mention his plastic hip. During his first session with the dolphins, Matthew is injured. He sits out the second session. In this excerpt, Matthew reenters the water for the third session. One of the dolphins approaches Matthew, and Matthew becomes the object of attention for the dolphins.

- 1 This time Matthew entered the water as though he were climbing into bed—one foot under the surface . . . the other foot . . . then his back, shoulders, head. He held his breath as he turned himself facedown, cleared his snorkel, and began a slow flutter-kick, his hands tucked into his armpits to imitate pectoral¹ fins.
- 2 Instantly he could see the dolphins blurring past him, circling the other interns, diving toward the yellow-green bottom of the inlet. The crackling sound of the echoes filled the water, some loud and close, some soft and farther away. Matthew turned his mask left and right—the dolphins swam like . . . like water in water: a solid body of faster water rushing through the standing-still water. Their bodies plummeted and pivoted, whipped and pirouetted², veered toward and away and then back toward Matthew. *Their bodies are nothing like ours, Matthew thought, no matter how well a person can swim.*
- 3 Suddenly an eye came alongside Matthew's—not two inches away—and a body slid beneath him, turned instantly, and glided back. Was it Queenie again, or another dolphin? Simultaneously Matthew could feel—or was it hear?—the clicking echoes enter his body. Then there was no mistaking the sensation. The dolphin pushed its rostrum³

¹pectoral: located on the sides of the body

²pirouetted: a full turn of the body

³rostrum: beak-like snout

directly against his right side and slid it like a stethoscope down his body and along his leg . . . and then, with a few powerful whips of the tail, vanished.

4 Matthew lifted his head above the water. The other interns floated here and there, spread out across the whole inlet. A dorsal⁴ fin, a slapping tail, passed someone. A dolphin bounced a rubber ball with its nose. Consuelo shouted to someone, “Don’t tread water!”

5 The crackling, tingling, prodding returned at Matthew’s side. He dropped his face into the water. There were two dolphins! Both nudged his side, both sent sound waves through his body. Then one skimmed her belly across his legs. Her skin was sandpapery—Very Fine sandpaper. She turned her white belly alongside Matthew and pressed beside him. Her one eye stared into Matthew’s eyes. He opened his eyes wide, and then wider.

6 “Matthew! Matthew!” He could hear his name being called above the surface. It was Consuelo’s voice. “Go ahead, that’s Queenie, go ahead, make contact. Touch her—behind her head, on her side.”

7 Matthew dropped his mask under the water again. There was Queenie, looking as though she were listening to Consuelo, too, waiting for advice about her role in the encounter. Matthew reached his hand toward her, palming the light zigzag of another dolphin’s teeth marks on her side. He smiled. He widened his eyes—not because it made him see more but so Queenie would know, he hoped, that she could trust him. And then she circled again so she could prod Matthew’s waist. Once again she darted off, her tail flipping an inch—it couldn’t have been more!—from Matthew’s face. His heart beat so fast from the excitement he could hear the sound in his eardrums. Maybe Queenie could read his heartbeat or his brain waves—maybe she knew about his dolphin dreams, his dolphin swims.

8 Before he even tried to follow, Queenie raced back to him. Two other dolphins swam at her side. All three circled his body, all three sent their echoes clicking furiously around his waist. And then Matthew realized: *They know about my hip. They can tell.*

⁴dorsal: located at the back of the body

9 Consuelo had run around the inlet to stand on the shore nearest Matthew. “Swim over here. They’ve found something fascinating about you.” As Matthew kicked toward Consuelo, he counted all six dolphins beneath him. The entire group swirled, dove, circled below his body—he was a part of their community.

10 “Keep swimming, don’t come out, you’re doing great! I just want to tell you—well, ask you. They’ve focused on your waist, right? Is there any . . .”

11 Matthew floated on his back so he could remain horizontal and talk. But what was he going to say? The truth? The dolphins knew it. But if the humans—if the center staff knew it, wouldn’t they send him home: a fake teenager with a fake hip? They wouldn’t want the responsibility or the risk; he’d heard that many times before. And if he told another lie? The dolphins would expose him.

12 Matthew could feel their sonar against his back. Another dolphin grinned in the water beside his head. Finally Matthew admitted, “My hip. It’s partly plastic, but that doesn’t mean I can’t—”

13 “Well, that’s interesting to them. They know that’s not usual, because they’ve swum with lots of people,” Consuelo called. “They’re intrigued! They’re fascinated by exceptional features. They’ll all want to swim with you.”

14 Matthew couldn’t believe what he was hearing. If he had any doubts about Consuelo’s reaction to his news, her smile, broad as a dolphin’s, assured him that he wouldn’t be leaving.

“The Trust of a Dolphin” from THE HEART IS BIG ENOUGH, Copyright © 1997 by Michael J. Rosen, reprinted by permission of Harcourt, Inc.

<p>1. What is the main idea of this passage?</p> <p>A Matthew is comforted by the dolphins.</p> <p>B Matthew learns to visualize himself as a dolphin.</p> <p>C Dolphins help Matthew learn to communicate with people.</p> <p>D Dolphins increase Matthew's self-esteem through their friendship.</p>	<p>4. Which point of view is used in this passage?</p> <p>A Omniscient</p> <p>B First person</p> <p>C Third person objective</p> <p>D Third person limited</p>
<p>2. What is the author's purpose for writing this passage?</p> <p>A To encourage those who see themselves as different</p> <p>B To convince the reader to learn more about dolphins</p> <p>C To entertain readers who enjoy stories about animals</p> <p>D To demonstrate the success of replacement surgeries</p>	<p>5. According to the passage, what was different about Matthew that caused him great concern?</p> <p>A His hip was partly plastic.</p> <p>B He had little self-confidence.</p> <p>C Dolphins responded to him too easily.</p> <p>D His legs could not endure the whips of dolphins' tails.</p>
<p>3. Which word BEST describes the tone in the last paragraph of the passage?</p> <p>A Joyful</p> <p>B Patient</p> <p>C Wishful</p> <p>D Depressed</p>	<p>6. Read this sentence from paragraph 3.</p> <p>The dolphin pushed its rostrum directly against his right side and slid it like a stethoscope down his body and along his leg. . .</p> <p>What kind of figurative language is used in this sentence?</p> <p>A Simile</p> <p>B Metaphor</p> <p>C Symbolism</p> <p>D Personification</p>

7. According to paragraph 4, where do MOST events in the passage take place?

- A** In an inlet of water
- B** Near the beach of a small island
- C** Near a sandbar, not far from the coast
- D** In a large, artificial pool with glass windows surrounding it

9. Which resource would be MOST useful for reading about how dolphins communicate?

- A** An atlas
- B** A dictionary
- C** A magazine article about fish
- D** An Internet site about dolphins

8. Based on the last two paragraphs of the passage, what will probably happen with Matthew?

- A** He will swim less and less.
- B** He will learn to distrust dolphins.
- C** He will remain in Key Largo for the rest of the summer.
- D** He will continue to fear new people and new experiences.

Patches of Lowell

by Carol Shaw Graham

Margin Notes

- 1 Taylor blew her bangs off her forehead and flexed her fingers. "How's this look?" she asked the group of women around the quilting frame. Several of the famous Lowell Lady Quilters leaned over to inspect her work.
- 2 "Very nice, dear," answered Mrs. Bennett. Taylor's grandmother, Mrs. Mathers, beamed.
- 3 "I knew these girls would pick it up quickly," she said. "They have nimble fingers."
- 4 "But you're much faster than we are," protested Sarah.
- 5 "Years of practice, dear. If I had a penny for every stitch I've taken, well, I'd be able to buy this quilt! My gran taught me to quilt when I was 9, and I've been doing it nearly 62 years now." The fingers of her left hand rubbed the knuckles of her right. "My fingers just know what to do, even though sometimes they protest."
- 6 Mrs. Bennett stood, holding the small of her back. "It's not just the fingers," she laughed. "Well Ladies, the final quilt top is finished." Gently they turned the quilt top over and spread it out. "This one looks a little like the town, doesn't it? I hate to see it go." There were murmurs of agreement.
- 7 "But it is for a good cause," Taylor tried to console the quilters. "The community center will be great for the whole town. I know Mr. Lacroix donated the land, but we need to build it!"
- 8 "That's true, Taylor dear," agreed Mrs. DuPont. "Mr. Lacroix has been most generous, even arranging for us to send the quilts we've made to auction in the city so they will raise more money. He assures us that Lowell Lady quilts are sought after. And the others we have sewn are the traditional patterns. But this one is truly a Lowell quilt. That green patch brings a smile every time I look at it!" The ladies laughed, remembering Sarah and Taylor's stories of the varsity football players in their consumer science classes enthusiastically sewing strips of light and dark green together to create a block that represented a football field, complete with tiny goalposts. Many other community organizations had also created patches. Some bore insignias or symbols; others illustrated the activities or architecture of Lowell. For a while the reminiscences flew over the quilt frame.

9 “I just hope whoever purchases it recognizes how much love went into it. Then it won’t be so hard to see it leave town.” Taylor’s grandmother rose and grasped one end of the quilt top. Mrs. Bennett took the other. As they deftly folded, Taylor’s grandmother smiled at the girls.

10 “When are you going to start attaching the quilt top to the backing?” asked Sarah.

11 “Saturday.” Mrs. Mathers hugged Taylor. “Will you two be back for the community center meeting tonight?”

12 “Yes. Sarah is going to present her designs for the murals. They’re fabulous!” enthused Taylor. Sarah blushed.

13 After supper Taylor and Sarah walked back toward the retirement center. Once in the meeting room Sarah began to hang her sketches along the wall. Nearby the Lowell quilt top was displayed. A large crowd surrounded it.

14 “I’ve been thinking. I bet we’ll use miles of thread to quilt that, it’s so big,” said Sarah as she finished with her drawings. Taylor nodded absently, then stopped abruptly.

15 “Say that again,” she demanded of her friend.

16 Sarah repeated in a rhythmic monotone, “We’ll-use-miles-of-thread-to-quilt-that, -it’s-so-big.”

17 “That’s it!” Taylor crowed.

18 Sarah looked at her. “What’s it? What did I say?” she asked.

19 “You said ‘miles,’” responded Taylor. “And Gran said ‘pennies.’ You’ll see. I just need to think about it a little while!” Taylor took a seat near the back and pondered her idea. She hardly noticed Mr. Lewis, the chairman, calling the meeting to order.

20 The committee quickly covered reports from the all-you-can-eat breakfast fundraiser, the alumni football game fundraiser, and the car wash and bake sale held at the junior high school. Then Mrs. Bennett stood to report.

21 “Today we finished piecing the last quilt. We’ve hung it there so everyone can see it. The Lowell Lady Quilters have made twelve quilts to be auctioned next week for the community center.” She turned and looked at the quilt. “But I wish we didn’t have to send this one away.”

22 Mr. Hidalgo stood. “Why can’t we just keep it? So we raise a little less money.”

- 23 Mr. Lewis responded, “Although I agree that the quilt is very special, I would be remiss if I didn’t point out that we are counting on the funds from this quilt. As chairman I must keep the committee focused on our goal.”
- 24 “I don’t think anyone here will mind if we don’t furnish the center as fast as we thought we would. That quilt is Lowell. It needs to stay in Lowell.” Mrs. Bennett stepped to the quilt. The audience clapped in support.
- 25 Taylor stood. “I have an idea,” she said diffidently. As the audience rotated to face her, she felt the breath catch in her throat and her cheeks flush. The edges of the room seemed to pulse and shimmer. She quickly focused on her grandmother. “Remember how you said if you had a penny for every stitch you took you’d be able to buy the quilt? That’s what we’ll do! We’ll do a stitch-a-thon! Pay a dollar, stitch an inch. Everyone in town can be a part of it. I know the stitches won’t be as meticulous as they would be if the Quilters did it—some of them will be pretty crooked and messy. But it’ll raise money and the quilt can stay here. We could hang it in the community center.” Taylor finally stopped talking, drew breath, and then sat down abruptly. For a moment the room was still. Then Sarah started applauding, followed by the Lowell Quilters, then the whole room. Mr. Lewis banged his gavel.
- 26 “I guess the quilt stays here,” he said with a grin.

1. What is the main idea of this passage?

- A** The voices of experience should be heeded.
- B** Creative solutions can meet community needs.
- C** Youthful ideas may be exciting but are not necessarily practical.
- D** Disappointing sacrifices are sometimes necessary in order to achieve goals.

2. What was the author’s purpose for writing this passage?

- A** To entertain readers who enjoy quilting
- B** To persuade readers to learn how to quilt
- C** To show how much time it takes to complete a quilt
- D** To illustrate that young people can provide effective solutions

<p>3. Read the excerpt from paragraph 5.</p> <p>My fingers just know what to do, even though sometimes they protest.</p> <p>This excerpt is an example of —</p> <p>A simile.</p> <p>B personification.</p> <p>C irony.</p> <p>D oxymoron.</p>	<p>5. Read this excerpt from paragraph 14.</p> <p>“. . . I bet we’ll use miles of thread to quilt that, it’s so big,” said Sarah as she finished with her drawings.</p> <p>Which kind of figurative language is found in this excerpt from the passage?</p> <p>A Irony</p> <p>B Personification</p> <p>C Onomatopoeia</p> <p>D Hyperbole</p>
<p>4. Read the excerpt from paragraph 8.</p> <p>For a while the reminiscences flew over the quilt frame.</p> <p>Which sentence BEST paraphrases this statement?</p> <p>A The quilt frame was in the middle of the room for everyone to admire.</p> <p>B The ladies talked about their memories of how the quilt sections had been made.</p> <p>C The ladies tossed comments back and forth about the appearance of the quilt.</p> <p>D The ladies had to talk very loudly in order to be heard across the quilt frame.</p>	<p>6. Read this excerpt from paragraph 23.</p> <p>Although I agree that the quilt is very special, I would be remiss if I didn’t point out that we are counting on the funds from this quilt.</p> <p>Which would be more concise wording for this sentence without changing its meaning?</p> <p>A By selling the quilt, we will earn money that we need for our community center.</p> <p>B I agree about the quilt, but I don’t want to leave out the fact that we need to earn money.</p> <p>C Our goal is to earn money and not to keep something although it may be very special.</p> <p>D The quilt is special, but I must say that we need the money we will get from selling it.</p>

<p>7. Which detail from paragraph 25 supports the idea that Taylor’s suggestion was a good one?</p> <p>A The whole room applauded.</p> <p>B Mr. Lewis banged his gavel.</p> <p>C The audience rotated to face her.</p> <p>D She quickly focused on her grandmother.</p>	<p>9. Which excerpt from the passage is a <i>fact</i> rather than an <i>opinion</i>?</p> <p>A Mrs. Bennett stepped to the quilt.</p> <p>B “They’re fabulous!” enthused Taylor.</p> <p>C . . . I agree that the quilt is very special . . .</p> <p>D I bet we’ll use miles of thread to quilt that, it’s so big . . .</p>
<p>8. In this passage, Mrs. Mathers is indirectly characterized as —</p> <p>A an avid traveler.</p> <p>B a quilt maker.</p> <p>C a proud grandmother.</p> <p>D a good businesswoman.</p>	

Ötzi the Iceman

Discovery

1 One warm day in September 1991, two German tourists were hiking through the Tyrolean Alps on the Italian-Austrian border. Unusually warm summer days had melted some of the ice of a huge glacier. Suddenly, the hikers stumbled upon one of the most astonishing discoveries of the twentieth century. At their feet lay a body half submerged in the ice. They summoned Austrian police and rescue teams.

2 At first the police thought the stranger was one of the modern mountaineers who had disappeared in the Alps during the preceding few years. No one realized how ancient and precious the body was. Radiocarbon dating by five different laboratories soon indicated that the mystery man had died about 5,000 years earlier. Along with the body, searchers found fragments of clothing, plants, shoes, weapons, and tools. Prehistorians around the world were electrified when these accoutrements¹ were found to be of Neolithic origin.

3 The ice mummy was almost perfectly preserved. Everyone wanted to know how this could happen. Dr. Konrad Spindler, head of the archaeology department at Innsbruck University, concluded that the man had been caught in a snowstorm and was later covered by a glacier 65 to 80 feet thick that passed over the gully where he had taken refuge. Other scientists believed he was preserved by the buildup of ice in the sediments that enveloped his body, that the Iceman may not have been submerged in a glacier at all.

Detectives at Work

4 Researchers were eager to probe the mysteries of the Iceman, now named Ötzi for the Ötz Valley where he'd been found. Ötzi was taken to the University of Innsbruck in Austria and refrigerated. There, anthropologists, botanists, and other scientists went to work. He was measured, x-rayed, and evaluated. They determined that Ötzi had been 5 feet 4 inches (160.5 centimeters) tall and between 40 and 45 years old. Oddly, he had only eleven pairs of ribs (instead of the normal twelve), eight of which had been broken at various times.

Margin Notes

¹accoutrements: items of equipment or dress

5 X-rays also showed that he suffered from arthritis in his neck, lower back, and right hip. One small toe showed signs of arthritis, probably caused by chronic frostbite. There were tattoos on his left wrist, spine, knee, calves, and ankles, which some experts think were meant to be medical treatment.

6 Ötzi's health was further damaged by hardening of the arteries and blood vessels. Scientists concluded that he died because he was a sick man unable to survive in the snow and ice.

7 Botanists studied the mosses and leaves that had been found with Ötzi. The chlorophyll in the leaf cells showed that his death had occurred before the autumn colors appeared. Fruit gathered before late September was also found. Clues from those plants suggested that Ötzi had lived in a settlement during the harvesting of a grain crop and that he was from Italy, not Austria as was originally thought.

Tools and Weapons Tell Their Story

8 An ax provided other clues to Ötzi's way of life. An unfinished bow stave more than six feet long bore tool marks along its length. Nicks on the ax blade matched these marks, suggesting that he had made his bow with the ax. Large, half-cooked starch grains that looked like barley clung to the ax blade and the place where it was lashed to the shaft. Perhaps Ötzi had been working on it while eating porridge. At room temperature, the bow smelled like sour blubber. It may have been smeared with blood or fat to keep it pliable in the freezing climate. He was further armed with a quiver, two arrows, and twelve rough arrow shafts.

9 The Iceman also carried a flint dagger in a sheath made from plant fibers. Analysis of the triangular blade and the shiny polish suggested that he used it to cut grass. Traces of animal hair, blood, and tissue on the surface of the tool indicated that he had recently killed ibex, chamois, and deer. Scientists speculated that Ötzi had been a hunter.

A New Home

10 As time passed a heated controversy arose about where Ötzi's permanent home would be. The Austrian government wanted him to stay in Innsbruck so scientists could continue to study his remains and artifacts. However, because he had been found on the Italian side of the frontier, the Italian government wanted him to return to Italy. After long debates, officials compromised. Ötzi could stay in Innsbruck for three more years while analyses were completed; then he had to return to Italy.

- 11 On the day Ötzi was to leave, Austrians who wanted him to remain in Austria threatened to stop the removal. Movers continued their work, however, wrapping him in ice and stowing him in a large truck. A police escort accompanied the truck to Bolzano, Italy, 90 miles north of Milan.
- 12 Today, Ötzi rests in a special room in the new Museo Archeologico dell'Alto Adige (South Tyrol Museum of Archaeology). Hundreds of thousands of people visit him each year. In a darkened room, they step up onto a platform and peer at him through a small glass window. He lies face-up on a green carpet covering an electronic scale that measures his weight. If his weight changes, scientists know something is wrong. The temperature of the room is kept at 43 °F (6 °C) to prevent Ötzi's decay.

1. Read this excerpt from paragraph 1 of the passage.

Suddenly, the hikers stumbled upon one of the most astonishing discoveries of the twentieth century.

Why did the author MOST likely use the words *stumbled upon* instead of *found*?

- A** To demonstrate the clumsiness of the hikers
- B** To show that the mummy had fallen into a gully
- C** To inform readers about the ruggedness of the terrain
- D** To emphasize the unexpectedness of the hikers' discovery

2. The setting in paragraph 1 demonstrates that —

- A** many historic relics were found with Ötzi.
- B** the Iceman had been caught in a snowstorm.
- C** the mild weather attracted many German tourists.
- D** the Iceman was discovered because unique conditions were present.

<p>3. Which statement from the passage is an <i>opinion</i>?</p> <p>A They summoned Austrian police and rescue teams.</p> <p>B No one realized how ancient and precious the body was.</p> <p>C Ötzi’s health was further damaged by hardening of the arteries and blood vessels.</p> <p>D A police escort accompanied the truck to Bolzano, Italy, 90 miles north of Milan.</p>	<p>5. According to the information in the section titled “Discovery,” what was the effect of unusually warm 1991 summer days in the Tyrolean Alps?</p> <p>A Tourism increased in the Tyrolean Alps.</p> <p>B The mummy was almost perfectly preserved.</p> <p>C The sun melted glacial ice and exposed a mummy.</p> <p>D Austrian police and rescue teams discovered a body.</p>
<p>4. Which sentence BEST summarizes paragraph 3 of the passage?</p> <p>A Scientists concluded the mummy was almost perfectly preserved by glacial ice.</p> <p>B Dr. Konrad Spindler concluded that the almost perfectly preserved body was a result of being lost in a snowstorm.</p> <p>C Scientists disagreed about how preservation took place, whether it was caused by a glacier covering the mummy or by ice in sediments.</p> <p>D Everyone wanted to know how the mummy could be so perfectly preserved, and Dr. Konrad Spindler suggested that it was by being frozen under a thick glacier.</p>	<p>6. Based on paragraph 10 of the passage, what did governments in BOTH Austria and Italy desire?</p> <p>A To continue searching for more mummies</p> <p>B To clarify the exact location of their border</p> <p>C To have their country be the mummy’s permanent home</p> <p>D To have the Iceman sent to the United States for further research</p>

7. According to paragraphs 11 and 12, what is MOST likely to happen to the Iceman?

- A** He will be buried in Italy.
- B** He will remain on display in Bolzano, Italy.
- C** He will travel back and forth between Italy and Austria.
- D** He will be taken back to Austria and remain permanently in a museum.

The Corner Store

by Eudora Welty

Margin Notes

- 1 Our Little Store rose right up from the sidewalk; standing in a street of family houses, it alone hadn't any yard in front, any tree or flower bed. It was a plain frame building covered over with brick. Above the door, a little railed porch ran across on an upstairs level and four windows with shades were looking out. But I didn't catch on to those.
- 2 Running in out of the sun, you met what seemed total obscurity inside. There were almost tangible smells—licorice recently sucked in a child's cheek, dill pickle brine that had leaked through a paper sack in a fresh trail across the wooden floor, ammonia-loaded ice that had been hoisted from wet croker sacks and slammed into the icebox with its sweet butter at the door, and perhaps the smell of still untrapped mice.
- 3 Then through the motes of cracker dust, cornmeal dust, the Gold Dust of the Gold Dust Twins that the floor had been swept out with, the realities emerged. Shelves climbed to high reach all the way around, set out with not too much of any one thing but a lot of things—lard, molasses, vinegar, starch, matches, kerosine, Octagon soap (about a year's worth of octagon-shaped coupons cut out and saved brought a signet ring addressed to you in the mail). It was up to you to remember what you came for, while your eye traveled from cans of sardines to tin whistles to ice cream salt to harmonicas to flypaper (over your head, batting around on a thread beneath the blades of the ceiling fan, stuck with its testimonial catch).
- 4 Its confusion may have been in the eye of its beholder. Enchantment is cast upon you by all those things you weren't supposed to have need for, to lure you close to wooden tops you'd outgrown, boy's marbles and agates in little net pouches, small rubber balls that wouldn't bounce straight, frail, frazzly kite string, clay bubble pipes that would snap off in your teeth, the stiffest scissors. You could contemplate those long narrow boxes of sparklers gathering dust while you waited for it to be the Fourth of July or Christmas, and noisemakers in the shape of tin frogs for somebody's birthday party you hadn't been invited to yet, and see that they were all marvelous
- 5 You might not have even looked for Mr. Sessions when he came around his store cheese (as big as a doll's house) and in front of the counter looking for you. When

you'd finally asked him for, and received from him in its paper bag, whatever single thing it was that you had been sent for, the nickel that was left over was yours to spend.

6 Down at a child's eye level, inside those glass jars with mouths in their sides through which the grocer could run his scoop or a child's hand might be invited to reach for a choice, were wineballs, all-day suckers, gumdrops, peppermints. Making a row under the glass of a counter were the Tootsie Rolls, Hershey bars, Goo Goo Clusters, Baby Ruths. And whatever was the name of those pastilles¹ that came stacked in a cardboard cylinder with a cardboard lid? They were thin and dry, about the size of tiddledywinks, and in the shape of twisted rosettes. A kind of chocolate dust came out with them when you shook them out in your hand. Were they chocolate? I'd say, rather, they were brown. They didn't taste of anything at all, unless it was wood. Their attraction was the number you got for a nickel.

7 Making up your mind, you circled the store around and around, around the pickle barrel, around the tower of Crackerjack boxes; Mr. Sessions had built it for us himself on top of a packing case like a house of cards.

8 If it seemed too hot for Crackerjacks, I might get a cold drink. Mr. Sessions might have already stationed himself by the cold-drinks barrel, like a mind reader. Deep in ice water that looked black as ink, murky shapes—that would come up as Coca-Colas, Orange Crushes, and various flavors of pop—were all swimming around together. When you gave the word, Mr. Sessions plunged his bare arm in to the elbow and fished out your choice, first try. I favored a locally bottled concoction called Lake's Celery. (What else could it be called? It was made by a Mr. Lake out of celery. It was a popular drink here for years but was not known universally, as I found out when I arrived in New York and ordered one in the Astor bar.) You drank on the premises, with feet set wide apart to miss the drip, and gave him back his bottle and your nickel.

9 But he didn't hurry you off. A standing scale was by the door, with a stack of iron weights and a brass slide on the balance arm, that would weigh you up to three hundred pounds. Mr. Sessions, whose hands were gentle and smelled of carbolic, would lift you up and set your feet on the platform, hold your loaf of bread for you, and, taking his time while you stood still for him, he would make certain of what you weighed today. He could even

¹pastilles: a kind of small, hard, round candy

remember what you weighed the last time, so you could subtract and announce how much you'd gained. That was goodbye.

Reprinted by the permission of Russell & Volkening as agents for the author. Copyright © 1975 by Eudora Welty.

<p>1. Which phrase BEST describes the theme of the passage?</p> <p>A Remembering the past</p> <p>B Learning to love simple things</p> <p>C Appreciating the present moment</p> <p>D Growing up and reaching adulthood</p>	<p>3. Which of these sentences is a <i>fact</i>?</p> <p>A Its confusion may have been in the eye of its beholder.</p> <p>B You could contemplate those long narrow boxes of sparklers . . . and see that they were all marvelous.</p> <p>C Above the door, a little railed porch ran across on an upstairs level and four windows with shades were looking out.</p> <p>D Enchantment is cast upon you by all those things you weren't supposed to have need for, to lure you close to wooden tops you'd outgrown. . . .</p>
<p>2. From which point of view is the passage written?</p> <p>A First person</p> <p>B Omniscient</p> <p>C Third person limited</p> <p>D Third person objective</p>	<p>4. How does the author reveal Mr. Sessions' character to the reader?</p> <p>A Through his actions</p> <p>B Through his own words</p> <p>C Through his own thoughts</p> <p>D Through a physical description</p>

5. According to paragraph 8, what caused the narrator to realize that Lake's Celery was available only locally?

- A** She was unable to get a Lake's Celery at the Astor bar.
- B** Mr. Sessions was unable to fish a Lake's Celery out of the barrel.
- C** She was not able to find a Lake's Celery in the stores in New York.
- D** Mr. Sessions told her that she could order a Lake's Celery only locally.

6. Read the sentence from paragraph 4.

Enchantment is cast upon you by all those things you weren't supposed to have a need for, to lure you close to wooden tops you'd outgrown, boy's marbles and agates in little net pouches, small rubber balls that wouldn't bounce straight, frail, frazzly kite string, clay bubble pipes that would snap off in your teeth, the stiffest scissors.

Which stylistic device does the author use in the phrase *frail, frazzly kite string*?

- A** Alliteration
- B** Assonance
- C** Onomatopoeia
- D** Rhyme

The Most Important Day

Helen Keller

Helen Adams Keller was born in Alabama in 1880. When she was nineteen months old, she became ill with a fever. She survived the fever; however, her illness forever left its mark. Helen lost her ability to see and to hear. Just before Helen's seventh birthday, her family hired a private tutor named Anne Sullivan who gave Helen the gift of an education.

1 The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me. I am filled with wonder when I consider the immeasurable contrasts between the two lives which it connects. It was the third of March, 1887, three months before I was seven years old.

2 On the afternoon of that eventful day I stood on the porch—dumb, expectant. I guessed vaguely from my mother's signs and from the hurrying to and fro in the house that something unusual was about to happen, so I went to the door and waited on the steps. The afternoon sun penetrated the mass of honeysuckle that covered the porch, and fell on my upturned face. My fingers lingered almost unconsciously on the familiar leaves and blossoms which had just come forth to greet the sweet Southern spring. I did not know what the future held of marvel or surprise for me. Anger and bitterness had preyed upon me continually for weeks, and a deep languor had succeeded this passionate struggle.

3 Have you ever been at sea in a dense fog when it seemed as if a tangible white darkness shut you in, and the great ship, tense and anxious, groped her way toward the shore with plummet and sounding line, and you waited with beating heart for something to happen? I was like that ship before my education began, only I was without compass or sounding line and had no way of knowing how near the harbor was. “Light! Give me light!” was the wordless cry of my soul, and the light of love shone on me in that very hour.

Margin Notes

- 4 I felt approaching footsteps. I stretched out my hand, as I supposed, to my mother. Someone took it, and I was caught up and held close in the arms of her who had come to reveal all things to me and, more than all things else, to love me.
- 5 The morning after my teacher came she led me into her room and gave me a doll. The little blind children at the Perkins Institution had sent it. . . . When I had played with it a little while, Miss Sullivan slowly spelled into my hand the word “d-o-l-l.” I was at once interested in this finger play and tried to imitate it. When I finally succeeded in making the letters correctly, I was flushed with childish pleasure and pride. Running downstairs to my mother, I held up my hand and made the letters for *doll*. I did not know that I was spelling a word or even that words existed; I was simply making my fingers go in monkey-like imitation. In the days that followed I learned to spell in this uncomprehending way a great many words, among them *pin*, *hat*, *cup* and a few verbs like *sit*, *stand*, and *walk*. But my teacher had been with me several weeks before I understood that everything has a name.
- 6 One day while I was playing with my new doll, Miss Sullivan put my big rag doll into my lap also, spelled “d-o-l-l” and tried to make me understand that “d-o-l-l” applied to both. Earlier in the day we had had a tussle over the words “m-u-g” and “w-a-t-e-r.” Miss Sullivan had tried to impress it upon me that “m-u-g” is *mug* and that “w-a-t-e-r” is *water*, but I persisted in confounding the two. In despair, she had dropped the subject for the time, only to renew it at the first opportunity. I became impatient at her repeated attempts, and seizing the new doll, I dashed it upon the floor. I was keenly delighted when I felt the fragments of the broken doll at my feet. Neither sorrow nor regret followed my passionate outburst. I had not loved the doll. In the still, dark world in which I lived, there was no strong sentiment or tenderness. I felt my teacher sweep the fragments to one side of the hearth, and I had a sense of satisfaction that the cause of my discomfort was removed. She brought me my hat, and I knew I was going out into the warm sunshine. This thought, if a wordless sensation may be called a thought, made me hop and skip with pleasure.
- 7 We walked down the path to the well house,

attracted by the fragrance of the honeysuckle with which it was covered. Someone was drawing water, and my teacher placed my hand under the spout. As the cool stream gushed over one hand, she spelled into the other the word *water*, first slowly, then rapidly. I stood still, my whole attention fixed upon the motions of her fingers. Suddenly I felt a misty consciousness as of something forgotten—a thrill of returning thought—and somehow the mystery of language was revealed to me. I knew then that “w-a-t-e-r” meant that wonderful cool something that was flowing over my hand. That living word awakened my soul, gave it light, hope, joy, set it free! There were barriers still, it is true, but barriers that could in time be swept away.

8 I left the well house eager to learn. Everything had a name, and each name gave birth to a new thought. As we returned to the house, every object which I touched seemed to quiver with life. That was because I saw everything with the strange, new sight that had come to me. On entering the door, I remembered the doll I had broken. I felt my way to the hearth and picked up the pieces. I tried vainly to put them together. Then my eyes filled with tears, for I realized what I had done, and for the first time I felt repentance and sorrow.

“The Most Important Day” from *The Story of My Life* by Helen Keller, Doubleday and Company, Inc., 1903.

1. The MAIN internal conflict the author experiences in the passage is with—

- A** nature, whose joy she can neither see nor hear.
- B** her teacher, who attempts to show her a new life.
- C** herself, as she struggles to overcome her disabilities.
- D** herself, as she resists being freed from her dark world.

2. Why did the author write “The Most Important Day”?

- A** To explain the struggles of the blind and deaf
- B** To persuade others to educate people in need
- C** To entertain with her exciting childhood story
- D** To describe the change Anne brought to her life

<p>3. Why was the day Anne Sullivan came to Helen “The Most Important Day”?</p> <p>A Anne greeted Helen with a hug and a doll.</p> <p>B Anne taught Helen to imitate her signing words.</p> <p>C Meeting Anne opened a world of meaning to Helen.</p> <p>D The doll from Anne taught Helen to be sorrowful.</p>	<p>5. Read this sentence from paragraph 3.</p> <p>“Light! Give me light!” was the wordless cry of my soul, and the light of love shone on me in that very hour.</p> <p>Why does the author describe her soul as “crying” those words?</p> <p>A To emphasize the desperation she felt</p> <p>B To inspire people to listen to their heart</p> <p>C To inform readers that words have a life of their own</p> <p>D To enrage readers about the neglect she was shown</p>
<p>4. Read this sentence from paragraph 2.</p> <p>Anger and bitterness had preyed upon me continually for weeks, and a deep languor had succeeded this passionate struggle.</p> <p>Which dictionary definition of the word <u>prey</u> BEST applies to its use in the sentence?</p> <p>A To hunt or catch food</p> <p>B To weigh, as an obsession</p> <p>C To plunder or take by force</p> <p>D To make a profit at someone's expense</p>	<p>6. According to the information in paragraph 6, why isn't Helen bothered when she breaks her doll?</p> <p>A Helen had never learned to love in her world of darkness.</p> <p>B Helen had no words to help her understand her thoughts.</p> <p>C Breaking the doll helped Helen to express her impatience.</p> <p>D Breaking the doll caused Anne to have to clean up after her.</p>

7. At the end of the passage, why does Helen suddenly feel remorse for her broken doll?

- A** She knows it will not be replaced.
- B** She realizes that things in her life have meaning.
- C** She considers the consequences of broken toys.
- D** She understands that she cannot repair the doll.

8. Which sentence from the passage is an *opinion* of the author?

- A** I stretched out my hand, as I supposed, to my mother.
- B** But my teacher had been with me several weeks before I understood that everything has a name.
- C** The morning after my teacher came she led me into her room and gave me a doll.
- D** The most important day I remember in all my life is the one on which my teacher, Anne Mansfield Sullivan, came to me.

The Great Egret's Flight

by Lynn Marie Cuny

Margin Notes

- 1 In our early days, before catch poles and gloves, before an ample supply of carriers, crates and bedding, most of our rescues were performed on a wing and a prayer. In fact, many of our volunteers would still agree that where there is little or no cooperation on the part of the animal, rescues are still carried out on a wing and a prayer. A particular bird and a particularly humorous “rescue” come to mind.
- 2 The call came from an elderly woman who lived with her five grandchildren near the San Antonio River. It was late winter. We were receiving calls about various species of migratory birds being found tired and grounded in the San Antonio area. There were many coots, grebes and a few small herons. All they needed was some food and shelter and perhaps a safe body of water to rest on before taking flight again.
- 3 The woman described a pure white bird who was very tall—taller than her youngest grandchild—with the longest beak she had ever seen. There was no doubt in my mind that we were dealing with an egret.
- 4 Egrets and shore birds have a very low tolerance for stress. The last thing they want in their lives is a confrontation with a human, no matter how well intentioned. This particular egret had been wandering about the neighborhood for three days. On occasion he would disappear for a few hours, probably going down to the river to feed. Then he'd return to wander from yard to yard, exciting children and terrifying cats.
- 5 As I drove to rescue the bird, I had only my trusty collection of clean white sheets and a large cardboard box. I hoped and prayed that the bird was not injured, only tired, because all too often an egret with a serious wing injury can't survive the surgery needed to save the wing. When I arrived in the vicinity of the call, it was easy to see where the egret was spending his time this afternoon. On one street there was a crowd of about seven children and five or six adults. Three cats looked down from the safety of a large mesquite tree.
- 6 I parked about a block away, hoping not to

contribute to the chaos. I approached a small elderly woman who, I assumed, was the person who called me. She pointed to the center of the crowd. There, standing very tall and lean, was a calm but bewildered egret. I quietly asked the crowd to give me some room so I could capture the bird and take a closer look. I was not quite sure how I was going to accomplish this, looking so very professional with my cardboard box and sheets. But I knew the time had come to do something. I wasn't too comfortable about the fact that I had a very attentive audience. All I could do was hope that they did not try to participate in the rescue.

7 I approached the bird slowly and quietly. I had one of my sheets at the ready, hoping against hope that the egret would let me place the sheet gently over him, making it impossible for him to run away. Since no one had seen him fly, I had to assume that he could not.

8 Never assume anything about any wild animal.

9 Over the egret went my flowing white sheet. For about ten seconds, I felt victorious. Then, as I slowly—too slowly—approached my patient for a closer look, the majestic great egret, under the cover of a pure white sheet, began running about the neighborhood looking much like a small child masquerading as a ghost. He made his way from yard to yard, just ahead of me and several squealing children, who were just ahead of several larger squealing adults trying to catch the children. I, looking quite foolish, continued to attempt to catch the less-than-cooperative egret.

10 This comedy proceeded for about one and a half blocks, although I could swear it went on for miles. Finally, the egret slowed to a steady trot. Not that birds ordinarily trot, but apparently when they're wearing sheets on their heads, they do.

11 Since the bird could not see me approaching, I had just enough time and space to place my foot firmly on the hem of the sheet. This time, when the big white bird took off, the sheet stayed safely behind, under my foot. That was all he needed. He ran for about ten feet, spread his magnificent soft white wings and took to the sky.

12 To my immense relief and amidst the cheers of the entire neighborhood, who by this time had gathered to watch the strange event, the great egret flew effortlessly down to the safety of the San Antonio River and continued

flying on a very deliberate migratory route out of town.

Margin Notes

13 I'm sure that the egret had been just fine all along, and most likely would have flown away in a day or so. But one can never be too sure. When a concerned person calls, we must investigate to be sure the animal comes to no harm. In the case of the great egret, I doubt that he ever landed in any neighborhood again.

14 As for WWR (Wildlife Rescue and Rehabilitation), our audience thought we did a great job. I guess they thought the best way to catch a big bird is with an even bigger sheet. I tried to tell them we were fortunate that the egret could fly away. But all they could talk about was the big bird making his way around their neighborhood wearing a flowing white sheet. I'm sure the great egret shares our recollection, but from a decidedly different perspective.

"The Great Egret's Flight" from *Through Animals' Eyes: True Stories from a Wildlife Sanctuary*, by Lynn Marie Cuny, University of North Texas Press, 1998.

1. In what season do the events in the passage take place?

- A** Winter
- B** Spring
- C** Summer
- D** Fall

2. Based on information in the passage, which characteristic makes the narrator well-suited for her job?

- A** Her quick response to situations
- B** Her ability to tell a good story
- C** Her lack of adequate equipment
- D** Her friendliness toward strangers

<p>3. Read this sentence from paragraph 2.</p> <p>We were receiving calls about various species of migratory birds being found tired and grounded in the San Antonio area.</p> <p>Which dictionary definition BEST applies to the word <u>grounded</u> as it is used in paragraph 2?</p> <p>A Having good reason or justification</p> <p>B Having a good foundation of knowledge</p> <p>C Being connected electrically to the ground</p> <p>D Being brought to or restricted to the ground</p>	<p>5. Which sentence from this passage BEST represents a use of informal language?</p> <p>A . . . I could swear it went on for miles.</p> <p>B I approached the bird slowly and quietly.</p> <p>C On occasion he would disappear for a few hours . . .</p> <p>D We were receiving calls about various species of migratory birds . . .</p>
<p>4. What is the main idea of paragraph 14?</p> <p>A I tried to tell them we were fortunate.</p> <p>B Our audience thought we did a great job.</p> <p>C I guess they thought the best way to catch a big bird is with an even bigger sheet.</p> <p>D All they could talk about was the big bird making his way around their neighborhood.</p>	<p>6. Which of these would be the MOST useful source for learning more about migrating birds?</p> <p>A An atlas</p> <p>B A dictionary</p> <p>C A thesaurus</p> <p>D A textbook</p>

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook paper or a document template. There are no margins, text, or other markings present.

[illegible]

[illegible]