

TEACHER ANNOTATED EDITION

ALABAMA HIGH SCHOOL GRADUATION EXAM
PREPARATION AND PRACTICE WORKBOOK



Third
Edition



Aligned with the Alabama
Standards and Objectives

GLENCOE LANGUAGE ARTS

GRADE 10

This helpful workbook provides

- Test-taking strategies for the AHSGE Tests in reading comprehension and language
- A full-length practice test in reading comprehension
- A full-length practice test in language and
- Strategies and practice for the *Alabama Direct Assessment of Writing*

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Teacher Introduction

The Teacher Annotated Edition and the Student Edition of the *Alabama High School Graduation Exam, Third Edition, Reading Comprehension and Language Preparation and Practice Workbook* were developed to help students prepare for the AHSGE reading comprehension and writing tests. This workbook offers test-taking strategies and practice tests that simulate the AHSGE test-taking experience. The practice-test items have been correlated to the standards and objectives for the AHSGE developed by the Alabama Department of Education. In addition, the Teacher Annotated Edition provides diagnostic charts to help you identify your students' strengths and weaknesses. These resources help students become familiar with the actual tests. In so doing, they can boost the confidence of the students, put them at ease on testing days, and—ultimately—enhance their performance on the AHSGE reading comprehension and language tests and other standardized tests.

About the Student Edition

The Student Edition of the workbook reviews the skills students will need to successfully complete the AHSGE reading comprehension and language tests. It contains the following sections:

- The **Student Introduction** gives information about the tests and about this book.
- The **Test-Taking Strategies** section outlines general test-taking strategies.
- The **Practice Tests** for the AHSGE provide a simulated test-taking experience so that students can apply what they have learned

About The Teacher Annotated Edition

The Teacher Annotated Edition of the workbook includes the Student Edition and the following features:

- an **About the AHSGE Reading Comprehension and Language Tests** section that contains basic information about the format and content of the tests
- a list of **AHSGE Standards and Objectives**
- an **Administering the Practice Tests** section that provides information to help you and the students through the testing process
- an **Answer Key** to the practice tests
- **Diagnostic Charts** that will help you analyze the practice-test results.
- an *About the ADAW: The Writing Test* section that helps you prepare your students for the *Alabama Direct Assessment of Writing*

About the AHSGE Reading Comprehension and Language Tests

To receive a diploma from an Alabama public high school, every student must pass the Alabama High School Graduation Exam (AHSGE). This exam demonstrates whether students in the Alabama public school system have mastered the standards and objectives taught in core subjects. To achieve that purpose, the exam includes sections on reading comprehension, language, mathematics, science, and social studies.

All public school students take the AHSGE in the spring of their tenth grade. The exam, which is not timed, is administered over a five-day period. Students have at least five opportunities to pass it: once as sophomores, once as juniors, and three times as seniors. Students must retake only those sections of the exam that they did not pass on previous administrations.

Reading Comprehension Test

The AHSGE reading comprehension test consists of 12 to 14 reading selections, each of which is followed by several multiple-choice items. Selections range from 1 to 3 pages in length, and each measures more than one learning objective. The selections fall into three categories: textual, functional, and recreational. Textual materials, or those generally read for information, include graphs and charts, time lines, encyclopedia entries, news items, essays, and passages from textbooks and lab manuals. Functional materials, or those generally read for specific everyday actions, include maps, menus, catalogues, schedules, and instructions. Recreational materials, or those generally read for pleasure, include magazine articles, poems, novels, and short stories. Approximately half the reading selections on the reading comprehension test are textual; the other half includes recreational and functional materials.

Students are expected to read the selections carefully before answering the multiple-choice items. The items address several different content standards: students' ability to demonstrate literal understanding of passages, to interpret passages, to apply critical-analysis skills, and to use strategies to improve comprehension. The reading comprehension test includes 84 multiple-choice items. Each item offers 4 answer choices with each correct answer worth 1 point.

Language Test

The language test, too, consists of multiple-choice items. Some items ask students to identify a particular error in grammar, usage, capitalization, punctuation, sentence structure, word choice, or organization; others require students to select the sentence that is written correctly or the one that best completes a paragraph.

The items in the language test address the following content standards: students' ability to recognize correct grammar and usage, to demonstrate appropriate word choice, to recognize correct sentence structure, to use correct capitalization and punctuation, and to use appropriate organizational skills for writing and revising. The language test includes 100 multiple-choice items with each correct answer worth 1 point. Each item offers 4 answer choices.

For more information about the standards measured in each test and the learning objectives that correlate with those standards, see AHSGE Standards and Objectives on pages T3–T4.

AHSGE Standards and Objectives

The outline below lists the standards and objectives measured by the AHSGE tests in reading comprehension and language. On the reading comprehension test, each objective is addressed by 6 multiple-choice items, with objectives IV: 2 and IV: 3 combined; on the language test, each objective is addressed by 5 multiple-choice items, except for V: 1 “Paragraph progression and completeness,” which is addressed by 10 items.

Reading Comprehension Test: Standards and Objectives

Standard I: The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

Objective 1: Identify supporting details.

Objective 2: Determine sequence of events.

Objective 3: Follow directions.

Standard II: The student will interpret passages taken from textual, functional, and recreational reading material.

Objective 1: Identify main idea.

Objective 2: Draw conclusions.

Objective 3: Determine cause and effect.

Objective 4: Detect propaganda; distinguish fact from fiction.

Objective 5: Recognize statements that adequately summarize a passage.

Standard III: The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.

Objective 1: Recognize fallacies of logic and judge strength of argument.

Objective 2: Analyze literary elements.

Objective 3: Demonstrate understanding of figurative language and analogy.

Standard IV: The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.

Objective 1: Demonstrate word meaning through the use of context clues.

Objective 2: Demonstrate the ability to preview and predict.

Objective 3: Discern organizational patterns.

Objective 4: Demonstrate the ability to locate information in reference material.

Language Test: Standards and Objectives

Standard I The student will recognize correct grammar and usage.

- Objective 1: Identify correct noun forms.
- Objective 2: Identify correct verb forms.
- Objective 3: Recognize subject-verb agreement.
- Objective 4: Recognize pronoun-antecedent agreement.
- Objective 5: Identify incorrect shifts in verb tense.
- Objective 6: Identify correct pronoun case.
- Objective 7: Identify effective use of voice.
- Objective 8: Determine correct placement of modifiers.
- Objective 9: Identify correct usage of commonly confused words.

Standard II The student will demonstrate appropriate word choice.

- Objective 1: Use words that create clarity, precision, and vivid description.
- Objective 2: Use formal and informal language appropriately.

Standard III The student will recognize correct sentence structure.

- Objective 1: Correct run-on sentences, sentence fragments, and comma splices.
- Objective 2: Correct sentences that lack internal parallelism.

Standard IV The student will use correct capitalization and punctuation.

- Objective 1: Demonstrate correct use of capitalization.
- Objective 2: Demonstrate correct use of commas.
- Objective 3: Demonstrate correct use of semicolons and colons.
- Objective 4: Demonstrate correct use of quotation marks and underlining.
- Objective 5: Demonstrate correct use of the apostrophe.

Standard V The student will use appropriate organization skills for writing/revising.

- Objective 1: Determine logical progression and completeness of paragraphs.

ADMINISTERING THE PRACTICE TESTS

The practice tests are designed to help students prepare for the Alabama High School Graduation Exam, Third Edition. These practice tests expose students to the format of the AHSGE and the types of questions they will be required to answer. Students thereby can learn effective test-taking strategies that will help them approach the AHSGE confidently and perform at peak ability.

As students prepare for the AHSGE, their anxiety may build. Try to minimize their concerns by discussing the following points:

- All tenth-grade public school students in Alabama take the same reading comprehension and language tests that are part of the AHSGE.
- These tests measure content taught up to the eleventh grade and are aligned with Alabama standards and learning objectives.
- Students may write or highlight material on the actual tests, but they will not receive credit for any such marks.
- Though the tests are not timed, most students complete each subject test within 90 minutes.
- These tests meet federal requirements for high school testing.

Do all that you can to allay students' fears. Explain that the practice tests provide valuable experience in taking tests that are similar to the actual AHSGE and therefore should be taken seriously.

Have students complete the practice tests in a simulated test-taking environment. A quiet well-lit room will enhance their concentration and familiarize them with the conditions they will encounter during the actual test. If possible, allot about 90 minutes each for the reading comprehension test and the language test, and administer each test in a separate session. By placing a time limit on each test, you give students experience with pacing themselves.

Ideally, you should administer the practice tests several weeks before the date of the AHSGE. Do not administer the practice tests too close to the actual test date, lest you overburden your students. However, do administer them close enough to the date so that the experience is fresh in students' minds and gives them confidence while taking the actual tests. Have students use the Answer Form on pages 7–10 and mark their answer choices in the bubbles, using a No. 2 pencil, just as they will on the actual test. Remind students that the answer forms are extremely sensitive to stray pencil marks and that it is imperative that they erase completely any incorrect marks.

Reviewing the Practice Test

After students complete the practice tests, take time to gather feedback. Ask them what they found challenging about each test and discuss the strategies that they found useful. Give students an opportunity to ask questions about parts of the test that are unclear to them and to discuss their approaches to representative items. When discussing any individual item, make sure that students understand why one answer choice is correct and the other three are not. Alternatively, you may prefer to have students form peer groups to help each other by discussing how they arrived at their answers.

Occasionally, remind students of the purpose of the AHSGE: to measure the degree to which each of them meets the state standards in reading comprehension and language. These content standards and their specific objectives appear on pages T3–T4. You may also wish to have students analyze representative test items to determine the objective covered by each. If students can determine the skill they need to apply to a particular item, they will be more likely to choose the correct answer.

Answer Key

Reading Comprehension Practice Test

1. B (Obj. I:1)
2. C (Obj. II:1)
3. A (Obj. III:3)
4. C (Obj. IV:3)
5. D (Obj. II:1)
6. B (Obj. IV:1)
7. D (Obj. II:4)
8. A (Obj. IV:3)
9. B (Obj. I:1)
10. A (Obj. III:1)
11. A (Obj. I:2)
12. C (Obj. IV:2)
13. A (Obj. II:5)
14. A (Obj. III:3)
15. C (Obj. II:1)
16. D (Obj. IV:1)
17. B (Obj. II:4)
18. D (Obj. II:4)
19. D (Obj. I:2)
20. C (Obj. I:1)
21. B (Obj. IV:1)
22. C (Obj. II:5)
23. C (Obj. II:1)
24. A (Obj. I:1)
25. B (Obj. II:3)
26. C (Obj. I:2)
27. C (Obj. III:2)
28. C (Obj. III:3)
29. B (Obj. III:2)
30. D (Obj. II:2)
31. C (Obj. III:3)
32. D (Obj. IV:3)
33. A (Obj. II:1)
34. C (Obj. IV:4)
35. D (Obj. IV:4)
36. C (Obj. IV:4)
37. C (Obj. IV:4)
38. A (Obj. II:4)
39. B (Obj. III:1)
40. B (Obj. III:1)
41. A (Obj. IV:3)
42. D (Obj. II:2)
43. C (Obj. IV:1)
44. C (Obj. III:1)
45. C (Obj. II:4)
46. C (Obj. II:5)
47. C (Obj. IV:1)
48. C (Obj. II:3)
49. C (Obj. II:1)
50. B (Obj. I:2)
51. C (Obj. I:1)
52. D (Obj. II:3)
53. B (Obj. III:3)
54. B (Obj. IV:1)
55. B (Obj. II:3)
56. A (Obj. II:3)
57. D (Obj. III:1)
58. D (Obj. II:5)
59. B (Obj. I:3)
60. A (Obj. I:3)
61. C (Obj. I:3)
62. B (Obj. I:3)
63. C (Obj. I:3)
64. D (Obj. II:5)
65. C (Obj. II:3)
66. B (Obj. II:2)
67. C (Obj. I:2)
68. A (Obj. I:1)
69. D (Obj. I:2)
70. D (Obj. III:1)
71. B (Obj. II:2)
72. D (Obj. II:4)
73. D (Obj. II:5)
74. B (Obj. IV:4)
75. A (Obj. IV:4)
76. C (Obj. I:3)
77. B (Obj. III:2)
78. B (Obj. III:2)
79. B (Obj. III:2)
80. D (Obj. III:3)
81. C (Obj. III:2)
82. A (Obj. II:2)
83. B (Obj. II:2)
84. A (Obj. IV:3)

Language Practice Test

1. D (Obj. I:1)
2. B (Obj. I:4)
3. C (Obj. I:5)
4. B (Obj. I:6)
5. A (Obj. I:6)
6. B (Obj. IV:2)
7. A (Obj. IV:2)
8. B (Obj. I:1)
9. C (Obj. IV:5)
10. A (Obj. I:2)
11. D (Obj. I:4)
12. C (Obj. I:9)
13. A (Obj. II:1)
14. D (Obj. II:1)
15. A (Obj. I:9)
16. C (Obj. I:5)
17. D (Obj. IV:4)
18. B (Obj. I:6)
19. C (Obj. I:8)
20. A (Obj. II:1)
21. B (Obj. II:1)
22. D (Obj. III:1)
23. C (Obj. I:2)
24. A (Obj. I:3)
25. D (Obj. I:3)
26. C (Obj. I:4)
27. B (Obj. I:5)
28. C (Obj. I:7)
29. D (Obj. I:8)
30. B (Obj. I:9)
31. A (Obj. II:1)
32. A (Obj. I:8)
33. D (Obj. I:7)
34. D (Obj. I:2)
35. B (Obj. I:9)
36. B (Obj. II:2)
37. C (Obj. III:1)
38. A (Obj. IV:3)
39. A (Obj. III:1)
40. D (Obj. IV:3)
41. A (Obj. III:2)
42. C (Obj. IV:3)
43. B (Obj. III:2)
44. D (Obj. III:2)
45. B (Obj. I:2)
46. C (Obj. I:3)
47. C (Obj. I:7)
48. A (Obj. I:9)
49. B (Obj. IV:3)
50. B (Obj. IV:1)
51. A (Obj. IV:1)
52. D (Obj. IV:3)
53. C (Obj. IV:4)
54. A (Obj. IV:4)
55. D (Obj. IV:5)
56. D (Obj. IV:1)
57. C (Obj. IV:1)
58. B (Obj. IV:1)
59. C (Obj. IV:5)
60. B (Obj. IV:2)
61. B (Obj. IV:2)
62. D (Obj. V:1)
63. C (Obj. IV:2)
64. B (Obj. II:2)
65. B (Obj. II:2)
66. D (Obj. III:2)
67. B (Obj. III:1)
68. C (Obj. V:1)
69. C (Obj. I:7)
70. C (Obj. I:6)
71. B (Obj. I:3)
72. C (Obj. I:4)
73. A (Obj. I:4)
74. A (Obj. V:1)
75. D (Obj. V:1)
76. B (Obj. IV:4)
77. B (Obj. V:1)
78. A (Obj. V:1)
79. B (Obj. III:2)
80. D (Obj. V:1)

- 81. A (Obj. I:3)
- 82. C (Obj. IV:4)
- 83. A (Obj. I:7)
- 84. B (Obj. I:2)
- 85. B (Obj. IV:5)
- 86. C (Obj. I:1)
- 87. B (Obj. I:5)
- 88. D (Obj. IV:5)
- 89. C (Obj. V:1)
- 90. D (Obj. I:1)

- 91. B (Obj. I:5)
- 92. D (Obj. I:6)
- 93. D (Obj. I:8)
- 94. D (Obj. II:2)
- 95. C (Obj. V:1)
- 96. D (Obj. I:1)
- 97. D (Obj. I:8)
- 98. B (Obj. V:1)
- 99. A (Obj. II:2)
- 100. D (Obj. III:1)

Using the Diagnostic Charts

The diagnostic charts on the following pages will assist you in reviewing the practice tests with your class and in assessing students' strengths and weaknesses.

Student Diagnostic Charts

To analyze the test results, use the Student Diagnostic Charts on pages T11–T16. Grade the students' tests, using the answers provided in the Answer columns on the charts. In the Total columns, enter 1 for each correct answer and 0 for each incorrect answer.

The number of unshaded boxes in a specific standards column indicates the number of times that standard is addressed on the test and corresponds with the denominator shown at the bottom of that column. For example, Literal Understanding has been addressed 18 times on the reading comprehension test; therefore, 18 is the highest possible score and is the denominator for that column. If a student has correctly answered 15 of the items addressing Literal Understanding, enter 15 as the numerator for the denominator in that column. Divide the numerator by the denominator and multiply by 100. Record the percentage scores in the bottom row.

Give each student his or her completed Student Diagnostic Chart. Review each question with the students. The scores in the columns allow you and your students to see which standards are challenging for them. You can then guide your students in further review.

Class Diagnostic Charts

To assess the strengths and weaknesses of your class as a whole, use the Class Diagnostic Charts on pages T17–T18. Write each student's name in the appropriate column. Record the percentage score for each of the standards tested as well as the overall percentage score each student received. To obtain class averages, add the percentage scores in each column and divide each sum by the number of students in the class. Record the class averages in the bottom row.

Name: _____ Date: _____

Student Diagnostic Chart for AHSGE Reading Comprehension

Question	Answer	Content Standard				Total
		Literal Understanding	Interpretation	Critical Analysis	Utilization of Strategies	
1	B					
2	C					
3	A					
4	C					
5	D					
6	B					
7	D					
8	A					
9	B					
10	A					
11	A					
12	C					
13	A					
14	A					
15	C					
16	D					
17	B					
18	D					
19	D					
20	C					
21	B					
22	C					
23	C					
24	A					
25	B					
26	C					
27	C					
28	C					
29	B					
30	D					
31	C					
32	D					
33	A					
34	C					

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Student Diagnostic Chart for AHSGE Reading Comprehension, continued

Question	Answer	Content Standard				Total
		Literal Understanding	Inter-pretation	Critical Analysis	Utilization of Strategies	
35	D					
36	C					
37	C					
38	A					
39	B					
40	B					
41	A					
42	D					
43	C					
44	C					
45	C					
46	C					
47	C					
48	C					
49	C					
50	B					
51	C					
52	D					
53	B					
54	B					
55	B					
56	A					
57	D					
58	D					
59	B					
60	A					
61	C					
62	B					
63	C					
64	D					
65	C					
66	B					
67	C					
68	A					
69	D					

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Student Diagnostic Chart for AHSGE Reading Comprehension, continued

Question	Answer	Content Standard				Total
		Literal Understanding	Interpretation	Critical Analysis	Utilization of Strategies	
70	D					
71	B					
72	D					
73	D					
74	B					
75	A					
76	C					
77	B					
78	B					
79	B					
80	D					
81	C					
82	A					
83	B					
84	A					
Total		/18	/30	/18	/18	/84
Percent Score						

Name: _____ Date: _____

Student Diagnostic Chart for AHSGE Language

Question	Answer	Content Standard					Total
		Grammar and Usage	Word Choice	Sentence Structure	Capitalization and Punctuation	Organizational Skills for Writing/Revising	
1	D						
2	B						
3	C						
4	B						
5	A						
6	B						
7	A						
8	B						
9	C						
10	A						
11	D						
12	C						
13	A						
14	D						
15	A						
16	C						
17	D						
18	B						
19	C						
20	A						
21	B						
22	D						
23	C						
24	A						
25	D						
26	C						
27	B						
28	C						
29	D						
30	B						
31	A						
32	A						
33	D						

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Student Diagnostic Chart for AHSGE Language, continued

Question	Answer	Content Standard					Total
		Grammar and Usage	Word Choice	Sentence Structure	Capitalization and Punctuation	Organizational Skills for Writing/Revising	
34	D						
35	B						
36	B						
37	C						
38	A						
39	A						
40	D						
41	A						
42	C						
43	B						
44	D						
45	B						
46	C						
47	C						
48	A						
49	B						
50	B						
51	A						
52	D						
53	C						
54	A						
55	D						
56	D						
57	C						
58	B						
59	C						
60	B						
61	B						
62	D						
63	C						
64	B						
65	B						
66	D						
67	B						
68	C						

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Student Diagnostic Chart for AHSGE Language, continued

Question	Answer	Content Standard					Total
		Grammar and Usage	Word Choice	Sentence Structure	Capitalization and Punctuation	Organizational Skills for Writing/Revising	
69	C						
70	C						
71	B						
72	C						
73	A						
74	A						
75	D						
76	B						
77	B						
78	A						
79	B						
80	D						
81	A						
82	C						
83	A						
84	B						
85	B						
86	C						
87	B						
88	D						
89	C						
90	D						
91	B						
92	D						
93	D						
94	D						
95	C						
96	D						
97	D						
98	B						
99	A						
100	D						
Total		/45	/10	/10	/25	/10	/100
Percent Score							

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Class Diagnostic Chart for AHSGE Reading Comprehension Practice Test

Student Name	Literal Understanding	Interpretation	Critical Analysis	Utilization of Strategies	Total
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					
16					
17					
18					
19					
20					
21					
22					
23					
24					
25					
26					
27					
28					
29					
30					
Class Average					

Class Diagnostic Chart for AHSGE Language Practice Test

Student Name	Grammar and Usage	Word Choice	Sentence Structure	Capita- lization and Punc- tuation	Organiza- tional Skills for Writing/ Revising	Total
1						
2						
3						
4						
5						
6						
7						
8						
9						
10						
11						
12						
13						
14						
15						
16						
17						
18						
19						
20						
21						
22						
23						
24						
25						
26						
27						
28						
29						
30						
Class Average						

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About *ADAW*: The Writing Test

When students take the *Alabama Direct Assessment of Writing: Grade Ten*, they are randomly assigned a prompt that requires them to write in one of three modes: narrative, expository, or persuasive. No maximum or minimum number of words is required for the student responses.

Two qualified readers who have received intensive training in the Alabama Focused Holistic Rubric and the Alabama Analytic Rubric assign a score to each student response. This score indicates a level of proficiency that reflects the writer's sense of purpose and audience as well as the content, organization, and clarity of the writing. The scores range from a high of **Level IV** (Exceeds standard) to a low of **Level I** (Does not meet standard). Added together, the two readers' scores yield an overall score that ranges from 2 to 8. Throughout the scoring process, readers participate in daily activities to make sure that they remain consistent in applying the rubrics. For your convenience, edited versions of the rubrics are found on pages T20–T21.

Helping Your Students Prepare for the *ADAW*

Review with your students the materials provided on pages 80–90 of their workbooks. These materials provide an overview of the *ADAW*, an explanation of the concepts essential to the test, and specific instruction in constructing responses in the narrative, expository, and persuasive modes. In particular, make sure that students examine and understand the **STRATEGIES IN ACTION** annotations that accompany the prewriting activities and the model essays. Students also should fill in the graphic organizers before writing their responses on lined notebook paper. Have students complete their practice writing in sixty minutes, the time allotted for the actual writing assessment. You can use the rubrics on pages T20–T21. to help you evaluate your students' practice writing.

On page T22, you will find additional writing prompts for narrative, expository, and persuasive essays. Use these prompts if you wish to provide your students with more practice in analyzing writing prompts and writing constructed responses.

ALABAMA FOCUSED HOLISTIC RUBRIC

LEVEL IV	<p><i>Exceeds Standard.</i></p> <ul style="list-style-type: none"> • through understanding of the writing task • strong sense of audience and purpose • thoroughly developed response that is precise, consistent, and elaborated • clear and coherent ideas that flow smoothly • vivid and precise vocabulary
LEVEL III	<p><i>Meets Standard</i></p> <ul style="list-style-type: none"> • good understanding of the writing task • good sense of audience and purpose • good sense of author control • good organization • sufficiently developed details • meaningful, precise vocabulary
LEVEL II	<p><i>Partially Meets Standard</i></p> <ul style="list-style-type: none"> • some understanding of the writing task • some sense of audience and purpose • more author involvement than author control • somewhat successful organizational plan but ideas are loosely organized • topic is introduced, but minimally developed • basic, functional vocabulary
LEVEL I	<p><i>Does Not Meet Standard</i></p> <ul style="list-style-type: none"> • little understanding of the writing task • little or no sense of audience and purpose. • little or no organizational plan and little or topic development
LEVEL I (Not Rated)	<p><i>Does Not Meet Standard</i></p> <p>(Responses may be blank, illegible, incomprehensible, insufficient, or off the topic.)</p>

ALABAMA ANALYTIC RUBRIC

	WRITING MECHANICS	SENTENCE FORMATION	GRAMMAR AND USAGE
LEVEL IV	thorough control of spelling, punctuation, and capitalization	few if any errors in sentence formation and use of varied and advanced sentence structure	few if any errors in grammar and usage and use of expressive, powerful, creative word choice
LEVEL III	sufficient control of spelling, punctuation, and capitalization	few errors in sentence formation and use of some varied and/or advanced sentence structure	few if any errors in grammar and usage and use of meaningful, precise word choice
LEVEL II	some control of spelling, punctuation, and capitalization	some or no errors in sentence formation and no variety in sentence structure or formation	some or no errors in grammar and usage and use of appropriate, basic word choice
LEVEL I	little, if any, control of spelling, punctuation, and capitalization	frequent, serious errors in sentence formation and no variety in sentence structure or formation	frequent and/or serious errors in grammar and usage and use of inappropriate, repetitive, vague word choice

Additional Writing Prompts

Narrative Writing

Friendship can be an important part of people’s lives. Narrate a personal experience you had that helped you understand the true value of friendship or helped you appreciate someone as a friend.

Call to mind an experience from which you learned a “life lesson.” Narrate the experience for your classmates. At the end of your essay, reflect on what the experience taught you.

Expository Writing

Works of fiction have often been adapted into movies, television shows, and plays. What makes this possible? Write a short essay for your classmates in which you compare the literary elements that are the same or similar in each genre.

Buying a book or CD online involves different steps from making the same purchase in a store. Write a process paragraph that identifies each step you must take to select your item and complete the purchase.

Persuasive Writing

One of the clubs you belong to is organizing a community service day aimed at helping older citizens in your town with yard work and other physical tasks in their homes. Write a letter to the editor of your school newspaper urging your classmates to volunteer.

The school board is considering lengthening the school day by an additional fifty minutes in the afternoon. The members of the board believe the additional time will increase basic skills in math and reading, raise test scores, and ensure a higher graduation rate. Write a persuasive essay urging your readers to support or oppose this plan.

Reading Comprehension Practice Test

Read the following article and answer Numbers 1 through 4. You may look back at the article as often as you like.

How Drama Began

Today, we are surrounded by drama. We have to look no further than our own living rooms to find it. Soap operas, sit-coms, and made-for-TV movies can be viewed at the click of a button on the remote. We visit cinemas to see the newest spy movies or action flicks. If we happen to miss one, we can rent it in a few months and play it on the VCR at home. Our culture is so drenched in drama that sometimes it is hard to imagine that drama wasn't always part of human life. Like so many other cultural developments, it had a specific beginning.

Long before the creation of VCR's and movie projectors, the ancient Greeks gathered on grassy slopes to hear a chorus of male singers and dancers tell stories. These performances, called *dithyrambs*, were part of ancient religious festivals. Then one day in the year 534 B.C., a poet called Thespis made a discovery that forever changed the way stories are told. Thespis wrote a song-story that had a *character* in addition to the chorus. He discovered that the character and the chorus could talk to each other, much as people do when they have a conversation. It did not take long for other poets to add characters to their

stories. They began by adding one character, then two, and eventually as many as they needed to act out stories of human struggles and conflicts. Drama as we know it was born.

Over the next century, two forms of drama we recognize today developed. These forms were *comedy* and *tragedy*. Comedies made audiences laugh by satirizing politicians and political situations, and they tended to end happily—or at least peacefully. Tragedies, on the other hand, were no laughing matter. Every tragedy featured a *tragic hero*, a character who had to endure great suffering because of a *tragic flaw* in his or her personality.

Today, we understand comedy and tragedy a little differently from the ancient Greeks. Our tragic endings often result from circumstances rather than from personality flaws. Similarly, our comedies may have endings that are bittersweet at best. However, it is useful to remind ourselves that when we watch tragedies and comedies in movie theaters, on television, or on stage, we are taking part in a ritual that has persisted for more than 2500 years.

I:1**1**

How did Thespis change the way stories are told?

- A. He invented comedy and tragedy.
- B.* He created the first character.
- C. He gave the hero a tragic flaw.
- D. He wrote the first dithyramb.

II:1**2**

Which statement BEST expresses the main idea of this article?

- A. Drama has always been part of human culture.
- B. Our understanding of drama has changed over the years.
- C.* The drama we watch today had its beginnings in ancient Greece.
- D. The earliest plays were actually sung stories called dithyrambs.

III:3**3**

By saying that our culture is “drenched in drama,” the author means that drama is

- A.* present everywhere we look.
- B. responsible for making people cry.
- C. unnecessary and undesirable.
- D. capable of making us forgetful.

IV:3**4**

The information in paragraph 2 is basically organized by

- A. the importance of events
- B. separate sections with subheadings
- C.* the order in which events occurred
- D. comparison and contrast

Read the following article, study the timeline, and answer Numbers 5 through 13. You may look back at the article and the timeline as often as you like.

from English Settlers in Virginia

by Donald A. Ritchie and Albert S. Broussard

The English established their first permanent settlement in the Americas in 1607. However, English merchants and adventurers had been engaged in failed efforts since the late 1500s.

With the permission of Queen Elizabeth, Sir Walter Raleigh raised money to establish a colony, and in 1585 a small group of men sailed for the Americas. They landed on Roanoke Island near the coast of present-day North Carolina. In less than a year, they had run short of food, and when an English ship unexpectedly arrived, all the colonists boarded and returned to England.

Lost Colony at Roanoke

Raleigh tried again in 1587, sending an expedition of ninety-one men, seventeen women, and two children under the leadership of John White. Raleigh hoped this group would form the nucleus of a farming community. Shortly after arriving, one of the women gave birth to Virginia Dare, the first American-born child of English parents. Virginia was White's grandchild.

White left his daughter, granddaughter, and the rest of the colonists after several weeks to return to England for supplies and more settlers. He hoped to return in a few months, but hostilities between England and Spain prevented his return.

When he did return in 1590, he found the island completely deserted with no trace of the settlers. No trace of the colonists has been found. The fate of the "Lost Colony" remains a mystery.

Staking a Claim in the Americas

The possibility of riches in America commanded the attention of the English.

By 1600 Spain had gained a fortune from the gold and silver in its American colonies in western North America, present-day Florida, South America, and the Caribbean. The English king, James I, could not afford to send ships and supplies to America, and English nobles were unwilling to risk their private wealth. English merchants, however, were eager for a share in the rich new continent. In 1606 merchants in the cities of London and Plymouth came up with a new way to share the costs of starting a colony.

The Virginia Companies

The merchants formed two companies, the Virginia Company of Plymouth and the Virginia Company of London. Each was a joint-stock company that sold shares to investors. Each investor contributed only a small part of the cost. If the company's project succeeded, investors shared the profits. If it failed, they lost only as much money as they had put in.

Upon receiving official permission from King James I, each company received a charter—a document that let them settle and trade in a certain area in the Americas. The London group's charter permitted it to settle land between present-day North Carolina and the Potomac River. The land was named Virginia. The charter granted colonists of Virginia the same rights as English citizens.

The Settlement of Jamestown

In December 1606 the London Company sent three ships—the *Discovery*, the *Susan Constant*, and the *Godspeed*—to start a colony in North America. The 144 men—no women were sent—faced a rough, stormy voyage. More than forty died at sea. Finally, in April 1607 the ships reached Virginia.

They sailed into Chesapeake Bay and up a wide river that the colonists named the James River after their king. They landed on a peninsula sixty miles (96 km) up the river, and established their settlement, named Jamestown.

Jamestown Faces Problems

Jamestown's location was a good spot to keep a lookout for Spanish ships. It was also a good spot to trade with nearby Native Americans. It had serious drawbacks, however. The swampy land was filled with mosquitoes and lacked good drinking water. As a result, many colonists died of malaria or typhoid fever.

Jamestown faced another serious problem. Its colonists knew nothing about living in a wilderness. Many of them were gentlemen from wealthy English families. They had never worked and had no practical skills. They had come to America for gold and adventure, not to cut wood, build homes, or plant crops. By September 1607 about half the colonists had died from the hard life, and by the next January only thirty-eight were still alive.

John Smith Takes Charge

Governing Jamestown was perhaps the biggest problem colonists faced. The London Company had originally set up a board of thirteen to rule the settlers. The board members quarreled and some quit. Many of the colonists refused to plant crops and only searched for gold. Without a strong leader, Jamestown's future was in danger.

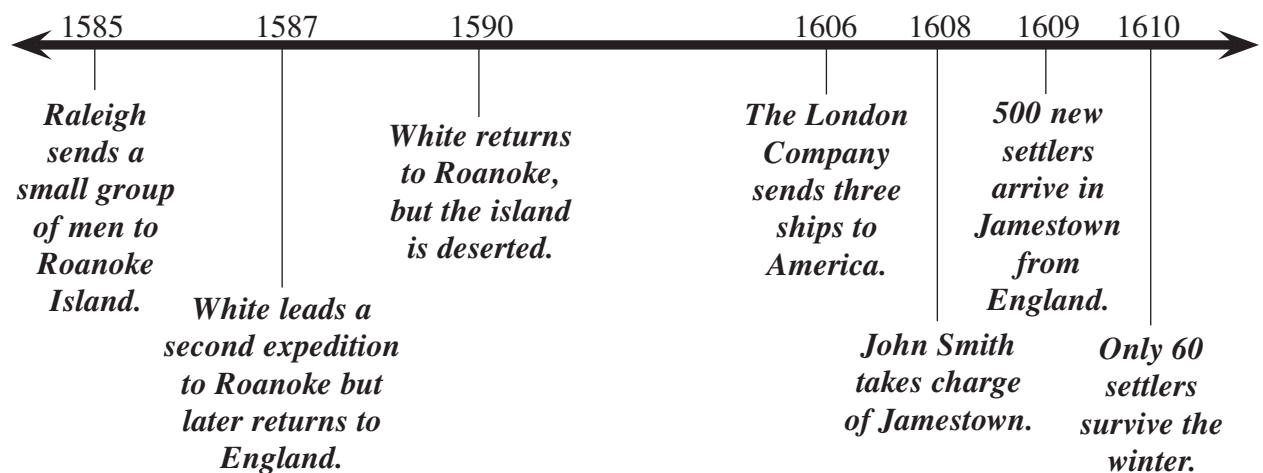
Captain John Smith, a brave adventurer, stepped forward to take charge. Smith had no patience with the colonists' complaints. He promptly ordered the people—including the idle gentlemen—to build houses and fortifications, dig wells, clear fields, and plant crops. He made it clear that “he that will not work shall not eat.”

Smith also bargained for supplies with the local Native Americans, members of the Powhatan confederacy. Smith claimed to have been captured by the Powhatans but was later released. He said that Pocahontas—daughter of the chief called Powhatan—had begged for his life. Later Pocahontas married colonist John Rolfe.

The “Starving Time”

Corn and freshwater from the Native Americans helped the colony survive. Under John Smith's leadership, conditions in Jamestown improved. About 500 new settlers—this time including women—came from England to join the colony in 1609. Unfortunately, Smith was hurt in a gunpowder explosion and had to return to England for medical treatment.

Once again, the colony faced hardship. That winter the food supply ran low and people fought one another for roots, acorns, and even insects. Only sixty settlers survived the “starving time,” the winter of 1609–1610.



II:1

5

Which statement BEST expresses the main idea of this article?

- A. English merchants formed the Virginia Companies to share the costs of starting a colony in the Americas.
- B. Captain John Smith saved Jamestown when he took charge and bargained for supplies with the local Native Americans.
- C. In 1606, The London Company sent three ships—the *Discovery*, the *Susan Constant*, and the *Godspeed*—to start a colony in North America.
- D.* Although the English established their first permanent settlement in the Americas in 1607, they had made previous attempts.

IV:1

6

Read the following sentence.

Raleigh hoped this group would form the nucleus of a farming community.

What does the word *nucleus* mean as it is used here?

- A. beginning
- B.* center
- C. gathering
- D. portion

II:4

7

Which of the following ideas from the article is a FACT?

- A. Without a strong leader, Jamestown's future was in danger.
- B. Captain John Smith was a brave adventurer.
- C. Conditions in Jamestown improved somewhat under John Smith's leadership.
- D.* Sir Walter Raleigh raised money to send a group of colonists to the Americas.

IV:3

8

The timeline is organized according to

- A.* when the events happened.
- B. where the events happened.
- C. the importance of the events.
- D. the people involved in the events.

I:1

9

Why did John White leave the original colony at Roanoke in 1587?

- A. The settlers sent him to search for gold.
- B.* He was seeking more supplies and settlers.
- C. Queen Elizabeth wanted him to return to England.
- D. He wanted to visit his granddaughter, Virginia Dare.

III:1**10**

If you want to make the point that life in America was difficult for the English settlers, which fact would be BEST to include in a research paper?

- A.* In 1610, only sixty Jamestown settlers lived through the winter.
- B. In 1609, five hundred new settlers arrived in Jamestown from England.
- C. In 1585, Raleigh sent a small group of men to Roanoke Island.
- D. In 1587, John White led a second expedition to Roanoke but later returned to England.

I:2**11**

When did Raleigh FIRST send an expedition to Roanoke?

- A.* In 1585
- B. In 1587
- C. In 1590
- D. In 1608

IV:2**12**

If a paragraph with the subheading “**New Leadership**” were added to the end of this article, which of the following subjects would it most likely cover?

- A. John Smith’s plans for the future
- B. Sir Walter Raleigh’s life in England
- C.* the future of Jamestown after John Smith
- D. the future needs of the Virginia Companies

II:5**13**

Which set of statements BEST summarizes this article?

- A.* After two unsuccessful attempts, the English established a settlement in Virginia in 1607. John Smith’s leadership helped save the fledgling colony during its early years.
- B. The colonists at Jamestown faced many hardships. Still, some of the colonists did not want to do the hard work necessary for survival.
- C. John White led an expedition to Roanoke Island. His granddaughter, Virginia Dare, was the first American born of English parents.
- D. Native Americans helped the Jamestown colonists survive. Pocahontas, the daughter of a chief, even saved John Smith’s life.

Read the following excerpt from the article “The United States vs. Susan B. Anthony” and answer Numbers 14 through 22. You may look back at the excerpt as often as you like.

from The United States vs.
Susan B. Anthony

by Margaret Truman

Susan B. Anthony has never been one of my favorite characters. Stern-eyed and grim-lipped, she seemed utterly devoid of warmth and humor and much too quick to dominate the women she worked with. I always thought her personality could be summed up in one word: battle-ax. On top of that drawback, she was a fanatic. She joined the women’s suffrage movement in 1852, when she was thirty-two years old. From then until her death in 1906, she could think of little else.

The fanatics of one generation have a habit of turning into the heroes and heroines of the next, as Susan B. Anthony proved. And since I’ve been making a study of heroines, I decided to give Miss Anthony a second look. I have to report that my original assessment of her character was much too harsh.

Susan B. Anthony came to the woman’s movement by a somewhat circuitous route. She was a reformer by inheritance as well as by temperament. Her parents were passionate supporters of abolition, temperance, and women’s rights. They numbered among their friends some of the outstanding liberals of the nineteenth century, men like William Lloyd Garrison, Frederick Douglass, and Prudence Crandall’s old ally, the Reverend Samuel J. May.

Daniel Anthony had a succession of homes, a succession of jobs, and a succession of financial ups and downs. He began his career as a farmer in Adams, Massachusetts, but gave up farming to buy a cotton mill near Albany, New York. His business was wrecked by the panic of 1837, and he bought another farm, this one a small plot of land just outside of Rochester, New York.

The collapse of the cotton mill left the Anthony family with a mountain of debts. Susan, by then in her late teens, became a teacher to help pay them off. After ten years in the classroom, she resigned and took over the management of her father’s farm so Daniel Anthony could devote his attention to still another business venture—an insurance agency that eventually made him prosperous once more.

As I mentioned earlier, the instinct for reform had been bred into Susan since childhood. She was particularly concerned about temperance, and her work in that movement soon brought her in contact with Amelia Bloomer, who ran a temperance newspaper in Seneca Falls. Mrs. Bloomer introduced her to another temperance advocate, Elizabeth Cady Stanton, who was now pouring most of her energies into a campaign to give women the vote. Mrs. Stanton tried to enlist Susan’s support in the suffrage movement, but Susan demurred. She was too busy with temperance activities to have time for anything else.

In 1852, Susan B. Anthony attended a rally in Albany where she was refused permission to speak because of her sex. The incident made her so angry that she withdrew from the regular temperance organization and set up a separate Woman’s New York State Temperance Society with Elizabeth Cady Stanton as its president.

Not long after that, Susan went to a convention of the New York State Teachers’ Association. More than two-thirds of the members were women, but the men ran the entire meeting, giving the speeches, voting

on resolutions, and generally ignoring the women, who sat in an isolated bloc at the back of the room.

When a panel of male speakers began a lengthy debate on the topic: “Why the profession of a teacher is not as much respected as that of lawyer, doctor, or minister,” Susan requested permission to state her opinion on the matter. After some discussion, the men agreed to let her be heard.

Susan offered a very simple answer to the question. “Do you not see,” she said, “that so long as society says woman is incompetent to be a lawyer, minister, or doctor, but has ample ability to be a teacher, every man of you who chooses this profession tacitly acknowledges that he has no more brains than a woman?”

She went on to say a few words about the disparity in the salaries of men and women teachers. It would be to the men’s advantage to equalize them, she maintained, because their own incomes suffered when they had to compete with the cheap labor of women.

The speech left most of Susan’s audience in a state of shock. A few men rushed over to congratulate her; the women remained silent. But she made at least one convert. A woman from Rochester pushed through a resolution affirming the right of women teachers to participate in all of the association’s activities, including speaking at meetings, serving on committees, and holding office.

Susan B. Anthony’s success with the teachers’ association convinced her that discrimination against women should—and could—be overcome. Before long, she had become Elizabeth Cady Stanton’s chief lieutenant in the woman’s rights movement. Mrs. Stanton had young children at the time and was not free to travel extensively. She concentrated on writing letters and speeches, while Susan did most of the legwork. She proved to be a brilliant organizer and an indefatigable lecturer, a master at circulating petitions, organizing conventions, and browbeating politicians.

All of the women who had the guts to demand the right to vote were cruelly criticized in the press, but Susan was invariably singled out as a special target. The fact that she was unmarried made her particularly vulnerable. This was declared proof positive that her crusade was simply the ranting of an embittered old maid.

The insulting newspaper articles and vicious cartoons must have bothered Susan. But she never let it show. She threw herself into her work. There was always a new speech to write, a new meeting to organize, a new petition to be drawn up and presented to a state legislature.

Susan B. Anthony was a stern and single-minded woman. Like most crusaders for causes—especially unpopular causes—she had little time for fun and games. But I have a sneaky feeling that behind her severe manner and unremitting devotion to duty, she may actually have had a sense of humor. Let me tell you about my favorite episode in Susan B. Anthony’s career, and perhaps you’ll agree.

It began on Friday morning, November 1, 1872. Susan was reading the morning paper at her home in Rochester. There, at the top of the editorial page of the *Democrat and Chronicle*, was an exhortation to the city’s residents:

Now register! Today and tomorrow are the only remaining opportunities. If you were not permitted to vote, you would fight for the right, undergo all privations for it, face death for it. You have it now at the cost of five minutes’ time to be spent in seeking your place of registration and having your name entered.... Register now!

Susan B. Anthony read the editorial again. Just as she thought, it said nothing about being addressed to men only. With a gleam in her eye, she put down the paper and summoned her sister Guelma, with whom she lived. The two women donned their hats and cloaks and went off to call on two other Anthony sisters

who lived nearby. Together, the four women headed for the barber shop on West Street, where voters from the Eighth Ward were being registered.

For some time, Susan B. Anthony had been looking for an opportunity to test the Fourteenth Amendment to the Constitution as a weapon to win the vote for women. Adopted in 1870, the Amendment had been designed to

protect the civil rights—especially the voting rights—of recently freed slaves.... Susan B. Anthony felt perfectly justified in concluding that the right to vote was among the privileges of citizenship and that it extended to women as well as men. I'm sure she must have also seen the humor of outwitting the supposedly superior males who wrote the Amendment.

III:3

14

When the author says, “I always thought her personality could be summed up in one word: battle-ax,” she means she thought Anthony’s personality was

- A.*harsh.
- B. pleasing.
- C. odd.
- D. timid.

II:1

15

What is the author’s purpose in writing this article?

- A. to entertain readers with a story about Susan B. Anthony
- B. to show readers how Susan B. Anthony became well known
- C.*to inform readers about Susan B. Anthony’s commitment to her work
- D. to persuade readers that Susan B. Anthony was not fanatical about women’s rights

IV:1

16

Read this sentence from the article.

Stern-eyed and grim-lipped, she seemed utterly devoid of warmth and humor and much too quick to dominate the women she worked with.

What does the phrase *devoid of* mean?

- A. having only a little
- B. in support of
- C. in excess of
- D.*totally without

II:4

17

Which of the following most accurately states the point of view of the author?

- A. She believes Anthony was stern, cold, and serious.
- B.*She admires Anthony for her dedication to women’s rights.
- C. She thinks Anthony was bitter about her unmarried status.
- D. She believes Anthony was domineering and had trouble making friends.

II:4

18

Which of the following ideas from the article is a FACT?

- A. Susan was a brilliant organizer and tireless lecturer.
- B. A stern and single-minded woman, Susan had trouble making friends.
- C. Susan must have been bothered by the insulting articles and vicious cartoons printed about her in newspapers.
- D.*After ten years in the classroom, Susan resigned and took over the management of her father’s farm.

I:2

19

What happened AFTER Susan B. Anthony was not allowed to speak at a rally but BEFORE she became chief lieutenant in the women’s rights movement?

- A. She registered to vote.
- B. She met Amelia Bloomer.
- C. She left the teaching profession.
- D.*She spoke at a teachers’ convention.

I:1

20

Why did Susan B. Anthony become a teacher?

- A. She wanted to work with children.
- B. She wanted to educate her family.
- C.* She wanted to help her family reduce its debts.
- D. She believed teaching would help her temperance goals.

IV:1

21

Read the following statement from the article.

They numbered among their friends some of the outstanding liberals of the nineteenth century...

What does the word *numbered* mean in this context?

- A. calculated
- B.* counted
- C. integrated
- D. symbolized

II:5

22

Which set of statements BEST summarizes this article?

- A. Susan B. Anthony and her sisters headed for the barber shop on West Street to register to vote. This was her way of testing the Fourteenth Amendment to the Constitution.
- B. Susan B. Anthony supported temperance, abolition, and women's rights. She was a friend of Amelia Bloomer and Elizabeth Cady Stanton.
- C.* Susan B. Anthony's success at a teachers' association convention inspired her to fight to end discrimination against women. Her single-minded commitment to that cause gave her the courage to endure vicious personal attacks as she put the Fourteenth Amendment to the test.
- D. Susan B. Anthony was the daughter of reformers. Although she may appear grim and fanatical, she had the stuff of which heroines are made.

Read the following poem and answer Numbers 23 through 31. You may look back at the poem as often as you like.

Delicious Death

by Alma Luz Villanueva

to my son, Marc

Memory: You were fifteen in the mountains,
your friends were going hunting,
you wanted to go.

Cold, autumn day-sky of steel
and rifles, the shade of bullets. We
fought. I didn't want to let you go.

And you stood up to me, "My friends are
going, their parents let them hunt, like
am I some kind of wimp or what, Mom . . ."

We walked into Thrifty's to buy the bullets,
you would use one of their rifles—I imagined
you being shot or shooting another eager boy/man.

"What you kill you eat, do you understand?"
I stared each word into your eyes. As you
walked away, I said to the Spirits, "Guard

this human who goes
in search of
lives."

* * * * *

You brought home four small quail.
I took them saying, "Dinner." I stuffed
them with rice, apples, baked them in garlic,
onions, wine. "Tonight, Mom?" "Yes, tonight."
I plucked the softest tail feathers and as you
showered, I placed them in your pillow case:

“May the hunter and
the prey be
one.

May the hunter eat
and be eaten in
time.

May the boy always
be alive in the
man.”

* * * * *

We ate, mostly, in silence—
I felt you thinking, I just
killed this, what I’m chewing ...

On the highest peaks the first
powder shines like the moon—
winter comes so quickly.

On your face soft, blonde hair (yes, this
son is a gringo) shines like manhood—
childhood leaves so quickly.

The wonder of the hunt is on my tongue,
I taste it—wild, tangy, reluctant—
this flesh feeds me well.

I light the candles and thank the quail
in a clear voice—I thank them for their
small bodies, their immense, winged souls.

“God, Mom, you’re making me feel like a
killer.” “Well, you are and so am I.”
Swallowing, swallowing this delicious death.

II:1**23**

What is the main idea of this poem?

- A. A mother teaches her son how to cook wild fowl.
- B. A son asks his mother to cook him a special dinner.
- C.* A mother struggles to accept her son's decision to hunt.
- D. A son convinces his mother that he is old enough to leave home.

I:1**24**

Why does the speaker's son want to go hunting?

- A.* His friends are going hunting.
- B. His father used to enjoy hunting.
- C. He enjoys spending time outdoors.
- D. His mother wants to have quail for dinner.

II:3**25**

Why does the speaker put the quail feathers in her son's pillow?

- A. She wants the quail to protect him when he hunts.
- B.* She wants to unite him with the quail.
- C. She wants to express her own anger about the quail.
- D. She wants to make her son feel guilty about what he has done.

I:2**26**

What happens AFTER the son persuades his mother to let him go hunting and BEFORE he brings home the quail?

- A. His mother lights some candles.
- B. His mother puts feathers in his pillowcase.
- C.* His mother tells him he must eat whatever he shoots.
- D. His mother thanks the quail for their bodies and souls.

III:2

27

What is the setting of this poem?

- A. on a farm, probably in the distant future
- B. in a forest, probably in the present
- C.* in a rural area, probably in the recent past
- D. in a village, probably in the distant past

III:3

28

When the speaker says, “Cold, autumn day-sky of steel/and rifles, the shade of bullets,” she is comparing the sky to

- A. shining metal.
- B. natural forces.
- C.* dangerous weapons.
- D. human hunters.

III:2

29

What is the theme of the poem?

- A. Children need a great deal of protection.
- B.* Letting go of children is sometimes difficult.
- C. Most people like to go hunting occasionally.
- D. Children are sometimes different from their parents.

II:2

30

What can the reader conclude about the speaker’s attitude toward hunting?

- A. She thinks hunting is dangerous and always wrong.
- B. She has neutral feelings about hunting but would rather not hunt herself.
- C. She supports hunting as long as hunters have had training in gun safety.
- D.* She has mixed feelings about hunting because she enjoys her dinner.

III:3

31

What does the speaker mean when she says, “swallowing this delicious death”?

- A. She refuses to recognize her son’s maturity.
- B. She wants to convince her son to eat what he shoots.
- C.* She is savoring the taste of the cooked quail.
- D. She realizes her son’s motivation for going hunting

Read the Table of Contents and the excerpt from the book *Bobby Jones: A Child Prodigy* and answer Numbers 32 through 38. You may look back at the Table of Contents and the excerpt as often as you like.

Morgan is entering an essay contest for which she must write about a famous sports legend. She has decided to write about amateur golfer Bobby Jones. In order to do research, Morgan has checked the book Bobby Jones: A Child Prodigy out of her school's library.

Bobby Jones: A Child Prodigy

by Rachel Porter

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Excerpt from “Early Life: 1902–1915”

For a ten-year-old, a ninety would have been impressive. The old course at East Lake Country Club was tough by regular standards, with only two par-3s to be found over eighteen holes. The summer heat and high traffic had made the fairways hard, the greens very fast.

Despite the difficult conditions, Bobby quickly distanced himself from his playing partner that day, Perry Adair. Soon he was competing against only the scorecard. According to Adair’s account, crowds soon drew around the twosome and Jones had difficulty containing his frustration after making what he considered poor shots. Many in the crowd thought the pressure would overwhelm the young golfer, and as he approached the eighteenth green, his chest tightened and his hands shook. A four-foot putt for an even eighty. The ball rolled straight into the cup. Jones stood up, shook Adair’s hand, and signed his scorecard. Adair signed on the “attested” line, and a silent and triumphant Jones went off to show his father, his hands still shaking.

IV:3

32

The information in the book is generally organized by

- A. the importance of events
- B. isolated blocks of information
- C. separate sections with subheadings
- D.* the order in which events happened

II:1

33

What is the main idea of the excerpt?

- A.* When he was ten years old, Jones shot an eighty on the East Lake Country Club golf course.
- B. As a young golfer, Jones became frustrated when he thought he was performing poorly.
- C. When Jones was ten years old, the golf course at East Lake Country Club was particularly tough.
- D. Large crowds would gather to watch Jones play golf, even when he was very young.

IV:4

34

Morgan has decided to focus her essay on Bobby Jones's achievements later in his life, such as how Jones helped found the Masters Tournament in 1934. In which chapter of the book should Morgan look?

- A. "The Path to Excellence"
- B. "The Champion"
- C.* "The Retired Golfer"
- D. "The Legend"

IV:4

35

After drafting her essay, Morgan has decided to add more detail about the founding of the annual Masters Tournament in Augusta, Georgia. Which heading should she first research at the library?

- A. Georgia, Augusta
- B. Georgia, Sports
- C. Jones, Bobby
- D.* Tournaments, Golf

IV:4

36

Which part of the book would you read if you wanted to find other books about Bobby Jones?

- A. Introduction
- B. Conclusion
- C.* Bibliography
- D. Index

IV:4

37

Morgan's teacher has suggested that she add to her essay information about Bobby Jones's election to the PGA hall of Fame in 1940. In which chapter of the book should Morgan look?

- A. "Early Life"
- B. "The Path to Excellence"
- C.* "The Retired Golfer"
- D. "The Legend"

II:4

38

Which of the following ideas from the excerpt is an OPINION?

- A.* A ninety is an impressive golf score for a ten-year-old.
- B. Jones had to make a four-foot putt in order to score an even eighty.
- C. The golf course at East Lake Country Club had only two par-3s.
- D. After he sank the putt, Jones went to show his father his scorecard.

Read the following article and answer Numbers 39 through 46. You may look back at the article as often as you like.

Explorers Say There's Still Lots to Look For

In this portion of a newspaper article from The Seattle Times, published May 21, 2000, author Helen O'Neill discusses famous explorers and describes several discoveries made during the late 1990s.

New York—The crickets were roasted to perfection. Baby scorpions adorned points of savory toast. And the saddle of beaver simmered gently in a decorative silver tureen.

Oceanographer¹ Sylvia Earle glided across the room in a shimmering red gown and golden shawl. She'd rather have been in her wet suit. She'd rather have been diving to the darkest corners of the abyss. Instead, "Her Deepness," as Earle is known, was busy in her role as honorary president of the Explorers Club, charming the cocktail crowd with her latest exploit: dancing a solitary dance with a giant octopus at the bottom of the Pacific.

Across the room, tuxedoed archaeologist² Johan Reinhard clutched his wineglass and chatted about his latest find—a 500-year-old Inca mummy unearthed atop a remote Andean peak. Next to him, Bertrand Piccard, first man to circumnavigate³ earth in a balloon, engaged in intense debate about the future of solar-powered planes.

All around were people who have bushwhacked⁴ through jungles, trekked across deserts, floated in space. Dripping medals and jewels and tales from afar, they gathered in the ballroom of the Waldorf-Astoria hotel for the annual Explorers Club banquet. Once a year they come here, to mingle with sponsors and troll⁵ for support, to nibble on loin of kangaroo and explain to the world that there are still places to be discovered.

A Great Era of Exploration

"There is a popular illusion that all corners of the earth have been explored," Earle says. "The greatest mountain ranges on the planet are underwater, where there is a whole continent waiting to be explored."

In the past two years alone, Ian Baker reported discovering the fabled Shangri-La waterfall on Tibet's mighty Tsangpo River; Reinhard recovered three frozen Inca mummies from an Andean volcano; the body of English climber George Mallory,⁶ who disappeared in 1924, was discovered on Mount Everest; and Robert Ballard located the world's oldest shipwrecks—two Phoenician cargo vessels in the Mediterranean. The same trip led him to uncover evidence of a giant flood about 7,000 years ago—perhaps the biblical flood of Noah.

Explorers still scale peaks that never have been climbed, crawl through caves to the insides of earth, hurtle into space to walk among the stars. They find ancient tribes and ancient cities. They dig up dinosaurs. They journey to places where no one has reported being before: the jungles of central Congo, the Amazon and Peru, the deserts of Tibet and China, vast underwater caves in Mexico and Belize. They are only beginning to probe the oceans: 5 percent has been explored, though water covers 71 percent of the planet.

1. oceanographer: a scientist who studies oceans

2. archaeologist: a scientist who studies materials, such as fossils and pottery, from long ago to learn about earlier civilizations

3. circumnavigate: go completely around a geographic area, especially by water

4. bushwhacked: chopped through thick vegetation, especially in a forest, to clear a path

5. troll: In this usage, it means searching for and asking for money; in literal usage, it means luring a fish by trailing bait behind a moving boat.

6. George Mallory: a British mountain climber who disappeared in 1924 when attempting to reach the top of Mount Everest; his frozen body was found in 1999

All of which makes Earle say, “I think the great era of exploration has just begun.”

What Sets Them Apart

“Men wanted for hazardous journey. Small wages, bitter cold, long months of complete darkness, constant danger, safe return doubtful. Honor and recognition in case of success.” —Ernest Shackleton’s 1914 advertisement for crew members for *Endurance*.

The ship was aptly named. Although Shackleton failed in his quest to cross the Antarctic,⁷ his journey became one of the great epics of survival. Marooned for months on an ice floe, his ship crushed by pack ice, Shackleton managed to sail a lifeboat 800 miles, scale an unmapped mountain range,

reach a Norwegian whaling station, and return to rescue all of his men.

Seventy-five years later, Robert Ballard wants to dig through ice and find his hero’s ship.

Ballard is one of the most famous living explorers, and not just because he discovered the world’s most famous shipwreck. Long before the lights of his little roaming robot lit up *Titanic’s* ghostly bow in 1985, the former naval officer and oceanographer dedicated his life to exploration. *Bismarck*. U.S.S. *Yorktown*. *Lusitania*.⁸ Ballard has explored them all.

“When I die,” Ballard says, “I want one word on my tombstone: Explorer.”

7. Antarctic: the region near the South Pole

8. *Bismarck*, U.S.S. *Yorktown*, *Lusitania*: the *Bismarck*—a German warship the British sank during World War II; the U.S.S. *Yorktown*—an American aircraft carrier the Japanese sank during World War II; the *Lusitania*—a British passenger ship the Germans sank during World War I

III:1**39**

Which idea is not supported by evidence?

- A. Sylvia Earle is admired among members of the Explorers Club.
- B.* Archaeologist Johan Reinhard is interested in ancient shipwrecks.
- C. Explorers spend a lot of time in dangerous, uncomfortable places.
- D. Exploration has found clues that support some historical and religious stories.

III:1**40**

Which detail BEST supports the idea that explorers have made significant discoveries recently?

- A. Shackleton’s sailing 800 miles in a lifeboat
- B.* the discovery of George Mallory’s body
- C. the choice of Sylvia Earle as honorary president of the Explorers Club
- D. the name of Shackleton’s ship, the *Endurance*

IV:3**41**

The headings “A Great Era of Exploration” and “What Sets Them Apart” help readers to

- A.* understand how ideas are organized in the article.
- B. recognize nonessential information.
- C. identify challenging information.
- D. distinguish facts from opinions.

II:2**42**

The wording of Ernest Shackleton’s advertisement for crew members suggests that he was trying to

- A. attract as many applicants as possible.
- B. convey that crew members were likely to become rich.
- C. discourage applications from people who wanted to become famous.
- D.* attract only those who believed in the importance of exploration.

IV:1**43**

Read the following sentences from the passage.

“There is a popular illusion that all corners of the earth have been explored,” Earle says. “The greatest mountain ranges on the planet are underwater, where there is a whole continent waiting to be explored.”

What does the word *illusion* mean as it is used here?

- A. magic trick.
- B. truth.
- C.* false belief.
- D. reference.

III:1**44**

Which technique does the author use to have readers view the information presented in the article as credible?

- A. The author quotes a wide variety of sources.
- B. The author uses logical deduction.
- C.* The author bases her article on research and testimony from experts.
- D. The author appeals to authority.

II:4**45**

Which of the following ideas from the article is an OPINION?

- A. Robert Ballard has explored the *Lusitania*.
- B. Shackleton’s ship was named *Endurance*.
- C.* Shackleton’s journey to save his crew is a great epic of survival.
- D. A 500-year-old Inca mummy has been discovered.

II:5**46**

Which set of statements BEST summarizes the article?

- A. Sylvia Earle is the honorary president of the Explorers Club. At its annual banquet, the members eat scorpions and kangaroo meat and swap tales of adventure.
- B. Exploration is dangerous work and should be done only by trained scientists. Even the legendary explorer Ernest Shackleton nearly lost his life trying to cross the Antarctic.
- C.* Members of the Explorers Club have made key discoveries recently. They believe that we have just begun to explore the world.
- D. Sylvia Earle is a noteworthy oceanographer. Robert Ballard, another oceanographer, discovered the remains of the *Titanic* in 1985.

Read the article and answer Numbers 47 through 50. You may look back at the article as often as you like.

Poisonous Plants

from *U.S. Army Field Manual: Survival*

Successful use of plants in a survival situation depends on positive identification. Knowing poisonous plants is as important to you as knowing edible plants. Knowing the poisonous plants will help you avoid sustaining injuries from them.

How Plants Poison

Plants generally poison by:

- Contact. This contact with poisonous plant causes any type of skin irritation or dermatitis.
- Ingestion. This occurs when a person eats a part of a poisonous plant.
- Absorption or inhalation. This happens when a person either absorbs the poison through the skin or inhales it into the respiratory system.

Plant poisoning ranges from minor irritation to death. A common question asked is, "How poisonous is this plant?" It is difficult to say how poisonous plants are because:

- Some plants require a large amount of contact before you notice any adverse reaction although others will cause death with only a small amount.
- Every plant will vary in the amount of toxins it contains due to different growing conditions and slight variations in subspecies.
- Every person has a different level of resistance to toxic substances.
- Some persons may be more sensitive to a particular plant.

Some common misconceptions about poisonous plants are:

- Watch the animals and eat what they eat. Most of the time this statement is true, but some animals can eat plants that are poisonous to humans.
- Boil the plant in water and any poisons will be removed. Boiling removes many poisons, but not all.
- Plants with a red color are poisonous. Some plants that are red are poisonous, but not all.

The point is there is no one rule to aid in identifying poisonous plants. You must make an effort to learn as much about them as possible.

Treating Contact Dermatitis

When you first contact the poisonous plants or when the first symptoms appear, try to remove the oil by washing with soap and cold water. If water is not available, wipe your skin repeatedly with dirt or sand. Do not use dirt if you have blisters. The dirt may break open the blisters, and leave the body open to infection. After you have removed the oil, dry the area. You can wash with a tannic acid solution and crush and rub jewelweed on the affected area to treat plant-caused rashes. You can make tannic acid from oak bark.

Treating Ingestion Poisoning

Symptoms of ingestion poisoning can include nausea, vomiting, diarrhea, abdominal cramps, depressed heartbeat and respiration, headaches, hallucinations, dry mouth, unconsciousness, coma, and death.

If you suspect plant poisoning, try to remove the poisonous material from the victim's mouth and stomach as soon as possible. If the victim is conscious, induce

vomiting by tickling the back of his throat or by giving him warm saltwater. If the victim is conscious, dilute the poison by administering large quantities of water or milk.

Examples of Poisonous Plants	
Plants that can cause contact dermatitis	Plants that can cause ingestion poisoning
Cowhage poison ivy Poison oak Poison sumac Rengas tree Trumpet vine	Castor bean Chinaberry Death camas Lantana Manicheel Oleander Pangi physic nut Poison and water hemlocks Rosary pea Strychnine tree

IV:1**47**

Read the following sentences.

Successful use of plants in a survival situation depends on positive identification. Knowing poisonous plants is as important to a survivor as knowing edible plants.

What is the meaning of the word *edible* as it is used here?

- A. useless.
- B. tasty.
- C.*eatable.
- D. perennial.

II:3**48**

One way to get ingestion poisoning is to

- A. climb a strychnine tree.
- B. brush against poison ivy.
- C.*eat poison hemlock.
- D. breathe smoke from burning trumpet vines.

II:1**49**

The main purpose of the passage is to

- A. list all the poisonous plants found in the United States.
- B. correct some misunderstandings about identifying poisonous plants.
- C.*explain how to treat the effects of some poisonous plants.
- D. point out which poisonous plants are most dangerous.

I:2**50**

What is the FIRST thing to do when treating contact dermatitis?

- A. wrap the victim in warm blankets.
- B.*wash the affected area with soap and cold water.
- C. induce vomiting.
- D. apply a tannic acid solution.

Read the article and answer Numbers 51 through 58. You may look back at the article as often as you like.

The Mountains That Time Forgot

by Kay Johnson

Stepping into the jungle of the central Cardamom Mountains is like looking at nature under a huge microscope. A solid wall of green comes into focus slowly, revealing a teeming riot of life. Everything seems oversized. Blue-winged butterflies as big as birds flit by. Wild orchids and giant, moss-covered rocks surround the dozens of waterfalls that dot the area. High above, a thick roof of greenery covers a lost world that seems untouched by time and human progress.

That's not far from the truth. Cambodia's Cardamoms have been shrouded in mist and mystery for more than three decades, cut off from the world by a group of guerilla fighters known as the Khmer Rouge who used the jungle as a refuge. While the nation was ravaged by the guerrillas' war against the government, the mountains lay untouched: The region is now the largest, most pristine wilderness in mainland Southeast Asia. Recently, scientists began to uncover the secrets of the Cardamoms, with stunning results. Dozens of globally threatened species—including tigers, elephants, and a rare crocodile thought to be extinct—were discovered flourishing in isolation. Survey biologists believe several new species are yet to be discovered.

But researchers aren't alone in taking advantage of the area's new accessibility. In recent months logging companies and settlers have also moved in. The government has already granted five timber concessions

that extend into the Cardamoms. At least two logging roads now lead into the central mountains. With the roads have come thousands of settlers, slashing and burning trees to clear land for farming. Cambodians say they need the land, and the government is desperate for logging revenue. Ecologists say they have seen similar cases before, where virgin forests have been mostly wiped out, causing soil erosion, flooding, and loss of wildlife. In a report, Fauna and Flora International warned that Cambodia must take steps to safeguard the region now. "If we wait another five years," says the group's Frank Momberg, "we will basically lose Indochina's crown jewel."

Named after the spice that still grows on its slopes, the Cardamoms are choked with life, whether moss of vine, insect or reptile. Walking anywhere is slow going, as Cambodian wildlife officer Chheang Dany knows all too well. Chheang spent three weeks picking his way through the dense vegetation as part of a biodiversity survey. "We would go 5 or 6 km (3 or 3 3/4 mi.) a day and then sleep in the jungle," Chheang recalls.

Researchers identified 76 threatened plant and animal species in the Cardamoms, and they believe there are more to be found. Among the discoveries was a population of rare Siamese crocodiles, thought to be extinct in the wild. There are elephants and tigers, as well as biologically important insects and reptiles. In just 12 days, researchers recorded 292 species of moth.

With such promising numbers, it's easy to see why conservationists are asking for the Cardamoms to be protected. But biodiversity means little to the estimated 13% of Cambodians who have no land to farm. In recent months about 5,000 settlers have taken to the Cardamoms and staked a claim to whatever unoccupied land they could find. Others are moving into the central mountain jungle. Mao Doeun, 46, has spent the last three months clearing land for farming. He has built a two-room wooden shack for himself and his family and planted rice, bananas, jackfruit, and vegetables. "I know the forest is important, but I am very poor," he says. "I can't go to the city to work. I only know how to fight and how to farm."

The roads that logging companies are building in the Cardamoms have cleared the way for even more settlers to move in. Activists insist that for this reason alone, the government should declare the entire region a wildlife sanctuary, or at least force timber companies to destroy their roads after they have finished work. The companies, for their part, insist such fears are overblown. According to Henry Kong, an official with a Cambodian timber group, loggers target only three or four high-quality trees per hectare, fell them, and leave the rest of the forest intact. "We can jointly manage the

Cardamoms for economic benefit as well as for conservation," Kong says.

Trusting the logging companies isn't wise, cautions Cambodia's official logging-industry monitor, Global Witness. Global Witness surveyors took photos of an illegal logging road in the Cardamoms built by the country's leading timber company. The photos were taken 30 days after Cambodia's forestry director had ordered the company to halt construction. When the case came to court, the company was found guilty but let off easily.

In the past year, Cambodia has made some progress toward protecting its forests. But it remains unclear whether the government has the will to cancel contracts in the powerful industry, which generates \$11 million a year for the government.

Authorities might do well to consider the practical reasons for protecting the region. In neighboring Thailand, overlogging and settlement not only stripped the jungle away but also caused soil erosion that led to disastrous floods in the 1980s. Conservationists warn that Cambodia's lowland farming areas could suffer the same fate if overlogging in mountain areas continues. In the end, Cambodia may have more to lose in the Cardamoms than its glorious wildlife.

—From TIME, September 11, 2000

I:1

51

Why were the Cardamom Mountains safe from the logging companies until recently?

- A. Mountains and swamps made logging difficult.
- B. Many dangerous animals inhabited the jungle.
- C.* People feared the presence of the Khmer Rouge.
- D. The government did not allow anyone to use the area.

II:3

52

Rare species of animals have survived in the Cardamoms because the region

- A. covers so much territory.
- B. has extremely dense vegetation.
- C. has few predatory animals.
- D.* was unaffected by humans for so long.

III:3

53

The description of the Cardamom Mountains as “Indochina’s crown jewel” suggests that

- A. the Cardamoms are Indochina’s richest source of precious stones.
- B.* the Cardamoms are Indochina’s largest area of pristine wilderness.
- C. Indochina’s most expensive jewelry is made in the Cardamoms.
- D. the Cardamoms are Indochina’s most valuable source of timber.

IV:1

54

Read the following sentence from the passage.

According to Henry Kong, an official with a Cambodian timber group, loggers target only three or four high-quality trees per hectare, fell them, and leave the rest of the forest intact.

What kind of measurement does the word *hectare* refer to as used here?

- A. time.
- B.* land area.
- C. volume.
- D. weight.

II:3

55

Logging companies are a threat to the environment in the Cardamoms because

- A. their activities pollute the air.
- B.* settlers use logging roads to move into the region.
- C. they cut down large areas of forest.
- D. the loss of even a few trees upsets the delicate ecological balance.

II:3

56

Which of the following cause-and-effect chains reflects information in the passage?

- A.* loss of trees—soil erosion—flooding
- B. threats to wildlife—farming—logging
- C. soil erosion—loss of trees—threats to wildlife
- D. flooding—soil erosion—destruction of wilderness

III:1

57

Which statement from the passage BEST suggests that the author is in favor of protecting the Cardamom Mountains?

- A. “Trusting the logging companies isn’t wise, cautions Cambodia’s official logging-industry monitor, Global Witness.”
- B. “Stepping into the jungle of the central Cardamom Mountains is like looking at nature under a huge microscope.”
- C. “In the past year, Cambodia has made some progress toward protecting its forests.”
- D.* “In the end, Cambodia may have more to lose in the Cardamoms than its glorious wildlife.”

II:5

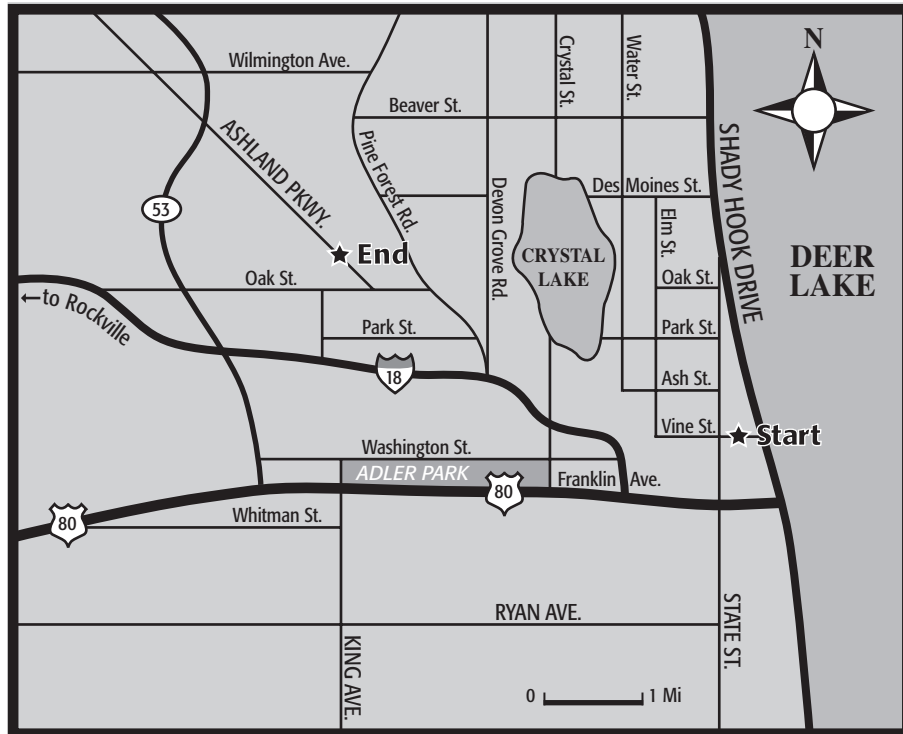
58

Which set of statements BEST summarizes the article?

- A. The Cardamoms should be used primarily as an economic resource. Poor farmers must be given access to the Cardamoms.
- B. Plants and insects are oversized in the jungle of the Cardamoms. Many dangerous animals also inhabit the jungle.
- C. People feared the presence of the Khmer Rouge. As a result, the Cardamoms remained a pristine wilderness.
- D.* Progress threatens the Cardamoms. Logging companies and settlers have encroached upon an area that conservationists want to see protected.

Read the road map and the driving directions and answer Numbers 59 through 63. You may look back at the road map and the driving directions as often as you like.

Road Map



DRIVING DIRECTIONS

FROM: 1820 Vine St.

TO: 2200 Ashland Pkwy.

DIRECTIONS

- | DIRECTIONS | DISTANCE |
|---|-----------------|
| 1. Start out going West on VINE ST toward STATE ST. | .01 mile |
| 2. Turn LEFT onto STATE ST. | .65 mile |
| 3. Turn RIGHT onto FRANKLIN AVE/US-80. | .97 mile |
| 4. Merge onto I-18 W toward ROCKVILLE (portions toll). | 2.00 miles |
| 5. Take the DEVON GROVE RD exit. | .07 mile |
| 6. Turn SLIGHT LEFT to take the ramp toward PINE FOREST RD. | .01 mile |
| 7. Merge onto PINE FOREST RD. | 1.00 mile |
| 8. Turn LEFT onto OAK ST. | .55 mile |
| 9. Turn RIGHT onto ASHLAND PKWY. | .45 mile |

Total Estimated Time:

8 minutes

Total Distance:

5.71 miles

I:3

59

The compass rose in the upper right of the road map indicates direction. In which direction would you travel on Elm St. to get from Des Moines St. to Vine St.?

- A. north
- B.* south
- C. east
- D. west

I:3

60

Where would you most likely drive to get to the best views of Deer Lake?

- A.* along Shady Hook Drive
- B. north on Pine Forest Rd.
- C. south on Devon Grove Rd.
- D. along Water St.

I:3

61

Which of the following roads intersects Highway 18?

- A. Whitman St.
- B. Shady Hook Drive
- C.* Highway 53
- D. Highway 80

I:3

62

Imagine that you are returning from 2200 Ashland Pkwy. to 1820 Vine St. What is the first step you would take on your journey?

- A. go north on Pine Forest Rd.
- B.* go southeast on Ashland Pkwy.
- C. go northwest on Ashland Pkwy.
- D. go southeast on Shady Hook Drive

I:3

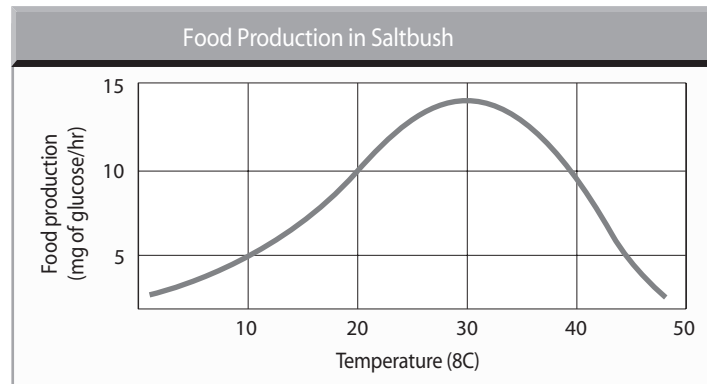
63

If you start out from 2200 Ashland Pkwy., how far will you drive before reaching Highway 80?

- A. less than 3 miles
- B. more than 6 miles
- C.* about 4 miles
- D. about 2 miles

Read the following data and graph and then answer Numbers 64 through 66. You may look back at the data and graph as often as you like.

Green plants carry out the process of photosynthesis. Glucose, a sugar, is the food product made during this process. Glucose production can be used as a means for measuring the rate at which the process of photosynthesis is occurring.



II:5

64

Which of the following BEST summarizes the information presented on the graph?

- A. An increase in temperature always decreases photosynthesis.
- B. An increase in temperature always increases photosynthesis.
- C. There is no relationship between photosynthesis and temperature.
- D.* An increase in temperature increases photosynthesis until a maximum of 30°C is reached.

II:3

65

What would cause saltbush to produce 10 mgs of glucose within a given time period?

- A. decreasing the temperature to 30°C
- B. increasing the temperature to 50°C
- C.* increasing the temperature to 20°C
- D. decreasing the temperature to 10°C

II:2

66

What happens to the formation of glucose as the temperature rises above 30°C?

- A. Glucose production increases.
- B.* Glucose production declines.
- C. Glucose production remains constant.
- D. Glucose production at first increases but then rapidly declines.

Read the following article and answer Numbers 67 through 73. You may look back at the article as often as you like.

The Black Death

from *When Plague Strikes*

by James Cross Giblin

The bubonic plague—the Black Death—arrived in Sicily in October 1347, carried by the crew of a fleet from the east. All the sailors on the ships were dead or dying. In the words of a contemporary historian, they had “sickness clinging to their very bones.”

The harbor masters at the port of Messina ordered the sick sailors to remain on board, hoping in this way to prevent the disease from spreading to the town. They had no way of knowing that the actual carriers of the disease had already left the ships. Under cover of night, when no one could see them, they had scurried down the ropes that tied the ships to the dock and vanished into Messina.

The carriers were black rats and the fleas that lived in their hair. Driven by an unending search for food, the rats’ ancestors had migrated slowly westward along the caravan routes. They had traveled in bolts of cloth and bales of hay, and the fleas had come with them.

Although it was only an eighth of an inch long, the rat flea was a tough, adaptable creature. It depended for nourishment on the blood of its host, which it obtained through a daggerlike snout that could pierce the rat’s skin. And in its stomach the flea often carried thousands of the deadly bacteria that caused the bubonic plague.

The bacteria did no apparent harm to the flea, and a black rat could tolerate a moderate amount of them, too, without showing ill effects. But sometimes the flea contained so many bacteria that they invaded the rat’s lungs or nervous system when the flea injected its snout. Then the rat died a swift and horrible death, and the flea had to find a new host.

Aiding the tiny flea in its search were its powerful legs, which could jump more than 150 times the creature’s length. In most instances the flea landed on another black rat. Not always, though. If most of the rats in the vicinity were already dead or dying from the plague, the flea might leap to a human being instead. As soon as it had settled on the human’s skin, the flea would begin to feed, and the whole process of infection would be repeated....

From Sicily, trading ships loaded with infected flea-bearing rats carried the Black Death to ports on the mainland of Italy. Peddlers and other travelers helped spread it to inland cities such as Milan and Florence.

Because the cities had no running water, even the wealthy seldom washed their heavy clothing, or their own bodies. As a result, both rich and poor were prime targets for lice and fleas and the diseases they carried—the most deadly being the bubonic plague....

I:2

67

Which of these events happened FIRST?

- A. Messina harbor masters refuse to allow sick sailors on land.
- B. Infected fleas feed on black rats.
- C.* Fleas from the east are infected with bubonic plague.
- D. The plague spreads from Sicily to mainland cities.

I:1

68

How did the plague come to Europe?

- A.* Infected black rats left a ship at Messina.
- B. Peddlers brought the bacteria to inland Italy.
- C. Infected sailors spread the germs to people in Florence.
- D. Spices contaminated with plague bacteria were sold in Milan.

I:2

69

The author says that “the whole process of infection would be repeated.” What is the FIRST step in the process?

- A. The host dies.
- B. The host becomes ill.
- C. An infected flea dies.
- D.* An infected flea finds a new host.

III:1

70

What is the BEST evidence that fleas carried the Black Plague?

- A. They could bite through a rat’s skin.
- B. They could leap from rats to humans.
- C. The plague bacteria did not make them sick.
- D.* Plague bacteria existed in their stomachs.

II:2

71

What most likely happened after the plague spread through Italy?

- A. It died out, because the fleas could find no new hosts.
- B.* Travelers carried the plague to other European countries.
- C. People began developing immunity to the plague bacteria.
- D. Cold weather killed the fleas and stopped the spread of the plague.

II:4

72

Which of the following ideas from the excerpt is an OPINION?

- A. The rat flea is an eighth of an inch long.
- B. A rat flea can jump a distance of more than 150 times its length.
- C. Milan and Florence are located in Italy.
- D.* The harbor masters at Messina were foolish.

II:5

73

Which set of statements BEST summarizes the excerpt?

- A. The harbor masters in Messina, Sicily, refused to allow sick sailors to enter the city. This precaution, however, failed to prevent the plague from spreading.
- B. The plague spread from Messina to Milan and Florence. Poor hygiene made the people in those cities easy targets for infection.
- C. Rats brought the plague to Messina, Sicily. It then spread to Milan and Florence and eventually to the rest of Europe.
- D.* The plague was carried by rats infected by fleas that lived in their hair. Trading ships carried the plague from Messina to mainland ports of Italy, and travelers carried it to inland cities.

Read the following chart and answer Numbers 74 through 76. You may look back at the chart as often as you like.

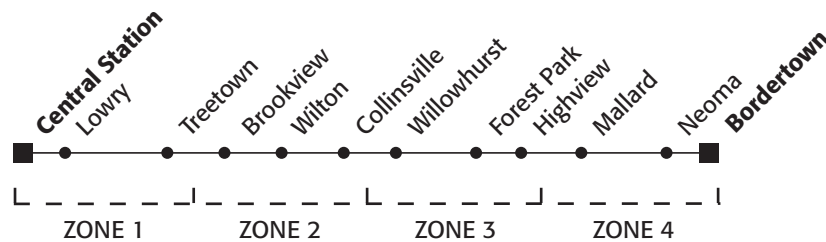
Metroland Rail

North Line

FARES

Riders without valid tickets must purchase a one-way ticket from the conductor.

ZONE	TICKET TYPE	①	②	③	④
1	ONE WAY	1.85			
	MONTHLY	49.95			
	SR. CITIZEN/STUDENT ONE WAY	.90			
	SR. CITIZEN/STUDENT MONTHLY	33.75			
2	ONE WAY	2.05	1.85		
	MONTHLY	55.35	49.95		
	SR. CITIZEN/STUDENT ONE WAY	1.00	.90		
	SR. CITIZEN/STUDENT MONTHLY	37.50	33.75		
3	ONE WAY	2.90	2.05	1.85	
	MONTHLY	78.30	55.35	49.95	
	SR. CITIZEN/STUDENT ONE WAY	1.45	1.00	.90	
	SR. CITIZEN/STUDENT MONTHLY	54.40	37.50	33.75	
4	ONE WAY	3.30	2.90	2.05	1.85
	MONTHLY	89.10	78.30	55.35	49.95
	SR. CITIZEN/STUDENT ONE WAY	1.65	1.45	1.00	.90
	SR. CITIZEN/STUDENT MONTHLY	61.90	54.40	37.50	33.75



IV:4

74

What is the cost of a monthly ticket to travel from Lowry to Wilton?

- A. \$49.95
- B.*\$55.35
- C. \$78.30
- D. \$89.10

IV:4

75

Which of the following one-way fares will cost the most?

- A.*Mallard to Collinsville
- B. Lowry to Wilton
- C. Bordertown to Willowhurst
- D. Central Station to Treetown

I:3

76

Which action shows that the fare chart was interpreted correctly?

- A. buying a student one-way fare from Lowry to Forest Park for \$1.00
- B. buying a senior citizen one-way ticket from Brookview to Highview for \$1.85
- C.*buying a student monthly ticket from Central Station to Neoma for \$61.90
- D. buying a one-way ticket from Treetown to Wilton for \$1.85

Read the following excerpt from a story and answer Numbers 77 through 81. You may look back at the excerpt as often as you like.

After Twenty Years

by O. Henry

The policeman on the beat moved up the avenue impressively. The impressiveness was habitual and not for show, for spectators were few. The time was barely 10 o'clock at night, but chilly gusts of wind with a taste of rain in them had well night depeopled the streets.

Trying doors as he went, twirling his club with many intricate and artful movements, turning now and then to cast his watchful eye adown the pacific thoroughfare, the officer, with his stalwart form and slight swagger, made a fine picture of a guardian of the peace. The vicinity was one that kept early hours. Now and then you might see the lights of a cigar store or of an all-night lunch counter; but the majority of the doors belonged to business places that had long since been closed.

When about midway of a certain block the policeman suddenly slowed his walk. In the doorway of a darkened hardware store a man leaned, with an unlighted cigar in his mouth. As the policeman walked up to him the man spoke up quickly.

"It's all right, officer," he said, reassuringly. "I'm just waiting for a friend. It's an appointment made twenty years ago. Sounds a little funny to you, doesn't it? Well, I'll explain if you'd like to make certain it's all straight. About that long ago there used to be a restaurant where this store stands—'Big Joe' Brady's restaurant."

"Until five years ago," said the policeman. "It was torn down then."

The man in the doorway struck a match and lit his cigar. The light showed a pale, square-jawed face with keen eyes, and a little white scar near his right eyebrow. His scarfpin was a large diamond, oddly set.

"Twenty years ago tonight," said the man, "I dined her at 'Big Joe' Brady's with Jimmy Wells, my best chum, and the finest chap in the world. He and I were raised here in New York, just like two brothers, together. I was eighteen and Jimmy was twenty. The next morning I was to start for the West to make my fortune. You couldn't have dragged Jimmy out of New York; he thought it was the only place on earth. Well, we agreed that night that we would meet here again exactly twenty years from that date and time, no matter what our conditions might be or from what distance we might have to come. We figured that in twenty years each of us ought to have our destiny worked out and our fortunes made, whatever they were going to be."

"It sounds pretty interesting," said the policeman. "Rather a long time between meets, though, it seems to me. Haven't you heard from your friend since you left?"

"Well, yes, for a time we corresponded," said the other. "But after a year or two we lost track of each other. You see, the West is a pretty big proposition, and I kept hustling around over it pretty lively. But I know Jimmy will meet me here if he's alive, for he always was the truest, stanchest old chap in the world. He'll never forget. I came a thousand miles to stand in this door tonight, and it's worth it if my old partner turns up."

The waiting man pulled out a handsome watch, the lids of it set with small diamonds.

"Three minutes to ten," he announced. "It was exactly ten o'clock when we parted here at the restaurant door."

"Did pretty well out West, didn't you?" asked the policeman.

“You bet! I hope Jimmy has done half as well. He was a kind of plodder, though, good fellow as he was. I’ve had to compete with some of the sharpest wits going to get my pile. A man gets in a groove in New York. It takes the West to put a razor-edge on him.”

The policeman twirled his club and took a step or two.

“I’ll be on my way. Hope your friend comes around all right. Going to call time on him sharp?”

“I should say not!” said the other. “I’ll give him half an hour at least. If Jimmy is alive on earth he’ll be here by that time. So long officer.”

“Good-night, sir,” said the policeman, passing on along his beat, trying doors as he went.

There was now a fine, cold drizzle falling, and the wind had risen from its uncertain puffs into a steady blow. The few foot passengers astir in that quarter hurried dismally and silently along with coat collars turned high and pocketed hands. And in the door of the hardware store the man who had come a thousand miles to fill an appointment, uncertain almost to absurdity, with the friend of his youth, smoked his cigar and waited.

About twenty minutes he waited, and then a tall man in a long overcoat, with collar turned up to his ears, hurried across from the opposite side of the street. He went directly to the waiting man.

“Is that you, Bob?” he asked, doubtfully.

“Is that you, Jimmy Wells?” cried the man in the door.

“Bless my heart!” exclaimed the new arrival, grasping both the other’s hands with his own. “It’s Bob, sure as fate. I was certain I’d find you here if you were still in existence. Well, well, well!—twenty years is a long time. The old restaurant’s gone, Bob; I wish it had lasted, so we could have had another dinner there. How has the West treated you, old man?”

“Bully; it has given me everything I asked it for. You’ve changed lots, Jimmy. I never thought you were so tall by two or three inches.”

“Oh, I grew a bit after I was twenty.”

“Doing well in New York, Jimmy?”

“Moderately. I have a position in one of the city departments. Come on, Bob; we’ll go around to a place I know of, and have a good long talk about old times.”

The two men started up the street, arm in arm. The man from the West, his egotism enlarged by success, was beginning to outline the history of his career. The other, submerged in his overcoat, listened with interest.

At the corner stood a drug store, brilliant with electric lights. When they came into this glare each of them turned simultaneously to gaze upon the other’s face.

The man from the West stopped suddenly and released his arm.

“You’re not Jimmy Wells,” he snapped. “Twenty years is a long time, but not long enough to change a man’s nose from a Roman to a pug.”

“It sometimes changes a good man into a bad one,” said the tall man. “You’ve been under arrest for ten minutes, ‘Silky’ Bob. Chicago thinks you may have dropped over our way and wires us she wants to have a chat with you. Going quietly, are you? That’s sensible. Now, before we go to the station here’s a note I was asked to hand to you. You may read it here at the window. It’s from Patrolman Wells.”

The man from the West unfolded the little piece of paper handed him. His hand was steady when he began to read, but it trembled a little by the time he had finished. The note was rather short.

Bob: I was at the appointed place on time. When you struck the match to light your cigar I saw it was the face of the man wanted in Chicago. Somehow I couldn’t do it myself, so I went around and got a plain clothes man to do the job.

Jimmy

III:2

77

What is the theme of the story?

- A. It is a mistake to try to recapture one's past.
- B.* People and events are not always what they appear to be.
- C. A person can change drastically in twenty years.
- D. It is difficult to recognize a person whom one has not seen for twenty years.

III:2

78

What word BEST describes Jimmy Wells's character?

- A. hardened
- B.* sensitive
- C. unobservant
- D. loyal

III:2

79

From what point of view is this story written?

- A. third-person limited
- B.* third-person omniscient
- C. first person
- D. second person

III:3

80

What does Bob mean by "put a razor-edge on him?"

- A. develop his punctuality
- B. help him solve mysteries
- C. dull his wits
- D.* make him quick-thinking

III:2

81

What is the tone of this story?

- A. cheerful
- B. grim
- C.* ironic
- D. angry

Read the following chart and answer Numbers 82 through 84. You may look back at the chart as often as you like.

Food Comparisons					
Food	amount	calories	Protein (grams)	Cholesterol (milligrams)	% RDA* Protein
Cottage cheese (2% milkfat)	1 cup	205	31	19	62%
Ice cream (rich)	1 cup	350	4	88	8%
Lettuce (raw)	1 cup	5	1	0	2%
Peanuts (salted)	1 cup	840	39	0	78%
Popcorn (air popped, unsalted)	1 cup	30	1	0	2%
Spaghetti (cooked firm)	1 cup	190	7	0	14%
Kidney Beans	1 cup	225	15	0	30%

*RDA=Recommended Daily Allowance

II:2

82

Which food would provide the MOST protein for the fewest calories?

- A.*Lettuce
- B. Ice Cream
- C. Popcorn
- D. Cottage Cheese

II:2

83

One cup of which food would give a person nearly all of the protein recommended for a single day?

- A. Popcorn
- B.*Peanuts
- C. Spaghetti
- D. Beans

IV:3

84

What would be a better way to organize this chart in order to compare the amount of cholesterol in various foods?

- A.*Begin with ice cream, then cottage cheese, and leave the rest of the chart as it is.
- B. Begin with kidney beans and leave the rest of the chart as it is.
- C. Begin with peanuts, then ice cream, and leave the rest of the chart as it is.
- D. Flip the chart so that kidney beans are at the top and cottage cheese is at the bottom.

STOP

Language Practice Test

I:1**1**

Choose the sentence that is written correctly.

- A. The new book's are in the back of the library.
- B. My brother-in-laws are in town for the weekend.
- C. Four deers grazed at the side of the road.
- D.*The chairpersons met in the conference room today.

I:4**2**

Choose the sentence in which the underlined word is an error.

- A. Each of the girls likes her advisor.
- B.*Both Jimmy and Bobby like his pizza cold.
- C. All of the children hung their jackets in the closet.
- D. All students earned extra points on their exam.

I:5**3**

Read the paragraph. Find the sentence that contains an incorrect shift in tense.

(1) Margaret clutched her books anxiously. (2) Her friend Cindy told her that the list of winners of the essay contest was posted near the school office. (3) Margaret turns the corner and sees a crowd of kids standing by the list. (4) Nervously, she pushed her way through the crowd and looked at the names one by one.

- A. Sentence 1
- B. Sentence 2
- C.*Sentence 3
- D. Sentence 4

I:6**4**

Choose the sentence that is written correctly.

- A. Our dog knows it's name.
- B.*You're my very best friend.
- C. Who's car is parked in the driveway?
- D. The boys left they're skates at the park.

I:6**5**

Choose the sentence in which the underlined word is an error.

- A. *Us hikers enjoy spending our free time outdoors.
- B. By now we know the speech by heart.
- C. All of us should know the combinations to our lockers.
- D. We will teach a lesson to the students.

IV:2**6**

Choose the sentence in which the comma or commas (,) are used correctly.

- A. The horse, a beautiful brown stallion galloped playfully toward the stream.
- B. *The horse, a beautiful brown stallion, galloped playfully toward the stream.
- C. The horse a beautiful brown stallion, galloped playfully toward the stream.
- D. The horse a beautiful, brown stallion galloped playfully toward the stream.

IV:2**7**

Look at the underlined sentence part. Choose the answer that shows the correct punctuation for that part.

Yes I would like to go with you to the city.

- A. *Yes, I would like
- B. Yes I would, like
- C. Yes I would like,
- D. Correct as it is

I:1**8**

Choose the sentence that contains an error.

- A. Last year, the managers received a two percent raise.
- B. *My grandfather grows tomatos and carrots in his garden.
- C. A group of students went to the museum Sunday.
- D. Seventeen fish swam in the saltwater tank.

IV:5

9

Choose the sentence in which the apostrophe (') is used correctly.

- A. I have not seen Marys' picture.
- B. Our house is next to the Miller's.
- C.*The witness's testimony is important to the case.
- D. Kathleen belongs to the United Banker's Association.

I:2

10

Choose the correct word or words to complete the sentence.

When it saw the mouse run across the floor, the kitten _____ into action.

- A.*sprang
- B. has sprung
- C. is springing
- D. will have sprung

I:4

11

Choose the sentence that is written correctly.

- A. The dog is sleeping in their basket.
- B. Someone left their tablet on the table.
- C. Neither of the boys knows their multiplication tables.
- D.*My mother says children should always mind their manners.

I:9

12

Choose the sentence that contains an error.

- A. My friend Henry is taller than you.
- B. The Millers hope to adopt a child next year.
- C.*The lack of rain has effected this year's crops.
- D. We already knew about the party before we received the invitation.

II:1

13

Choose the BEST way to rewrite the underlined part of the sentence.

Due to the fact that it is snowing, school will be dismissed early.

- A.* Because
- B. In light of that
- C. In light of the fact that
- D. Because of the fact that

II:1

14

All four sentences express the same idea. Choose the sentence that expresses the idea most vividly.

- A. The panther crawled on the ground.
- B. The sleek black panther crawled on the ground.
- C. The sleek black panther crawled through the field.
- D.* The sleek black panther prowled through the field.

I:9

15

Choose the sentence that contains an error.

- A.* No one accept Gene will wash the dishes.
- B. Try to be here before noon today.
- C. The front window is cleaner than the side window.
- D. The high cost of fruit this year could affect our monthly budget.

I:5

16

Choose the sentence that is written correctly.

- A. She will not be here until 10 o'clock because she was running late.
- B. Doctors are hoping to find a cure for the common cold for many years.
- C.* Melanie has danced in a recital each year since she was three years old.
- D. The store will open next Tuesday after the workers will finish patching the roof.

IV:4**17**

Choose the sentence in which quotation marks are used correctly.

- A. Allan said “that he hoped to one day become a veterinarian.”
- B. “My friend said, you should consider buying more baseball cards.”
- C. The mayor asked “whether we planned a softball game for Sunday.”
- D.* “You can learn to play any instrument you like,” explained my mother.

I:6**18**

Choose the sentence that contains an error.

- A. My sister is very sure of herself.
- B.* The class elected two officers, Rita and I.
- C. Our teacher asked us to hold our meeting in the library.
- D. The coach let him and me leave practice early to study.

I:8**19**

Choose the sentence that contains an error.

- A. Buying pieces one at a time, I will eventually collect the entire series.
- B. Caused by a small gas leak, the fire destroyed the abandoned building.
- C.* In need of major repairs, the movie star made a contribution to the museum.
- D. With her shopping list in hand, my grandmother walked to the store.

II:1**20**

Choose the BEST way to rewrite the underlined part of the sentence.

At the present time we use computers to perform many different tasks.

- A.* Now
- B. Right now
- C. At present
- D. In this day and age

II:1**21**

Choose the BEST word or words to make the sentence clear and precise.

The cliff was _____ high and dangerous to climb.

- A. very
- B.* 103 feet
- C. terrifyingly
- D. over 100 feet

III:1**22**

Choose the answer that is a correct and complete sentence.

- A. My favorite sport is baseball, Mike's is golf.
- B. Because we have known each other for years.
- C. Generating a huge response among the student body.
- D.* Learning to speak a second language can be difficult.

I:2**23**

Choose the sentence that contains an error.

- A. If you're tired, you should lie down.
- B. He brought two apples from the pantry.
- C.* Have you drank a glass of milk today?
- D. Michelle lives in apartment C, which is on the third floor.

I:3**24**

Choose the sentence that is written correctly.

- A.* Either Thomas Malory or Mark Twain is my favorite writer.
- B. The requirement for the honor society are very strict.
- C. Kito and Jeff is eating spaghetti tonight.
- D. The number of students who are going on the trip are very low.

I:3

25

Choose the sentence that contains an error.

- A. All of the volunteers are needed for the show.
- B. Sam and Mike will choose what movie to see this time.
- C. The police are searching the neighborhood for the lost dog.
- D.* My mother should listen to the children who cares about her.

I:4

26

Choose the correct word to complete the sentence.

All of the girls had to clean out _____ lockers.

- A. her
- B. its
- C.* their
- D. his

I:5

27

Choose the sentence that contains an error.

- A. This year, we are going on vacation in September.
- B.* After college, Maury is hoping to have moved to Alaska.
- C. My mother found what she was looking for.
- D. That man resembles my brother, who will turn 25 in the spring.

I:7

28

Choose the sentence that is written in the active voice.

- A. Our curfew is enforced by the city.
- B. The car was driven by my sister Casey.
- C.* The children rode their bicycles after school.
- D. The test was considered difficult by the students.

I:8

29

Choose the sentence that is written correctly.

- A. She served meals to the customers on paper plates.
- B. Feeling festive, decorations were put up by Melanie.
- C. As captain of the ship, the decision was his.
- D.*Exhausted from the game, Carrie fell asleep on the bus.

I:9

30

Choose the sentence that is written correctly.

- A. Are you feeling alright?
- B.*He has been away for quite a while.
- C. It rained all day yesterday and we were really board.
- D. Learning to ski is easier then learning to ride a bike.

II:1

31

Choose the BEST way to rewrite the underlined part of the sentence.

The house my father built was square in shape with a large wooden porch.

- A.*square
- B. four-cornered
- C. squarely shaped
- D. shaped like a square

II:8

32

Choose the sentence that is written correctly.

- A.*Walking to soccer practice, the girls paused at the corner when they heard a fire truck.
- B. While walking to soccer practice, the sound of a fire truck made the girls pause at the corner.
- C. Walking to soccer practice, a pause at the corner occurred when the girls heard a fire truck.
- D. Having walked to soccer practice, the sound of a fire truck made the girls pause at the corner.

I:7

33

Choose the sentence that is written in the passive voice.

- A. Simon told me a secret about Roberto.
- B. The baby woke several times during the night.
- C. My little sister won the spelling bee at her school.
- D.* The banquet was prepared for the marching band.

I:2

34

Choose the sentence in which the underlined word or words are written correctly.

- A. The wind blowed the leaves into the air.
- B. Sara will chose her own courses next fall.
- C. The balloon burstted when Cindy squeezed it.
- D.* The swing hung from the tree in the back yard.

I:9

35

Read the definition. Then choose the sentence in which the underlined word has the meaning given in the definition.

Definition: a chief or leader of an institution

- A. My father is a man of great principle.
- B.* Mr. Sanchez is the principal of Highdale Elementary.
- C. The principal ingredient is fresh apple.
- D. Faye cared less about the money than about the principle.

II:2

36

Choose the sentence that would be appropriate in a letter to a friend but NOT appropriate in a formal report.

- A. Surfing is a popular sport along the Atlantic coast.
- B.* Surfing is a thrill unlike anything you've ever experienced.
- C. Surfing is the art of riding on waves as they break over a shallow shoreline.
- D. Surfing requires no formal training and can be enjoyed anywhere waves break.

III:1**37**

Choose the sentence that is written incorrectly.

- A. Who borrowed three books from the library?
- B. Martina borrowed three books from the library.
- C.*The library from which Martina borrowed three books.
- D. Three books are what Martina borrowed from the library.

IV:3**38**

Choose the sentence in which the semicolon (;) is used correctly.

- A.*I would like to take the job; however, I need to spend more time studying.
- B. Aunt Hayley lives in Tennessee but; Uncle Jay lives in Oklahoma.
- C. Since Sunday, I have suffered; a headache, a toothache, and a very bad cold.
- D. Although writers sometimes suffer from writer's block; many know tricks to get past it.

III:1**39**

Choose the sentence that is a run-on sentence.

- A.*I had to walk to work, my car would not start.
- B. My car would not start, so I had to walk to work.
- C. I had to walk to work because my car would not start.
- D. Because my car would not start, I had to walk to work.

IV:3**40**

Choose the sentence that is punctuated correctly.

- A. The speakers at the graduation were: Leslie Harrison; and Miguel Richards.
- B. Replies should be sent to: Amelia Geary; 738 Chestnut Road, Orlando, Florida.
- C. Our company has offices located in: Alabama, New York, Pennsylvania, and California.
- D.*Next year's officers are an excellent group: Susan Harris, Nathan Altman, Megan Lu, and Tyler Stevens.

III:2**41**

Choose the sentence that has parallel structure.

- A.* The children laughed, jumped, and danced.
- B. The children were laughing, jumping, and danced.
- C. The children laughed, and were jumping and dancing.
- D. The children laughed, jumped, and some were dancing.

IV:3**42**

Choose the sentence in which the semicolon (;) is used correctly.

- A. We called our dog Lucky; because he always found items we had lost.
- B. Before I became a teacher I wanted to become a doctor, however; I soon developed a fear of hospitals.
- C.* The doctor said vigorous physical exercise will help him recover more quickly; an increased heart rate will improve his circulation.
- D. Chip always finishes his homework by seven o'clock; so that he has time to play basketball.

III:3**43**

Choose the words that best illustrate parallel structure.

To make my grandmother's famous cookies, you need flour, milk, eggs, cinnamon, apples, _____.

- A. and ask for a helping hand
- B.* sugar, and raisins
- C. and making them look pretty
- D. two mixing bowls, a preheated oven

III:2**44**

Choose the sentence with parallel structure.

- A. My mother dislikes living in Arizona because it is too hot, sunny, and it is far away from the ocean.
- B. My mother dislikes living in Arizona because it is too hot, it is too sunny, and far away from the ocean.
- C. My mother dislikes living in Arizona because it is too hot, too sunny, and because it is too far away from the ocean.
- D.* My mother dislikes living in Arizona because it is too hot, too sunny, and too far away from the ocean.

I:2

45

Choose the correct word or words to complete the sentence.

As a young man, he _____
fame and fortune in the West.

- A. seek
- B.* sought
- C. seeked
- D. will have sought

I:3

46

Choose the sentence in which the underlined word is an error.

- A. Eleven is greater than ten.
- B. Roy and Ellie know the answer to your question.
- C.* Soups and Salads are a new restaurant in town.
- D. Two-thirds of the school's main building consists of classrooms.

I:7

47

Choose the sentence that is written in the passive voice.

- A. The mayor cancelled the parade.
- B. The puppy chewed Cynthia's shoes.
- C.* The trees were planted beside the walking trail.
- D. We jogged three miles before going to work this morning.

I:9

48

Choose the sentence in which *everyday* is used correctly.

- A.* Visiting the park became an everyday experience.
- B. Taylor and Sara saw each other everyday during the summer.
- C. That sandwich shop bakes its own bread everyday.
- D. Everyday, Nubar reads the business section of the newspaper.

IV:3**49**

Choose the sentence in which the colon (:) is used correctly.

- A. A puppy needs: love, discipline, food, and shelter.
- B.* Jack was elected class president for three reasons: dedication, perseverance, and exuberance.
- C. In order to graduate in May, you need to take: advanced English, Spanish, and Algebra II.
- D. The people in Happyville decided to: pick up litter, plant flowers, and paint park benches.

IV:1**50**

Look at the underlined part of the sentence. Choose the answer that shows the correct capitalization for that part.

I put my assignment in the envelope hanging on professor smith's office door.

- A. professor Smith's office door
- B.* Professor Smith's office door
- C. Professor Smith's Office Door
- D. Correct as it is

IV:1**51**

Choose the sentence in which ALL the capitalization is correct.

- A.* I left a letter on Mary's front door.
- B. My Aunt and Uncle travel to Florida each Winter.
- C. My favorite subjects are Math, English, and Science.
- D. Canada is by far the largest country in north America.

IV:3**52**

Look at the underlined part of the sentence. Choose the answer that shows the correct punctuation for that part.

The teacher had no objection to the suggestion; therefore, she allowed the students to review their notes before the quiz.

- A. suggestion: therefore
- B. suggestion, therefore
- C. suggestion therefore
- D.* Correct as it is

IV:1**53**

Choose the sentence in which underlining is used correctly.

- A. Mending Wall is a famous poem by Robert Frost.
- B. The second chapter of the novel is called The Mail.
- C.* Anne Tyler won a Pulitzer Prize for her novel Breathing Lessons.
- D. The information you're looking for can be found in the article Searching for Stars.

IV:4**54**

Choose the sentence that contains an error in the use of quotation marks.

- A.* The child said "that she could not find her mother anywhere."
- B. I always read the "Household Hints" column in the daily newspaper.
- C. "I wish you had told me that sooner," explained Harriet. "I already bought the car."
- D. A student named Michelle Bunkley gave a hilarious speech called "The Life of Sammy the Ant."

IV:5**55**

Choose the sentence that contains an error in the use of the apostrophe.

- A. The girls' coats hung in the closets.
- B. The shoe department is to the left of women's apparel.
- C. The professor's book is about the early writings of Samuel Richardson.
- D.* Before you leave this job, we ask that you give us two month's notice.

IV:1**56**

Choose the sentence in which ALL the capitalization is correct.

- A. "May I come with you?" cara asked her older brother, Marc.
- B. "Only if you can keep a secret," Replied Marc.
- C. "A secret? I can keep a secret!" Shouted Cara as she jumped up and down.
- D.* "I'm going to buy Mom a birthday present; promise not to tell her where we are going."

IV:1**57**

Read the sentence. Find the word that needs a capital letter.

On our way to the library, we passed a park, a hospital, and Columbus college.

- A. park
- B. hospital
- C.*college
- D. Correct as it is

IV:1**58**

Look at the underlined part of the sentence. Choose the answer that shows the correct capitalization for that part.

In May, my friend Kelsie will graduate from Elwood school of engineering.

- A. School of engineering
- B.* School of Engineering
- C. School of Engineering
- D. Correct as it is

IV:5**59**

Read the paragraph. Choose the line in which an apostrophe is needed.

Line 1 Some think electronic books
 Line 2 put too much strain
 Line 3 on readers eyes to be
 Line 4 accepted by everyone.

- A. Line 1
- B. Line 2
- C.*Line 3
- D. Line 4

IV:2**60**

Choose the sentence that is punctuated correctly.

- A. When I called to make reservations the waiter told me there were no tables available.
- B.* When I called to make reservations, the waiter told me there were no tables available.
- C. When I called to make reservations the waiter, told me there were no tables available.
- D. When I called to make reservations the waiter told me, there were no tables available.

IV:2**61**

Choose the sentence in which the comma or commas (,) are used correctly.

- A. The decision to leave was not easy for me, but, now I realize I did the right thing.
- B.* The decision to leave was not easy for me, but now I realize I did the right thing.
- C. The decision to leave was not easy for me but, now I realize I did the right thing.
- D. The decision to leave was not easy for me, but, now, I realize I did the right thing.

V:1**62**

Read the paragraph. Choose the sentence that would be the BEST concluding sentence.

Traveling to the nearest star poses a much greater challenge than traveling to the Moon. Currently, spaceships have limited speeds, and a trip to the nearest star might take 80,000 years. Of course, building more powerful spaceships would speed up star trips. However, at the moment there is an absolute speed limit, the velocity of light. To reduce the time required to travel to the nearest star may require somehow exceeding that absolute speed limit. Unfortunately, no one knows how to do that. _____.

- A. Einstein spent much of his life pondering the challenges of space travel.
- B. NASA remains committed to expanding the horizons of space travel.
- C. Scientists, however, have learned much about space travel.
- D.* Star travel is an elusive goal still beyond human reach.

IV:2**63**

Look at the underlined sentence part. Choose the answer that shows the correct punctuation for that part.

Since we moved to Ohio I have been to the beach only three times.

- A. Ohio: I
- B. Ohio; I
- C.* Ohio, I
- D. Correct as it is

II:2**64**

Read the following paragraph from a formal report. Choose the sentence in which the language is inappropriate.

(1) Pluto revolves around the sun once in 247.7 Earth years at an average distance of 5.9 billion kilometers from the sun. (2) You can see Pluto only through large telescopes, and even then it's tough. (3) Astronomers knew little about Pluto for many years. (4) However, in 1978, astronomers discovered a large moon orbiting Pluto; they named this moon Charon.

- A. Sentence 1
- B.* Sentence 2
- C. Sentence 3
- D. Sentence 4

II:2**65**

Choose the sentence that is appropriate in a research paper.

- A. Many blue jays visit the bird feeder in our backyard each winter.
- B.* “Jay” is the common name for a group of birds of the family Corvidae.
- C. Most jays will eat all kinds of things, including small amphibians and insects.
- D. Jays are noisy birds that are often bossy and aggressive.

III:2**66**

Choose the sentence that lacks parallel structure.

- A. A friend should be kind, honest, and loyal.
- B. Larry is tall, brown-eyed, handsome, and smart.
- C. Elizabeth washed the car, mowed the lawn, and fed the dog.
- D.* The beach is a place to swim, walk, or you might play volleyball.

III:1**67**

Choose the answer that is a sentence fragment.

- A. The green car is for sale.
- B.* Not having anything else to do.
- C. Grinning, she answered the question.
- D. To his mother’s delight, he passed the exam.

V:1**68**

Read the paragraph. Choose the sentence that does NOT belong in the paragraph.

(1) We’ll meet the other students at 9 A.M. on Monday by the front entrance to the school. (2) The bus to Washington, D.C., will leave at 9:30 A.M. sharp, so it is important to be on time. (3) The Potomac River flows through Washington. (4) It will be cold in Washington next week; bring warm clothing.

- A. Sentence 1
- B. Sentence 2
- C.* Sentence 3
- D. Sentence 4

I:7**69**

Select the sentence that is written in passive voice.

- A. The singer sang the song.
- B. The cat jumped onto the counter.
- C.* The jet was flown by my father.
- D. The plumber fixed the leaky faucet.

I:6**70**

Choose the sentence that is written correctly.

- A. The sweater belongs to I.
- B. Marla and me plan to take that course next year.
- C.* We are not sure whether we should go with you.
- D. Sheila and her are the best candidates for the job.

I:3

71

Choose the sentence that is written correctly.

- A. One of the students were absent from class.
- B. Each business associate receives a catalog.
- C.*The group of citizens agree that we must take action.
- D. The president, as well as the officers, are not coming to the party.

I:4

72

Choose the sentence that is written correctly.

- A. The calf recognized their mother.
- B. Someone left their sweater at my house.
- C.*Mrs. MacCaffrey put her money in a safe.
- D. Billy and Sam knew his multiplication tables.

I:4

73

Choose the correct word or words to complete this sentence.

Everyone raised _____ hand.

- A.*his or her
- B. its
- C. their
- D. they

V:1

74

Read the paragraph. Choose the sentence that BEST fits the blank in the paragraph.

_____. Guests were treated to a concert of Bach, Mozart, Chausson, and Schumann played by fifty-members of the Boston Symphony Orchestra in the Museum's two-story concert hall. When the doors rolled back, guests saw the spectacular courtyard for the first time. The courtyard was filled with flowering planters lighted by lanterns. It was a night for all to remember.

- A.*The Isabella Stewart Gardner Museum opened for the first time on New Year's Night in 1903.
- B. Architect Willard T. Sears was presented with a gold medal for designing the Gardner Museum.
- C. Until her death in 1924, Isabella Stewart Gardner lived on the fourth floor of Fenway Court in the Museum.
- D. The Isabella Stewart Gardner Museum is the only private art collection in which the building and the collection are the creation of one person.

V:1

75

Read the paragraph. Choose the sentence that BEST fits the blank in the paragraph.

The monarch butterfly, the most common species of milkweed butterfly, lives mainly in North America. The adult monarch has large reddish-brown wings with black borders and two rows of white dots. Each fall the monarch butterfly migrates south in large groups to Florida, Mexico, and California.

_____. During their two-year lifetime, most monarch butterflies migrate twice.

- A. Female monarchs lay their eggs underneath milkweed leaves.
- B. A typical monarch butterfly has a wing span of about ten centimeters or four inches.
- C. Monarchs develop a poisonous substance that makes them distasteful to birds and other predators.
- D.* Migrating monarchs meet at the same places each winter, where large numbers of monarchs cover the tops of trees.

IV:4

76

Choose the sentence that is written correctly.

- A. In 1775, Patrick Henry said “give me liberty, or give me death!”
- B.* In 1775, Patrick Henry said, “Give me liberty, or give me death!”
- C. In 1775, Patrick Henry said, “give me liberty, or give me death”!
- D. In 1775, Patrick Henry said “Give me liberty, or give me death”!

V:1

77

Read the sentence. Choose the transitional word or words that BEST fit the blank.

Most states do not allow citizens to vote until they reach a minimum age, usually between 18 and 21; _____, convicted felons are usually excluded from voting.

- A. as a result
- B.* moreover
- C. for example
- D. on the other hand

V:1

78

Read the paragraph. Choose the sentence that BEST fits the blank in the paragraph.

_____. One art critic, Gilbert Seldes, even called it, “the most amusing and fantastic and satisfactory work of art produced in America today.” Other admirers of Herriman’s work included the artist Willem de Kooning and the writers E. E. Cummings, H. L. Mencken, and Jack Kerouac.

- A.* Comic strips are seldom considered fine art, but George Herriman’s *Krazy Kat*, which appeared in newspapers from 1913 to 1944, was praised as such by many artists and critics of the time.
- B. Few comic strips are considered fine art.
- C. The main characters in George Herriman’s *Krazy Kat* are a cat, a mouse, and a dog.
- D. In his comic strip, Herriman was able to develop the conflict between a mouse and a cat so imaginatively that it never became stale.

III:2**79**

Choose the sentence that has parallel structure.

- A. Du Bois's purpose for writing was threefold: to review African American history, to portray the suffering brought about by racism, and he sketched the hopes to be realized through education.
- B.* Du Bois's purpose for writing was threefold: to review African American history, to portray the suffering brought about by racism, and to sketch the hopes to be realized through education.
- C. Du Bois's purpose for writing was threefold: to review African American history, portrayed the suffering brought about by racism, and sketching the hopes to be realized through education.
- D. Du Bois's purpose for writing was threefold: reviewing African American history, to portray the suffering brought about by racism, and sketching the hopes to be realized through education.

V:1**80**

Read the paragraph. Choose the sentence that does NOT belong in the paragraph.

(1) The first evidence of horseback riding comes from central Asia. (2) In that area the Scythians became skilled warriors on horseback in about 700 B.C. (3) Primarily nomads, they also made advances in the development of saddles. (4) Other ancient peoples soon followed the example of the Scythians. (5) Leaders such as Alexander the Great were able to take their armies great distances on horseback. (6) You can find out more about Alexander by studying the history of Macedonia. (7) This led to the establishment of huge empires.

- A. Sentence 2
- B. Sentence 4
- C. Sentence 5
- D.* Sentence 6

I:3**81**

Choose the sentence in which the underlined word is an error.

- A.* Among his important works were the book *The Souls of Black Folks*, published in 1903.
- B. There are several reasons why he became a respected leader.
- C. The issues raised in that book are still relevant today.
- D. The announcement of their deaths was issued to 250,000 people.

IV:4**82**

Choose the sentence that is written correctly.

- A. Her favorite movie is “Star Wars.”
- B. The title of the first chapter, Recalled to Life, is intriguing.
- C.* He developed the association’s magazine, The Crisis.
- D. Our class enjoyed discussing Robert Frost’s poem The Death of the Hired Man.

I:7**83**

Choose the sentence that is written in the active voice.

- A.* Through a process called photosynthesis, green plants and other organisms convert the energy of light into another form.
- B. Her game has been copied by some of her admirers.
- C. You will be enrolled automatically.
- D. Only about six percent of the adult male population was entitled to vote.

I:2**84**

Choose the correct word or words to complete the sentence.

Yesterday she _____ early in the morning.

- A. rises
- B.* rose
- C. risen
- D. has risen

IV:5**85**

Choose the sentence in which the apostrophe is used correctly.

- A. Voting restrictions exist in nearly every country, depending on it’s laws.
- B.* Lidia accepted Raphael’s invitation to go to the school dance.
- C. Jasmine wanted to see the babys’ room.
- D. Scientists of the past did not have the technology to record the temperature of the entire planet’s.

I:1

86

Choose the sentence that is written correctly.

- A. Though he didn't bring any pens, he brought several art supplies.
- B. The porches were painted over the weekend.
- C.*Her two daughters-in-law love sports.
- D. The campers spotted two wolfs running across the prairie.

I:5

87

Choose the sentence that is written correctly.

- A. Anthony had wanted to have seen the Statue of Liberty during his trip to New York.
- B.*Sean suddenly hurried back into the house when he realized that he had left the water running.
- C. When I arrived at school, I had chosen a seat near the back of the room.
- D. The hype convinced me that I have needed to keep watching the television.

IV:5

88

Choose the sentence that contains an error in the use of the apostrophe.

- A. Who's the owner of the car blocking the driveway?
- B. The children's homework assignments were challenging.
- C. Their surprising arrival upset the duchess's plans.
- D.*My sister-in laws' recipe earned first prize.

V:1

89

Read the four sentences. Then choose the answer that shows the BEST order for the sentences.

- 1. After all, he was a world-class athlete, and all his awards seemed to prove that he was in perfect health.
 - 2. Armstrong almost put off seeing a doctor until it was too late.
 - 3. He kept telling himself he would visit a doctor "after the next race."
 - 4. Armstrong had been ignoring symptoms related to his disease for some time.
- A. 1-2-3-4
 - B. 3-2-4-1
 - C.*4-3-1-2
 - D. 1-2-4-3

I:1

90

Choose the sentence that contains an error.

- A. The art instructors seemed enthusiastic.
- B. The team had two quick losses in the first round of the playoffs.
- C. The Browns purchased the house on the corner.
- D.*Two workman patched the leaking roof.

I:5

91

Read the paragraph. Find the sentence that contains an incorrect shift in tense.

(1) I tried to walk quickly and confidently to my dormitory room, but I accidentally walked into the boys' shower room. (2) Fortunately, it is empty. (3) I found my room without any further embarrassments. (4) I passed some other students who seemed poised and confident.

- A. Sentence 1
- B.* Sentence 2
- C. Sentence 3
- D. Sentence 4

I:6

92

Choose the correct word to complete the sentence.

For Luke and _____, there was iced tea.

- A. myself
- B. I
- C. they
- D.* me

I:8

93

Choose the sentence that contains an error.

- A. Using high-powered binoculars, the rescuers found the lost child.
- B. Celebrating my victory, my friends and I stayed at the restaurant till midnight.
- C. The painted kite with a long tail was caught in a tree.
- D.* Discouraged by criticism, his bid for office was given up by the candidate.

II:2

94

Read the following paragraph from a formal report. Choose the sentence in which the language is inappropriate.

(1) The Romantic Era began in the 1790s, when William Wordsworth published a book of poems called *Lyrical Ballads*. (2) In the preface to the second edition, he described poetry as “the spontaneous overflow of powerful feelings.” (3) To the Romantics, feelings were more important than thoughts. (4) In fact, the Romantics believed that you couldn't think deeply without drawing upon emotion.

- A. Sentence 1
- B. Sentence 2
- C. Sentence 3
- D.* Sentence 4

V:1

95

Read the sentence. Choose the transitional word or words that BEST fit the blank.

In many regions, mature elephants have been virtually wiped out; _____, hunters now kill more and more young elephants to get the same amount of ivory.

- A. in other words
- B. however
- C.* consequently
- D. for example

I:1

96

Choose the sentence that is written correctly.

- A. The storm ripped several branches from the oak tree.
- B. Three woman investigated the crime scene.
- C. Several countrys competed in the first event.
- D.* Three puppies played in our yard.

I:8

97

Choose the sentence that is written correctly.

- A. I saw the deer run across the field sitting on the porch.
- B. Katrina will ski this mountain filled with determination.
- C. Gasping for breath, the hill slowed the runner down.
- D.* Proposing a new law, the congresswoman documented the need for stricter safety regulations.

V:1

98

Read the four sentences. Then choose the answer that shows the BEST order for the sentences.

- 1. Just one Sunday *New York Times*, for example, carries more information than most nineteenth-century people had access to in their entire lifetimes.
 - 2. A constant stream of information comes at us nowadays.
 - 3. We must deal with all this information, which is much more than people had to deal with in the past.
 - 4. Billboards, junk mail, and other forms of advertising; newspapers, magazines, and books; and dozens of cable and network TV channels and radio stations bombard us with information every day.
- A. 1-2-3-4
 - B.* 2-4-3-1
 - C. 4-2-1-3
 - D. 2-3-1-4

II:2

99

Choose the sentence that would be most appropriate in a formal paper.

- A. *While the American city experienced growth during the 1920s, rural America experienced hard times.
- B. During the 1920s while cities were growing in America, rural America didn't prosper, struggling with a lot of difficult situations.
- C. If you look at America during the 1920s, you will see that cities enjoyed a growth spurt but rural places experienced hard times.
- D. Rural America in the 1920s only experienced hard times, whereas American cities had plenty to shout about.

III:1

100

Choose the sentence that is written correctly.

- A. Walt Whitman inaugurated a revolution in poetry he wrote *Leaves of Grass*.
- B. To inaugurate a revolution in poetry, Walt Whitman writing *Leaves of Grass*.
- C. Walt Whitman inaugurated a revolution in poetry, he wrote *Leaves of Grass*.
- D. *To inaugurate a revolution in poetry, Walt Whitman wrote *Leaves of Grass*.

STOP

ADAW: The Writing Test

Students in grade 10, like those in grades 5 and 7, take the *Alabama Direct Assessment of Writing (ADAW)*. Unlike the *AHSGE*, this test contains no multiple-choice items. Instead, it requires you to write an extended response to a writing prompt assigned at random. You will be asked to write in one of three modes, as exemplified by the following prompts, which recently appeared on the *ADAW*.

Narrative Prompt

Everyone makes mistakes; after all, nobody is perfect. Using precise details, write a story about a time that you or someone you know made a big mistake.

Expository Prompt

Most of us have had to do a chore or job that was difficult. Think about a chore or job that you found difficult. Write an essay explaining what this chore or job was and how you did it.

Persuasive Prompt

Some people feel that there are just too many required courses in high school. You agree! Write a persuasive letter to the principal identifying one particular course that should be eliminated from the list of required courses. Give convincing reasons and/or specific examples to support your opinion.

To boost your confidence and increase your chances of performing well on the *ADAW*, practice examining writing prompts and using effective strategies to respond to them.

How the ADAW Is Scored

Two readers score each essay independently, using a 4-point scale to measure writing achievement. The readers' scores are added, yielding an overall score that ranges from a low of 2 to a high of 8. This holistic score reflects the writer's sense of purpose and audience as well as the content, organization, and clarity of the essay. On the following page appears a simplified version of the holistic rubric used to score the *ADAW*.

Level IV	<i>Exceeds standard.</i> The response shows a thorough understanding of the writing task for the assigned mode of writing.
Level III	<i>Meets standard.</i> The response shows a good understanding of the writing task for the assigned mode of writing.
Level II	<i>Partially meets standard.</i> The response shows some understanding of the writing task for the assigned mode of writing.
Level I	<i>Does not meet standard.</i> The response shows little understanding of the writing task for the assigned mode of writing.
Not rated	Papers may be blank, incomprehensible, or copied verbatim from the prompt

In addition to a holistic score, each essay receives an analytic score that measures proficiency in writing mechanics, sentence formation, and grammar and usage.

Key Concepts for the ADAW

Purpose refers to your understanding of the writing task specified by the prompt. To determine the primary purpose of your writing, answer these questions:

1. Do I want to tell a story?
2. Do I want to inform my readers about the topic or explain something about it?
3. Do I want to persuade my readers to change their minds or take some action?

Content is judged according to the mode of writing—narrative, expository, or persuasive:

- **Narrative writing** conveys both what happens and the order in which events occur.
- **Expository writing** conveys the appropriate sequence of ideas or steps in a process. This writing uses a logical order and presents a main idea and its supporting details.
- **Persuasive writing** presents a clearly stated opinion and provides reasons and evidence and/or examples to support that opinion.

Audience refers to those who will read your essay. Good writers use language and tone that suit an intended audience. If the prompt does not specify an audience for your writing, imagine your teacher or someone else as the reader.

Organization/clarity includes several traits of good writing, including:

- strong organizational plan or strategy
- strong author control
- a single controlling idea
- an interesting introduction and thorough development of the topic with examples, facts, statistics, anecdotes, and/or details
- a smooth flow of ideas with clarity, coherence, and effective transitions
- a conclusion (if appropriate)
- few, if any, errors in grammar, usage, and mechanics
- a variety of sentence structures
- use of precise and vivid vocabulary
- use of description to help develop the essay

Test-Taking Strategies

This section provides writing practice and annotated models of narrative, expository, and persuasive essays for you to read and evaluate.




Writing a Narrative

Your Turn

Use the prompt and the passage below to write an extended constructed response. Complete your draft on a separate sheet of paper.

Writing Prompt Recall a time in your life when you met someone who changed you in some way. In a well-developed essay, tell how, when, and where you met the person. Include concrete details to make your description of the setting and the person vivid.

Prewriting:

<i>Subject:</i>		
		
<i>Detail:</i>	<i>Detail:</i>	<i>Detail:</i>
<i>Beginning (include when and where):</i>		
<i>Middle:</i>		
<i>End:</i>		
<i>How I was changed:</i>		

Focus: _____

Dominant Impression: _____

Writing a Narrative STRATEGIES IN ACTION

The writing prompt is very specific about the **writing purpose**: tell how, when, and where you met the subject. Be sure to include all three elements in your response.

Writing a Narrative STRATEGIES IN ACTION

You might need to use a combination of prewriting methods – especially if you have a dual writing purpose, such as to narrate and describe. An example of a pair of prewriting methods has been provided for you. If you choose to use another pair, or if you need more space, use a separate sheet of paper.

Model

I'll never forget the afternoon I met Jewel. My family and I had been in the Old City Market downtown. I was twelve years old, and slightly grumpy from the hours of shopping and sightseeing. My stomach was growling, and I wanted something to eat. My parents were ready for a break as well, so we walked across the cobblestones to a nearby restaurant with outdoor tables.

Someone took our order, and as we waited, I glanced back at the street we had just crossed. A crowd was gathering around a street entertainer, a slight young woman who was dressed like a jester in a silver and purple costume. Her face was painted with bright red and white greasepaint, and she called out "Hey, now!" and "Look here!" as she juggled brightly colored rings.

"How does she do that?" I wondered aloud.

"Lots of practice," my dad replied.

Well, the juggler must have heard me, because just then, she picked me out of a crowd. She reached over and took my hand, and I could see where the red and white paints were melting together on her warm face. They made a fuzzy pink line down the middle of her nose.

"Jewel needs a helper!" she said, smiling. "Come on, don't make me beg! Please?"

Dad gave me a nudge and I reluctantly stood up and followed her into the street. I had always thought of myself as clumsy, since I was not great at sports. I was also so scared of making a fool of myself in public that my legs trembled, but I did manage to listen to what she told me.

(continued)

Writing a Narrative STRATEGIES IN ACTION

A narrative essay may not have a thesis statement like most essays, but the **focus** should be clear. The model narrative has a clear beginning that successfully addresses the topic and purpose in the prompt. It introduces the notable person and tells when and where the student met this person.

The second paragraph includes sensory details about the person who is the subject, or topic, of the narrative.

Suddenly, I found myself throwing rings at her, one at a time. She tossed them back lazily and then gradually picked up the speed. Soon the rings were flying magically between us. The crowd clapped and cheered, and I felt myself grinning.

I started to sit down again, but my moment in the spotlight wasn't over. Next thing I knew, Jewel was giving me a lightning-fast lesson on how to juggle. Her voice was clear and quick and easy to understand. I was so happy and excited that I didn't really think about how clumsy I was or how silly I might look. I just followed directions. I dropped a ring the first time I tried, but on the very next try, I was juggling two rings.

"Give the man a hand!" said Jewel, gesturing to the crowd. The people clapped and cheered, and I don't think I had ever felt happier. I took a little bow and turned to go back to my family. Jewel briefly put her hand on my arm and whispered, "You're a natural!"

I never saw Jewel again, but I no longer saw myself as someone who was clumsy. Now I viewed myself as a performer rather than an athlete. Perhaps I would never be a quarterback, but I knew that with work, I could become a juggler, maybe even a street performer myself.

Writing a Narrative STRATEGIES IN ACTION

The model effectively uses story elements, including setting, characterization, and dialogue, which help move the action along. Transitional words and phrases, such as *Suddenly* and *the first time*, help connect events.

The model ends with an effective conclusion that shows how the narrator has been changed by the meeting with the subject.

Writing an Expository Essay

Your Turn

Use the prompt and the passage below to write an extended constructed response. Complete your draft on a separate sheet of paper.

Writing Prompt From the literature that you have read during the past year, choose a work in which a major event has a significant impact upon a specific community or group. How does this event change the way the characters think or act? Does the event change the way the characters treat each other? If so, in what ways? In a well-developed essay, identify the work of literature, tell what happened, and explain its effect upon the community. Use specific references from the work.

Prewriting:

<i>Introduction</i>
<i>Name of Literary Work:</i>
<i>Event that Affects Characters:</i>
<i>Thesis Statement:</i>

<i>Character:</i>

↑↑	↑↑	↑↑
<i>Detail:</i>	<i>Detail:</i>	<i>Detail:</i>

<i>Character:</i>

↑↑	↑↑	↑↑
<i>Detail:</i>	<i>Detail:</i>	<i>Detail:</i>

<i>Conclusion</i>

Writing an Expository Essay STRATEGIES IN ACTION

Some prompts have writing purposes related to the main one. This prompt asks you to tell what happened in a story and then **explain** it. It implies that you should **narrate** certain events or at least **summarize** them.

Writing an Expository Essay STRATEGIES IN ACTION

A complex prompt may require a complex prewriting method. Use cues in the prompt itself to decide on a prewriting method. An example of a prewriting method has been provided for you. If you choose another method, or if you need more space, use a separate sheet of paper.

Model

In many literary works, an outside event affects the lives of characters and the community in which they live. In Bret Harte’s story “The Outcasts of Poker Flat,” such an event is a snowstorm that traps a group of people in an isolated mountain cabin. Their behavior resulting from the storm and subsequent entrapment reveals the true character of these outcasts, who were banished from Poker Flat because of so-called immoral behavior.

The outcasts include Mr. Oakhurst, a gambler, Mother Shipton and the Duchess, two sinful women; and Uncle Billy, a thief. All have questionable backgrounds and reputations. They are headed over the mountains to Sandy Bar, but are forced to stop for the night because three of them become intoxicated. This decision is made against Mr. Oakhurst’s better judgment, as the group has few provisions. Although three members of the group seem to act as might be expected, Mr. Oakhurst shows signs of good judgment and concern for others.

The group’s fate is sealed with the arrival of Tom Simson and Piney Woods, a young couple eloping to Poker Flats. Then the snowstorm traps them in a cabin and reveals who they are. Uncle Billy reveals his true nature right away. He is a selfish thief, who runs off with the group’s mules at the first sign of snow. Meanwhile, Mr. Oakhurst takes charge and sets a tone that the others follow. He is concerned for Piney and tries not to frighten her. Following his lead, the two older women do the same, and their concern for themselves.

Writing an Expository Essay STRATEGIES IN ACTION

A thesis statement is often found at the end of the first paragraph. The final sentence of the first paragraph of the model essay includes the thesis statement of the essay.

The model essay begins by identifying the title and author of the literary work, as the prompt requires.

Writing an Expository Essay STRATEGIES IN ACTION

The student gives necessary plot information, so that even someone who had not read the story could understand the events.

The model provides specific examples and story details to explain how the events, such as the storm, affect the characters.

Adding transitions may be necessary to make events clear. The model links ideas with clear transitions, including *Although* and *However*.

As the snowstorm continues, Tom tries to elicit some gaiety from the community. Singing and laughing, he and Piney are unaware of the impending danger. Mr. Oakhurst does nothing to diminish their enjoyment, even as he fears what may lie ahead. Mother Shipton and the Duchess do the same.

The storm stops, but the weather remains freezing. No escape is possible. Food and fuel run dangerously low, and this shortage causes characters to continue to reveal their true selves. The Duchess cares for Piney, while Mother Shipton, once the strongest of the group, becomes ill. She has been storing her food rations and starving herself so that Piney will have enough to eat. Instead of being sinful, Mother Shipton reveals herself as a deeply compassionate human being. As Mr. Oakhurst sends Tom to Poker Flats for supplies, he makes a decision and leaves the cabin. The Duchess protects Piney as best she can, and the two die peacefully in each other's arms. The Duchess's selfless behavior erases her sins.

Although the Duchess and Mother Shipton have changed, Mr. Oakhurst's changes are not as obvious. His strength lies in his leadership and in his final sacrifice, an action that could be interpreted as selfless, since he leaves some fuel at the cabin before he dies. However, his act could also reveal weakness, for he chooses to die quickly rather than face a slow death by starvation and freezing.

Thus, the snowstorm and its aftermath in "The Outcasts of Poker Flat" affect both the characters' actions and the characters themselves. Without the storm, the outcasts would have reached Sandy Bar; Piney and Tom would have gone to Poker Flat; and Mother Shipton, the Duchess, and Mr. Oakhurst might not have had the chance to reveal the depth of their goodness and compassion.

Writing an Persuasive Essay

Use the prompt and the passage below to write an extended constructed response. Complete your draft on a separate sheet of paper.

Writing Prompt American cities can be places of great opportunity and cultural exchange, but they can also pose many problems. Think of a major problem that American cities face today. In a well-developed essay, identify the problem and suggest a solution that you believe would be effective.

Prewriting:

<i>Introduction</i>
<i>Problem:</i>
<i>Solution:</i>

<i>Details about problem:</i>

<i>Reason/Point:</i>
<i>Support:</i>

<i>Reason/Point:</i>
<i>Support:</i>

<i>Reason/Point:</i>
<i>Support:</i>

<i>Conclusion</i>

Thesis Statement: _____

Writing a Persuasive Essay STRATEGIES IN ACTION

The writing prompt doesn't specify the **audience**, so assume you will write for your teacher.

Writing a Persuasive Essay STRATEGIES IN ACTION

You need clear and strong reasons to persuade. Your prewriting method should allow you to list reasons and supporting evidence for those reasons. Most likely this will be **indirect evidence** in the form of facts and opinions drawn from experts and reliable sources. Other evidence might be **anecdotes**, or brief stories to make a point. A prewriting method has been provided for you. If you choose to use another, or if you need more space, use a separate sheet of paper.

Model

American cities offer many opportunities, but they also pose serious problems. One problem that affects people who live in a city is the lack of outdoor areas where they can relax, exercise, socialize, or simply enjoy nature. Those who plan and restore cities can solve this problem by creating new parks in areas where crumbling buildings are being torn down.

Most city dwellers are cut off from nature and from the outdoors. They become accustomed to the noise of blaring car horns and whining police sirens instead of the sounds of chirping birds and rustling leaves. They get used to the stench of car fumes and factory smoke and forget the scent of clean, fresh air. Because these cities have few parks with growing grass and trees, people tend to stay indoors, where they become isolated.

Although city folks could drive to the country on weekends or on vacations, I propose a more realistic and useful solution. City planners should bring nature back to the city by increasing the number of parks. One way to do this is by designing and constructing new parks in run-down areas where existing, decaying buildings are being torn down. Such land is available and currently has a negative impact on cities. As parkland, it could have a positive effect.

Every city should have at least one huge park with picnic grounds, a pond, a bicycle path, walkways, and baseball field. Creating such parks would add to the value of surrounding real estate and would help reduce crime. When people have a variety of appealing activities to occupy their time, and beautiful areas in which to meet, they are less likely to get into trouble.

Besides having one large park, cities could also create pocket parks on smaller pieces of public land. These spots might have grass or flowers, as well as a few benches where people could relax and visit with friends while they enjoy the outdoors and admire nature. Paved paths could provide places for people to walk, skate, or jog.

The cost would be low because the city already owns much of the land. Also abandoned building generates little revenue now. The city councils could use a small portion of our tax dollars to cover the cost of creating these public places. Parks like these would benefit everyone, especially children. If more parks existed in the city, kids would be safer and have more fun. They could go bicycling, ride skateboards, and play ball without worrying about traffic. Their general level of fitness would improve. In addition, schools could take classes on field trips to the parks, and student could explore the natural history there.

Writing a Persuasive Essay STRATEGIES IN ACTION

The essay begins by stating the problem and a solution. The final sentence in the introductory paragraph is the **thesis statement**.

Support your statements.

The second paragraph explains why the problem is important. Its **topic sentence** supports the thesis statement; in turn, each sentence supports that topic sentence.

With more city parks, both children and adults could escape from the noise, pollution, overcrowding, and stress of city life. By increasing the number of large and small parks, dreary cities could become beautiful again. Creating such parks is a sound, logical, and affordable possibility that every citizen should support.

**Writing a Persuasive Essay
STRATEGIES IN ACTION**

The model is effectively organized and connects ideas with transitional words such as *Besides*.

The essay addresses a concern that the audience might have, the cost, using cause-and-effect reasoning. Clear transitions show ideas are related. The persuasive power of the essay is increased also by discussing how the solution would benefit the audience.

Stick to your topic.

The model essay includes an effective conclusion by summarizing both the problem and the solution—which supports the thesis statement.



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