Introduction - Grade 9 English–Language Arts

The following released test questions are taken from the Grade 9 English–Language Arts Standards Test. This test is one of the California Standards Tests administered as part of the Standardized Testing and Reporting (STAR) Program under policies set by the State Board of Education.

All questions on the California Standards Tests are evaluated by committees of content experts, including teachers and administrators, to ensure their appropriateness for measuring the California academic content standards in Grade 9 English–Language Arts. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document contains released test questions from the California Standards Test forms in 2003, 2004, 2005, 2006, 2007, and 2008. First on the pages that follow are lists of the standards assessed on the Grade 9 English–Language Arts Test. Next are released passages and test questions. Following the questions is a table that gives the correct answer for each question, the content standard that each question is measuring, and the year each question last appeared on the test.

The following table lists each strand/reporting cluster, the number of items that appear on the exam, and the number of released test questions that appear in this document.

STRAND/REPORTING CLUSTER	NUMBER OF QUESTIONS ON EXAM	NUMBER OF RELEASED TEST QUESTIONS
• Word Analysis	8	17
• Reading Comprehension	18	27
• Literary Response and Analysis	16	20
• Writing Strategies	20	25
• Written Conventions	13	25
TOTAL	75	114

In selecting test questions for release, three criteria are used: (1) the questions adequately cover a selection of the academic content standards assessed on the Grade 9 English–Language Arts Test; (2) the questions demonstrate a range of difficulty; and (3) the questions present a variety of ways standards can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the California Standards Tests, visit the California Department of Education's Web site at http://www.cde.ca.gov/ta/tg/sr/resources.asp.

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READING

The Reading portion of the Grade 9 California English–Language Arts Standards Test has three strands/reporting clusters: Word Analysis, Reading Comprehension, and Literary Response and Analysis. Each of these strands/clusters is described below.

The Word Analysis Strand/Cluster

The following three California English–Language Arts content standards are included in the Word Analysis strand/cluster and are represented in this booklet by 17 test questions for grade 9. These questions represent only some ways in which these standards may be assessed on the Grade 9 California English–Language Arts Standards Test.

9RW1.0	**WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.**
9RW1.1	**Vocabulary and Concept Development:** Identify and use the literal and figurative meanings of words and understand word derivations.
9RW1.2	**Vocabulary and Concept Development:** Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.
9RW1.3	**Vocabulary and Concept Development:** Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word "narcissistic" drawn from the myth of Narcissus and Echo).

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The Reading Comprehension Strand/Cluster

The following seven California English–Language Arts content standards are included in the Reading Comprehension strand/cluster and are represented in this booklet by 27 test questions for grade 9. These questions represent only some ways in which these standards may be assessed on the Grade 9 California English–Language Arts Standards Test.

9RC2.0	**READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in *Recommended Readings in Literature, Grades Nine Through Twelve* (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.**
9RC2.1	**Structural Features of Informational Materials:** Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
9RC2.2	**Structural Features of Informational Materials:** Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.
9RC2.3	**Comprehension and Analysis of Grade-Level-Appropriate Text:** Generate relevant questions about readings on issues that can be researched.
9RC2.4	**Comprehension and Analysis of Grade-Level-Appropriate Text:** Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
9RC2.6	**Comprehension and Analysis of Grade-Level-Appropriate Text:** Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).
9RC2.7	**Expository Critique:** Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
9RC2.8	**Expository Critique:** Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

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The Literary Response and Analysis Strand/Cluster

The following 12 California English–Language Arts content standards are included in the Literary Response and Analysis strand/cluster and are represented in this booklet by 20 test questions for grade 9. These questions represent only some ways in which these standards may be assessed on the Grade 9 California English–Language Arts Standards Test.

9RL3.0	**LITERARY RESPONSE AND ANALYSIS: Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in *Recommended Literature, Grades Nine Through Twelve* illustrate the quality and complexity of the materials to be read by students.**
9RL3.1	**Structural Features of Literature:** Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
9RL3.2	**Structural Features of Literature:** Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.
9RL3.3	**Narrative Analysis of Grade-Level-Appropriate Text:** Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
9RL3.4	**Narrative Analysis of Grade-Level-Appropriate Text:** Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
9RL3.5	**Narrative Analysis of Grade-Level-Appropriate Text:** Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
9RL3.6	**Narrative Analysis of Grade-Level-Appropriate Text:** Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
9RL3.7	**Narrative Analysis of Grade-Level-Appropriate Text:** Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
9RL3.8	**Narrative Analysis of Grade-Level-Appropriate Text:** Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
9RL3.9	**Narrative Analysis of Grade-Level-Appropriate Text:** Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
9RL3.10	**Narrative Analysis of Grade-Level-Appropriate Text:** Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.
9RL3.11	**Literary Criticism:** Evaluate the aesthetic qualities of style, including the impact of diction and figurative language on tone, mood, and theme, using the terminology of literary criticism (Aesthetic approach).
9RL3.12	**Literary Criticism:** Analyze the way in which a work of literature is related to the themes and issues of its historical period (Historical approach).

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WRITING

The Writing portion of the Grade 9 California English–Language Arts Standards Test has two strands/reporting clusters: Writing Strategies and Written Conventions. Each of these strands/clusters is described below.

The Writing Strategies Strand/Cluster

The following seven California English–Language Arts content standards are included in the Writing Strategies strand/cluster and are represented in this booklet by 25 test questions for grade 9. These questions represent only some ways in which these standards may be assessed on the Grade 9 California English–Language Arts Standards Test.

9WS1.0	**WRITING STRATEGIES: Students write coherent and focused essays that convey a well-defined perspective and tightly reasoned argument. The writing demonstrates students' awareness of the audience and purpose. Students progress through the stages of the writing process as needed.**
9WS1.1	**Organization and Focus:** Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
9WS1.2	**Organization and Focus:** Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
9WS1.3	**Research and Technology:** Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.
9WS1.4	**Research and Technology:** Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
9WS1.5	**Research and Technology:** Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
9WS1.7	**Research and Technology:** Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., the *Modern Language Association Handbook, The Chicago Manual of Style*).
9WS1.9	**Evaluation and Revision:** Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

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The Written Conventions Strand/Cluster

The following five California English–Language Arts content standards are included in the Written Conventions strand/cluster and are represented in this booklet by 25 test questions for grade 9. These questions represent only some ways in which these standards may be assessed on the Grade 9 California English–Language Arts Standards Test.

9WC1.0	**WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions.**
9WC1.1	**Grammar and Mechanics of Writing:** Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
9WC1.2	**Grammar and Mechanics of Writing:** Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
9WC1.3	**Grammar and Mechanics of Writing:** Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.
9WC1.4	**Manuscript Form:** Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.
9WC1.5	**Manuscript Form:** Reflect appropriate manuscript requirements, including: 1) title page presentation 2) pagination 3) spacing and margins.

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A Visit with the Folks

by Russell Baker

1 Periodically I go back to a churchyard cemetery on the side of an Appalachian hill in northern Virginia to call on family elders. It slows the juices down something marvelous.

2 They are all situated right behind an imposing brick church with a tall square brick bell-tower best described as honest but not flossy. Some of the family elders did construction repair work on that church and some of them, the real old timers, may even have helped build it, but I couldn't swear to that because it's been there a long, long time.

3 The view, especially in early summer, is so pleasing that it's a pity they can't enjoy it. Wild roses blooming on fieldstone fences, fields white with daisies, that soft languorous air turning the mountains pastel blue out toward the West.

4 The tombstones are not much to look at. Tombstones never are in my book, but they do help in keeping track of the family and, unlike a family, they have the virtue of never chafing at you.

5 This is not to say they don't talk after a fashion. Every time I pass Uncle Lewis's I can hear it say, "Come around to the barber shop, boy, and I'll cut that hair." Uncle Lewis was a barber. He left up here for a while and went to the city. Baltimore. But he came back after the end. Almost all of them came back finally, those that left, but most stayed right here all along.

6 Well, not right here in the churchyard, but out there over the fields, two, three, four miles away. Grandmother was born just over that rolling field out there near the woods the year the Civil War ended, lived most of her life about three miles out the other way there near the mountain, and has been right here near this old shade tree for the past 50 years.

7 We weren't people who went very far. Uncle Harry, her second child, is right beside her. A carpenter. He lived 87 years in these parts without ever complaining about not seeing Paris. To get Uncle Harry to say anything, you have to ask for directions.

8 "Which way is the schoolhouse?" I ask, though not aloud of course.

9 "Up the road that way a right good piece," he replies, still the master of indefinite navigation whom I remember from my boyhood.

10 It's good to call on Uncle Lewis, grandmother and Uncle Harry like this. It improves your perspective to commune with people who are not alarmed about the condition of NATO or whining about the flabbiness of the dollar.

11 The elders take the long view. Of course, you don't want to indulge too extensively in that long a view, but it's useful to absorb it in short doses. It corrects the blood pressure and puts things in a more sensible light.

12 After a healthy dose of it, you realize that having your shins kicked in the subway is not the gravest insult to dignity ever suffered by common humanity.

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13 Somewhere in the vicinity is my great-grandfather who used to live back there against the mountain and make guns, but I could never find him. He was born out that way in 1817—James Monroe was President then—and I'd like to find him to commune a bit with somebody of blood kin who was around when Andrew Jackson was in his heyday.

14 After Jackson and Abraham Lincoln and the Civil War, he would probably not be very impressed about much that goes on nowadays, and I would like to get a few resonances off his tombstone, a cool *frisson* of contempt maybe for a great-grandchild who had missed all the really perilous times.

15 Unfortunately, I am never able to find him, but there is Uncle Irvey, grandmother's oldest boy. An unabashed Hoover Republican. "Eat all those string beans, boy," I hear as I nod at his tombstone.

16 And here is a surprise: Uncle Edgar. He has been here for years, but I have never bumped into him before. I don't dare disturb him, for he is an important man, the manager of the baseball team, and his two pitchers, my Uncle Harold and my Cousin-in-law Howard, have both been shelled on the mound and Uncle Edgar has to decide whether to ask the shortstop if he knows anything about pitching.

17 My great-grandfather who made guns is again not to be found, but on the way out I pass the tombstone of another great-grandfather whose distinction was that he left an estate of $3.87. It is the first time I have passed this way since I learned of this, and I smile his way, but something says, "In the long run, boy, we all end up as rich as Rockefeller," and I get into the car and drive out onto the main road, gliding through fields white with daisies, past fences perfumed with roses, and am rather more content with the world.

"A Visit with the Folks" by Russell Baker. Copyright © 2000 by the New York Times Co. Reprinted by permission.

CSR0P068

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1 **The dialogue in this story is generated from the narrator's**

A conversations with others.

B photographs in a family album.

C book on the history of the churchyard.

D memories from his childhood.

CSR00634.068

2 **When the narrator says, "It slows the juices down . . ." he means**

A the trip makes him tired and hungry.

B the visit makes him feel depressed.

C the trip gives him something to do.

D the visit changes his pace of life.

CSR00638.068

3 **In paragraph 14, what does the narrator use to make a point?**

A a contrast between the past and present

B an allusion to an event

C a flashback to his youth

D a foreshadowing of the future

CSR00640.068

4 **This selection could effectively be adapted for presentation as a dramatic monologue because it consists of**

A several suspenseful scenes.

B tales of misfortune.

C vivid descriptions by a narrator.

D exaggeration of people's actions.

CSR00632.068

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Read these three documents.

Document A

Review...

Escape from Treasure Mountain II

By Kate Klein

In 1998, the new computer game manufacturer Madcap Studios produced a terrific game called Escape from Treasure Mountain. Since then, fans of the game have waited for the sequel, Escape from Treasure Mountain II. Finally, that sequel is available in stores. However, while ETM II has its good points, I found it rather disappointing. Basically, it's nothing more than the first game in a slick new package.

As in ETM I, heroine Gigi Loyola and her friends must collect clues to solve puzzles to find a way out of the tunnels beneath Treasure Mountain. The puzzles grow increasingly harder as the game progresses. At the end, gamers face a tough challenge before getting away with the treasure.

A word of warning: although the game creators say it is possible to play the game with only a 4-speed (4X) CD-ROM, I would not recommend it. The graphics load so slowly, you'll only want to throw the game out the window.

On the plus side, the animation is great, right down to the expressions on the characters' faces. The backgrounds are incredibly real looking. Also, ETM II displays the same zany humor that made the first game so popular. However, anyone who has not played ETM I will probably not get many of the jokes.

Overall, I would give Escape from Treasure Mountain II two stars out of five. It's not a bad game; it's just not original.

Game Information

Game developer: Madcap Studios **Price:** $30 **Release Date:** July 10, 2000

Minimum requirements: Pentium 200, 32 MB RAM, 4X CD-ROM, 100MB hard drive space, 3D card

Recommended requirements: Pentium II 266, 64 MB RAM, 8X CD-ROM, 1.2 GB hard drive space

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Bibliography

Arroyo, Irene. *How to Think Like a Computer Game Character*. New York: Three Onion Press, 1990.

"Madcap Studios Makes Its Move." *Up and Coming Business*, 3 Mar. 1997: 11.

Mooney, Cathy. "Escape from Treasure Mountain II." *New Games Reviewed*, August 2000: 22.

Ortiz, Danny. *The Best Games of 1998*. Chicago: Silver Wind Books, 1999.

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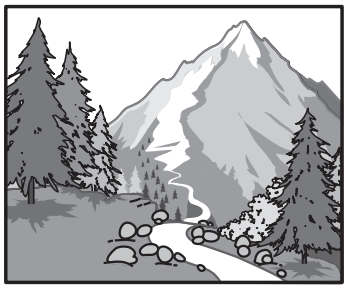
Document B

Escape from Treasure Mountain II

The wait is over. Escape from Treasure Mountain II is here!

Gigi Loyola escaped from Treasure Mountain once. Can she do it again?



- Three exciting levels of game play
- All of the trademark humor of the first game
- Stunning 3D graphics
- Challenging new puzzles

"Escape from Treasure Mountain II is everything the first game was, and more."

—Cathy Mooney, New Games Reviewed

"Even better than the first one."

—Dan Stephens, game player

Brought to you by Madcap Studios, proud producer of Conquest, Ultimate Football, and Escape from Treasure Mountain I.

Document C

Installing Escape from Treasure Mountain II on Your Hard Drive

1. Start your computer's operating system.
2. Insert the *Escape from Treasure Mountain II* CD into your CD-ROM drive (only a speed of 4X is required). The Auto Run menu should appear on your screen. *Note: If the Auto Run menu does not appear, click **Start>Run**. Type **d:launcher.exe** in the text box and click **OK**.*
3. Click on the words "Install Escape from Treasure Mountain II" to start the Setup program. The Welcome screen should appear.
4. Click **Next**. The Serial Number window should appear. Enter your serial number, which can be found on the back of your CD case, then click **OK**.
5. The Destination Location window should appear. This is the location to which the *Escape from Treasure Mountain II* files will be copied. To choose a custom location, click **Browse**, select the location, and then click **Next**. To use the default location, simply click **Next**.
6. Choose the folder in the Start>Programs menu from which you want to run *Escape from Treasure Mountain II* and click **Next**. Just click **Next** to accept the default folder. The game files will be copied onto your hard drive.
7. The Setup Complete screen appears. You can start playing *Escape from Treasure Mountain II* by clicking **Launch**.

CSR0P315

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5 **Which paragraph of the review (Document A) supports the author's claim that Escape from Treasure Mountain II has its good points?**

A paragraph 2

B paragraph 3

C paragraph 4

D paragraph 5

CSR02318.315

6 **What part of the advertisement (Document B) challenges the negative claims made in the review (Document A)?**

A the picture of the game

B the bulleted list

C the quotes

D the headline

CSR02323.315

7 **Steps 5 and 6 of the instructions (Document C) for installing Escape from Treasure Mountain II assume that the user**

A has played Escape from Treasure Mountain I.

B owns a computer with at least 1.2 GB hard drive space.

C has some familiarity with basic computer terms.

D will want to know about new games from Madcap Studios.

CSR02315.315

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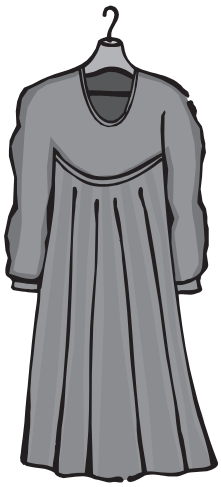
excerpt from "Breaking the Barrier"

by Caroline Patterson



1 We were sitting on the front porch one August morning, bored and penniless, trying to think of ways to make money. I polished shoes and my brother mowed the lawn, but shoes dirtied and grass grew only so fast. That's when we hit on the idea of the fair. Cash prizes, no limit on entries: we entered everything we possibly could, and added up what we'd make for first in every category, the dazzling twenty-four dollars already weighting our pockets.

2 Fair week, our house was a whirlwind of activity, my mother's VW bus pulling in and out of the driveway for more tape or matting board, my brother and I snarling insults back and forth. "I'll leave you in the dust," my brother would say, taping string on the back of a photograph. "You're dead meat," I'd yell back over the hum of the mixer.

3 I was particularly proud of two of my entries: a colored pencil sketch and a dress I'd sewn. The sketch was the silhouette of a woman's head I'd copied from a booklet called "Drawing the Human Head," and I thought I'd done an especially good job on the ear, which the booklet said was the hardest part to draw. "Nice ear!" I could imagine the judges whispering among themselves, "See how she managed the shine on canals!"

4 The dress, however, was my *pièce de résistance*. Its Empire-waist bodice (featuring my first darts) and long puffy sleeves had taken me most of August to sew. During the long, hot afternoons while my friends went swimming, I was at the sewing machine, ripping out mangled seams, crying, raging, then sewing them again.

5 Opening day, I went first to my silhouette. I looked at the entry tag. Nothing. Next to it, an elk sketch—a big, dumb elk that had been entered every year since the fair began—mocked me with its shiny blue ribbon. What was wrong with those judges, I steamed. Didn't they see my ear?

6 I still had my dress.

7 In Home Arts, ribboned entries jammed the walls: a grinning Raggedy Ann and Andy, a beaded chiffon mini, a pillow embroidered with a large McCarthy flower. The lowly, prizeless entries were jammed onto racks and shelves.

8 I found my dress on a rack. The tag was bare, except for a comment from the judge, written in a measured, schoolteacher's hand: "Rickrack is such a decorative touch!"

9 My brother cleaned up. He got a first on chocolate chips he'd never made before the morning our entries were due, prizes on his photographs, a car model I didn't even know he'd entered . . . It went on and on.

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10 My brother made twenty-one dollars. I got two.

11 But it wasn't the fact I didn't make money, or that life was unfair, that bothered me most. It was the comment of that judge, probably some poor Home Ec teacher who'd seen a thousand dresses as badly sewn as mine that day. It was her tone of polite dismissal, her cheery insincerity, which I still associate with the voices of women in my past—the Home Ec teachers and den mothers and club presidents I still try to escape from.

"Breaking the Barrier" by Caroline Patterson originally appeared in Vol. 77, Nos. 2 & 3 of the *Southwest Review*. Reprinted by permission of *Southwest Review*, Southern Methodist University, and Caroline Patterson.

CSR1P142

8 **Which phrase from the story helps to create a mood of anticipation?**

A a whirlwind of activity

B long, hot afternoons

C snarling insults back and forth

D jammed onto racks and shelves

CSR00617.065

9 **In paragraph 5, the narrator personifies the elk in the sketch in order to**

A illustrate how disorganized the contest is.

B emphasize how insulted she feels.

C question the judges' authority.

D show the superiority of the elk sketch.

CSR00614.065

10 **The discrepancy between what the narrator imagines the judges will say and what they actually do say represents the**

A conflict between the new and the old.

B narrator's self-deception.

C brother's apparent talent.

D nature of sibling rivalry.

CSR00608.065

11 **The conflict at the end of this passage can *best* be described as**

A internal—the narrator's feelings about her brother winning.

B external—interactions between the narrator and the judges.

C external—interactions between the narrator and her brother.

D internal—the narrator's feelings toward people like the judge.

CSR10586.142

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The following three documents are related to the manufacturing of blue jeans. You will need to refer to them in order to answer the questions that follow.

DOCUMENT A

Forever Blue
Since 1876

DOCUMENT B

ENCYCLOPEDIA OF INDUSTRY
BLUE JEANS

A Blue Jeans Chronology

1850s - Denim begins to be used to produce pants for miners.

1870s - Rivets are first used on blue jeans.

1930s - Women begin to wear blue jeans.

1950s - Music stars and teen idols, then teens themselves, adopt blue jeans as a cosmopolitan style.

1970s - Decorated, studded, and embroidered jeans become popular, and the designer jeans craze begins.

1980s - Acid-washed, ripped or torn jeans, along with bell-bottoms, begin their reign.

1990s - Baggy, oversized jeans dominate the market.

Bibliography

Alfonso, Patrick. *Denim: A Guide to Its Past and Present*. New York: Calicut, 1947.

"Just Jeans." *Manufacturers Weekly* 15 Oct. 1997: 3-4.

Kilmartin, Theresa. "Blue Jeans." *Dumont Complete Encyclopedia*. 1952 ed.

United States. Dept. of Work Indicators. *Dictionary of Vocational Titles*. 2nd ed. Washington: Administrative Publishing Office, 1969.

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DOCUMENT C

Forever Blue, Inc.

NOTICE TO ALL DISPATCHERS

Forever Blue, Inc., has installed a computer for the exclusive use of dispatchers in routing their deliveries to stores. Please refer to the following instructions for using the computer.

TRIP PLANNER 2.2

DELIVERY ROUTING:

1. Click on the **OPTIONS** menu and choose **FROM**. From the drop-down box select the driver's starting location. If the departure location is not listed, type the location name or zip code in the **OTHER** box.

2. Click on the **OPTIONS** menu and choose **TO**. From the drop-down box select the driver's ending location. If the destination location is not listed, type the location name or zip code in the **OTHER** box.

3. Click on the **OPTIONS** menu and choose **VIA**. A screen with numbered fill-in boxes will appear. List the locations where deliveries are scheduled in the order that they must be visited.

4. Click on **FORMAT**. Choose either MAP or LOG. If you choose MAP, you will receive a printed map with the driver's route highlighted. If you choose LOG, you will receive a step-by-step written route including each of the locations you specified.

5. Click on **FINISH** and select **GO**, and **TRIP PLANNER** will do the rest.

NOTE: *If the delivery will require an overnight stay, you may also ask* **TRIP PLANNER** *to include a list of motels in the area where the driver will need to plan a layover. To obtain this listing, choose* **ACCOMMODATIONS** *and type in the city or zip code. Mark the check box next to the price category that meets company guidelines. Click on* **FINISH** *and select* **GO**.

CSR0P137

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12 **Based on information from A Blue Jeans Chronology in Document B, the reader could assume that**

A blue jeans serve a purely functional purpose.

B styles changed to make blue jeans more economical.

C children's jeans were not manufactured until the mid-1900s.

D the first denim jeans were manufactured for men.

CSR01012.137

13 **Which event happened during the same time period that Forever Blue, Inc., began manufacturing blue jeans?**

A Blue jeans became fashionable for women.

B Teens began to wear blue jeans.

C Studs were first used on blue jeans.

D Rivets were first used on blue jeans.

CSR01015.137

14 **When using "Trip Planner," locations must be typed into a numbered fill-in box as described in**

A Step 1.

B Step 2.

C Step 3.

D Step 4.

CSR01013.137

15 **When using "Trip Planner," the same menu must be used in Steps**

A 1 and 2 only.

B 1, 2, and 3.

C 2 and 3 only.

D 1, 3, and 5.

CSR01009.137

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Carrier Pigeons

1 People have used pigeons to carry messages to one another for hundreds of years. In the 12th century, the royal palaces of Iraq and Syria included pigeon houses so the kings could be kept informed of their generals' victories and defeats on the battlefield. In fact, pigeons were a common way to send messages right up through World War II.

2 In 1815 an English banker named Nathan Rothschild made his fortune by relying on messages sent to him by carrier pigeons. English troops were fighting Napoleon's forces in France, and the English were believed to be losing. A financial panic gripped London. Government bonds were offered at low prices. Few people noticed that Rothschild was snapping up these bonds when everyone else was desperately trying to sell them. A few days later, London learned the truth; the Duke of Wellington had defeated Napoleon at the battle of Waterloo. The value of the bonds soared, and Rothschild became fabulously wealthy . . . all because his pigeons had brought him news of the victory before anyone else knew of it.

3 Most of the time, however, carrier pigeons were used to benefit an entire country, not just one individual. The United States, England, France, Germany, and Italy, in both World War I and World War II, used carrier pigeons. Not only were the birds often the fastest, most reliable way to send messages, they could also be used to reach soldiers far behind enemy lines, where radios and field telephone lines were useless. Since they could easily be released from airplanes or ships, every branch of the armed services used the birds. In World War II, more than 3,000 soldiers and 150 officers were needed to care for and train the tens of thousands of birds in the U.S. Pigeon Service.

4 Carrying messages could be a dangerous job. Some pigeons performed with such bravery that they became famous and were even awarded medals, such as England's Dicken Medal of Gallantry. In a few cases, pigeons even became prisoners of war. In 1918 American forces captured a pigeon named The Kaiser, which had been trained to fly special missions for Germany, during battle. He was taken to America, where he lived to the age of 32.

5 The most famous pigeon of all may have been Cher Ami. Stationed in France during World War I, he carried twelve important messages for American forces. On his last mission, though wounded, he carried a message that saved the lives of 194 American soldiers. For his extraordinary service, he was awarded the French "Croix de Guerre."

6 Carrier pigeons are a slightly different breed from the kind of pigeon you see on city streets. They are much thinner and taller, with longer legs. Many people find carrier pigeons ugly because of their big wattle, a knobby buildup of skin on the beak; however, people who raise pigeons often enjoy this odd appearance and consider carriers the best of their breed.

7 Today, modern communication methods can carry information from one place to another hundreds of times faster than a pigeon could do it. However, few people would argue with the fact that carrier pigeons—especially those that served in the military—have earned their place in history. Stories about brave pigeons such as Cher Ami, President Wilson, and Colonel's Lady have the power to inspire us as no fax machine or high-speed Internet connection could ever do.

CSR1P276

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16 **To learn how to send messages via carrier pigeon, a student should research which of the following topics?**

A capture

B habitat

C training

D anatomy

CSR11031.276

17 **Read the sentence below from the passage.**

> Few people noticed that Rothschild was snapping up these bonds when everyone else was desperately trying to sell them.

In this sentence, snapping up means

A giving away.

B destroying.

C throwing out.

D buying.

CSR11032.276

18 **Which of the following statements from the passage supports the author's conclusion that carrier pigeons sometimes had a dangerous job?**

A In 1815 an English banker named Nathan Rothschild made his fortune by relying on messages sent to him by carrier pigeons.

B Since they could easily be released from airplanes or ships, every branch of the armed services used the birds.

C On his last mission, though wounded, he carried a message that saved the lives of 194 American soldiers.

D Many people find carrier pigeons ugly because of their big wattle, a knobby buildup of skin on the beak.

CSR11033.276

19 **The author provides specific dates throughout this passage in order to**

A show that carrier pigeons are more important in modern times than they were in the past.

B indicate the impact of carrier pigeons at significant points in history.

C explain the causes and effects of world events.

D avoid confusing the reader when switching back and forth between the past and present times.

CSR11024.276

20 **In order to understand the passage better, which topic should be researched?**

A How are modern communication devices better than carrier pigeons?

B How did the Duke of Wellington defeat Napoleon at Waterloo?

C How were carrier pigeons trained for use during wartime?

D What types of medals were awarded for bravery during World War I?

CSR11023.276

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excerpt from Trapped

A true story by Walt Morey

1 Have you ever asked yourself the questions, How brave am I? How much raw courage have I? How would I conduct myself in a life-and-death emergency?

2 Most of us are never given the chance to find answers to these questions. The opportunity was mine when some years ago I went with a friend to Alaska as a deep sea diver to inspect the underwater sections of the fish traps in Prince William Sound.

3 "You can do part of the diving," Virgil explained. "That way the cannery will pay your expenses."

4 "But I don't know a thing about diving."

5 "I'll teach you." Virgil was a professional with twenty years' experience diving in northern waters.

6 "We'll get there a couple of weeks early," Virgil explained to me now, "then go out in the boat and make some practice dives before the real work starts."

7 I agreed. I wanted to see the North.

8 The day before we left I had breakfast with an editor friend at the Benson Hotel in Portland.

9 "So you're really going to dive?" he asked me.

10 "I am, if I have enough courage," I answered.

11 My friend looked at me a moment, then said, "During the Second World War, I was in OSS and I flew a lot of men behind enemy lines. Everyone knew that his chance of coming back alive was slim. But a lot of them came back because they refused to panic in an emergency. You'll be all right, I'm sure."

12 To one who'd never been beneath the sea, just the sight of the suit was a little frightening. The metal helmet and breastplate weighed seventy-five pounds, the lead shoes forty pounds, the lead belt around my middle ninety pounds. Slightly more than two hundred pounds of dead weight to take me to the bottom and hold me there.

13 "We don't use a lifeline," Virgil explained. "It's just extra gear to drag around at a hundred feet or more. To come up, let the air pressure build in the suit and you'll float to the surface." There was a mike in the helmet and one on deck so the diver and tender could talk back and forth. Air was supplied by a one-cylinder gas motor that ran the compressor.

14 My first two practice dives went off perfectly. Both dives were shallow, thirty and forty feet. In between dives, Virgil hammered diving knowledge and warnings into me. "Remember, if you get into trouble you've got to get yourself out. I can't come down. As far as we know this is the only diving suit in Alaska. Don't take chances. Keep me informed what's happening below."

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15 After the third dive he said, "You went in like an old pro. You're doing fine."

16 The fourth dive took place opposite the native village of Tatitlik. A couple of hundred yards away on shore the white schoolteacher and his wife were hacking chunks of ice off a small iceberg that had drifted in. It was 11:00 P.M. The sun was still high.

17 "It's about sixty feet here," Virgil said, "a nice sandy bottom. We've got enough gas left for an hour's dive. Tomorrow we'll get more. You want to go down?"

18 My appetite was whetted by three successful dives. Of course I did.

19 "Remember," he warned as he locked on the helmet, "you've got the last of the gas. When I say 'Come up,' you'd better come!"

20 The bottom was just as he'd said. I could see about twenty-five feet. The shape of the boat had disappeared. I was alone in a watery world. A strong tide was running and the long coarse grass was lying almost flat, as if blown by a hard wind. I leaned forward about forty-five degrees, dug my lead toes into the sand, and began walking. A school of sea trout swirled around me, then dashed away. A big halibut flapped into view and disappeared back into the liquid distance. The long tough grass kept tangling around my feet. Once I fell.

21 I wandered around for some time getting used to the suit and the feel of pressure. Finally I started back following my air line toward where the boat should be. Virgil would soon be telling me to come up.

22 Then I fell. That darned grass again, I thought. I turned over and sat up. Shock rolled through me. I'd walked into a great coil of partially silt-buried, rusty inch-thick cable. Like all old, hard-used cable it was twisted into compact kinks and knots. Somehow I'd shoved one of my big lead shoes through one of those kinky loops and it had sprung tight on my foot. I bent forward, got hold of each side of the loop, and tried to pry it open. I couldn't even budge the cable. That coil weighed hundreds of pounds and I could see more snaking out across the bottom. I was held fast, as if caught in a bear trap.

23 That moment all Virgil's cautions took on terrible meaning. This was our only diving suit. I had to get out on my own. No one could come down to help me. The last gas was in the compressor. When the motor stopped I'd be out of air.

24 Suddenly panic was right in the helmet with me. I tore at the cable with my bare hands, trying to pry that closed loop open. The cable was covered with jaggers, needle-sharp ends of broken strands. They slashed both my palms, and a thread of blood began drifting toward the surface. Oh, God! I thought. Sharks!

25 I've no idea how long the panic lasted. Twenty seconds, thirty, a minute. Sweat poured down my face into my eyes, nostrils, mouth. I was panting, using up precious oxygen.

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26 Then, for a reason I've never been able to explain, I heard my editor friend's voice say, "You'll be all right, I'm sure." His voice was as clear as it had been that morning in the Benson Hotel dining room in Portland. I seemed to go through fear, like passing through an open door. I became perfectly calm.

27 I quit struggling and began to think. How much gas was left? Enough for ten minutes, fifteen? It's hard to judge time under water. But all the time in the world wouldn't help me. I, alone, had to get my foot out of the vice created by the twisted cable. I desperately needed another pair of hands. I thought of Virgil's forearms, almost as big around as my neck. He'd once been a professional wrestler. If I just had his arms down here.

28 "You found something?" Virgil's voice came in over the mike in my helmet. We had a rule that the tender always checked when the air bubbles streaming to the surface from the helmet kept coming up in one spot; it meant the diver had stopped for some reason.

29 I explained what had happened and Virgil's voice came back completely calm, "What do you want me to do?"

30 Then I knew. "Send down a line."

31 A minute later a half-inch rope snaked down, with a wrench tied to the end to sink it to me. I tied the rope to one side of the loop. "When I say 'Pull,' " I said, "give it all you've got." I dug my free heel into the sandy bottom, got hold of the opposite side with both hands and said, "Pull, Virg. Pull!"

32 The line became taut as Virgil's 220 pounds strained on it. I did the same on my side. At first there was nothing. Then fine scales of rust broke away. Reluctantly the loop parted. I yanked my foot out, let go, and the loop snapped closed again.

33 I let air build in the suit and shot to the surface. Virgil twisted the helmet off, and I looked at the beautiful sky and the sun and the sea. Neither of us said a word. He was beginning to unbuckle the suit a minute later when the compressor motor sputtered and died.

34 Resting on the bunk later I realized I had found a partial answer to my third question. In an emergency at least I would act. To the other two questions I still have no satisfactory answer.

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CSR0P287-1

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Identity

by Julio Noboa Polanco

Let them be as flowers,
always watered, fed, guarded, admired,
but harnessed to a pot of dirt.
I'd rather be a tall, ugly weed,
clinging on cliffs, like an eagle
wind-wavering above high, jagged rocks.
To have broken through the surface of stone
to live, to feel exposed to the madness
of the vast, eternal sky.
To be swayed by the breezes of an ancient sea,
carrying my soul, my seed beyond the mountains of time
or into the abyss of the bizarre.
I'd rather be unseen, and if,
then shunned by everyone
than to be a pleasant-smelling flower,
growing in clusters in the fertile valley
where they're praised, handled, and plucked
by greedy human hands.
I'd rather smell of musty, green stench
than of sweet, fragrant lilac.
If I could stand alone, strong and free
I'd rather be a tall, ugly weed.

"Identity" by Julio Noboa Polanco from *The Rican*, Journal of Contemporary Puerto Rican Thought, copyright © 1973. Reprinted by permission of the author.

CSR0P287-2

21 **In paragraph 13 of "Trapped," a *tender* is**

A a piece of diving equipment.

B a measure of air pressure.

C a person helping the diver.

D a kind of air compressor.

CSR02107.287

22 **In paragraph 33 of "Trapped," the narrator is feeling**

A scared.

B relieved.

C nervous.

D confused.

CSR02104.287

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23 **What literary convention does Morey use that Noboa Polanco does not?**

A detailed descriptions

B inner thoughts

C informal language

D dialogue

CSR02103.287

24 **What element of "Trapped" makes it suitable for adaptation as a drama?**

A suspense

B anger

C misfortune

D sorrow

CSR02100.287

25 ***Both* of these passages convey a sense of**

A fear.

B pride.

C joy.

D relief.

CSR02099.287

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The following two documents are related to using a stopwatch. You will need to refer to them to answer the questions that follow.

DOCUMENT A

Run for a Better Life

The sport of running offers many advantages. First, it is a great way to get in shape. It also helps relieve stress, gives you more energy, and makes you proud of what you are accomplishing.

Running is also convenient. It is one of a few sports that you can do alone. You need very little equipment. Most runners are happy with just these few items:

- A comfortable pair of running shoes that have good arch and ankle support and allow your feet to breathe properly
- A good quality stopwatch such as Penta, ATLAS, or LifeTime
- A water bottle

It is important for beginning runners to pace themselves, increasing their time and speed gradually. If you are a beginner, try following these steps:

1. Walk slowly for 30 minutes.
2. Alternate slow walking with short periods of fast walking.
3. Add short running sessions into your 30-minute walk.
4. Try a 30-minute run when you feel ready, but never become so winded that you could not carry on a conversation.

You will soon discover benefits from running that you will not want to give up. You will feel more relaxed and focused. Your concentration will improve and you will find that, even though you are taking 30 minutes each day from your busy schedule, you will get more done. Try it! What do you have to lose?

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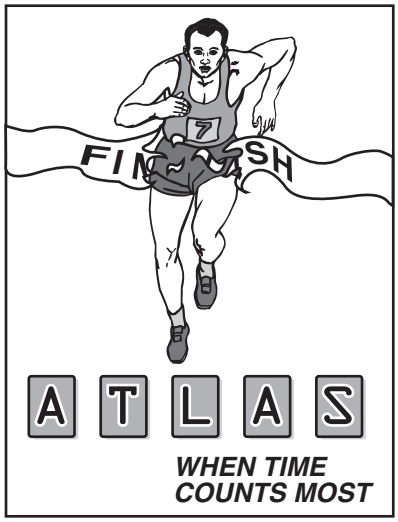
DOCUMENT B



CSR0P200

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26 **Which of the following questions is answered in the bibliography in Document A?**

A Are special running shoes needed for beginners?

B Is Scanlon-Van Horn Publishers located in New York?

C Is James Gleick related to Libby Mendez?

D Is *Runner's Magazine* published weekly or semimonthly?

CSR01342.200

27 **If this book were to be added to the bibliography in Document A, which of the following entries would be correct?**

A Dennis Martin. *Running for Your Health*. Miami: McDevonshire Books, 1997.

B Dennis Martin. *Running for Your Health*. 1997. McDevonshire Books: Miami.

C Martin, Dennis. McDevonshire Books. *Running for Your Health*. Miami: 1997.

D Martin, Dennis. *Running for Your Health*. Miami: McDevonshire Books, 1997.

CSR01347.200

28 **The author uses the runner in the advertisement (Document B) to give the impression that**

A making a good stopwatch is a tiring task.

B winners choose ATLAS stopwatches.

C time is more important to runners than to other people.

D running is time consuming.

CSR01350.200

29 **The word *counts* as used in the advertisement (Document B) has what double meaning?**

A *importance* and *duration*

B *consideration* and *computation*

C to *rate* and *total*

D to *calculate* and *evaluate*

CSR01349.200

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The Constitution Is Born

by Carol J. Brown

Characters

NARRATOR
GEORGE WASHINGTON, *President of the Constitutional Convention, delegate from Virginia*
WILLIAM JACKSON, *secretary of Convention*
WILLIAM PATERSON, *delegate from New Jersey*
WILLIAM LIVINGSTON, *delegate from New Jersey*
ALEXANDER HAMILTON, *delegate from New York*
EDMUND RANDOLPH, *delegate from Virginia*
JAMES MADISON, *delegate from Virginia*
GEORGE MASON, *delegate from Virginia*
RUFUS KING, *delegate from Massachusetts*
ELDRIDGE GERRY, *delegate from Massachusetts*
GEORGE READ, *delegate from Delaware*
BENJAMIN FRANKLIN, *delegate from Pennsylvania*
JAMES WILSON, *delegate from Pennsylvania*

NARRATOR: One of the most momentous periods in American history began on May 14, 1787, when fifty-five delegates, representing all of the thirteen colonies but Rhode Island, met in Independence Hall in Philadelphia as a Constitutional Convention. It was eleven years after the signing of the Declaration of Independence in 1776 and four years after the end of the American Revolutionary War in 1783. During that hot summer, this remarkable body of statesmen deliberated, debated, and finally compromised to produce the Constitution of the United States of America, which became the fundamental law of our land. *(Pause)* The mission of the Convention was, in Alexander Hamilton's words, "to render the Constitution of the Federal government adequate to the exigencies[1] of the union." The delegates also sought to protect the mutual interests of the states. George Washington, former Commander-in-Chief of the Continental Army and a delegate to the Constitutional Convention from Virginia, was chosen president of the Convention . . .

WASHINGTON: Gentlemen, we are met for a grave purpose, that of framing a constitution for our United States. The Articles of Confederation and Perpetual Union, ratified by the states during the war, have proved inadequate to meet our nation's needs. It is your choice that I be chosen president of this convention, and I am honored to be able once again to serve you. No man has felt the bad effects of our present confederation more than I. We may justly ascribe the prolongation of the war to the want of powers in Congress. Almost the whole of the difficulties and distress of my army had their origins there. *(Pause)* Let us have the secretary call the roll of the states.

JACKSON: New Hampshire *(As each name is called, a delegate responds, "Here.")* . . . Connecticut . . . New York . . . New Jersey . . . Pennsylvania . . . Massachusetts . . . Delaware . . . Maryland . . . Virginia . . . North Carolina . . . South Carolina . . . Georgia . . . Rhode Island. *(There is no reply. Pauses)* I call Rhode Island.

[1]**exigencies:** urgent needs or requirements.

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WASHINGTON: *(Surprised)* Is Rhode Island not here?

PATERSON: Mr. President.

WASHINGTON: Mr. Paterson of New Jersey.

PATERSON: Rhode Island is not here. Rhode Island prefers not to join the union at this time.

WASHINGTON: *(Firmly)* But that must not be! We must all work together. We all have the same needs, the same ideas about laws, freedom, religion, and self-government. We must come together and make some agreement.

HAMILTON: Mr. President.

WASHINGTON: Mr. Hamilton of New York.

HAMILTON: *(With spirit)* Mr. President, it is imperative that we have a strong central government.

RANDOLPH: But, Mr. President . . .

WASHINGTON: Mr. Randolph of Virginia.

RANDOLPH: *(Firmly)* There are many here opposed to Mr. Hamilton's proposal of strong federalism. The rights of the individual states must be preserved.

HAMILTON: *(Soothingly)* Mr. President, we are here for one purpose—to form a more perfect union. I am sure we shall work harmoniously to achieve this.

WASHINGTON: Then, gentlemen, let us proceed.

NARRATOR: Throughout the summer of 1787, the delegates to the Constitutional Convention met and worked and debated the articles of the New Constitution. Many divergent views had to be reconciled.

GERRY: Mr. President.

WASHINGTON: Mr. Gerry of Massachusetts.

GERRY: It is the fear of the smaller states that they will be overpowered by the larger states.

READ: Mr. President.

WASHINGTON: Mr. Read of Delaware.

READ: *(Indignantly)* We want equal representation! And Mr. Paterson of New Jersey and Mr. King of Massachusetts agree. We must protect the smaller states.

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PATERSON *and* KING: *(Together)* Yes! Yes!

RANDOLPH: Mr. President.

WASHINGTON: Mr. Randolph of Virginia.

RANDOLPH: As delegate from Virginia, one of the larger states, I should like to present the Virginia Plan. It provides that Congress shall be comprised of two houses—an upper and a lower house to vote on all proposals affecting the nation.

GERRY: *(Heatedly)* I object!

RANDOLPH: *(Continuing)* Representation in these houses would be based, of course, on the population of the state.

READ: *(Angrily)* Never! My state of Delaware should send as many delegates as Virginia!

PATERSON: *(Heatedly)* And my state of New Jersey as many as New York!

LIVINGSTON, KING, *and* GERRY: *(Shouting)* Yes, yes!

HAMILTON, MASON, *and* MADISON: *(Heatedly)* No, no!

WASHINGTON: *(Trying to restore order)* Gentlemen, gentlemen. *(Pause)* Mr. Read, do you wish to address this Convention?

READ: *(Forcefully)* I do, indeed! Under Mr. Randolph's plan, the small states would cease to exist. The large states would control the Congress.

RANDOLPH: But the representation should be based on population.

PATERSON: New Jersey objects!

LIVINGSTON: Mr. President.

WASHINGTON: Mr. Livingston of New Jersey.

LIVINGSTON: My fellow delegate, Mr. Paterson, has a proposal to make.

WASHINGTON: Let us hear your proposal, Mr. Paterson.

PATERSON: Mr. President, I propose instead of the Virginia Plan submitted by Mr. Randolph that we have a Congress of one house, with equal representation from each state.

MASON: No, we want the Virginia Plan.

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READ: No, the New Jersey Plan!

WASHINGTON: *(Trying to calm them)* Gentlemen, please let us remember that the fate of a nation is at stake. We meet to raise a standard of government. Let us raise a standard to which the wise and honest can repair.

NARRATOR: Days passed in sessions filled with bitter arguments: What would the form of representation be? The debates lasted for hours, with neither side agreeing to compromise. At last, Benjamin Franklin, a delegate from Pennsylvania and eighty-one years old, rose to his feet. He was quite frail and had not taken much part in the debates, but he was always in attendance at these heated and prolonged meetings.

FRANKLIN: Mr. President.

WASHINGTON: Dr. Benjamin Franklin of Pennsylvania.

FRANKLIN: *(Slowly and calmly)* I confess that there are several parts of this Constitution which I do not at present approve, but . . . the older I grow, the more apt I am to doubt my own judgment, and to pay more respect to the judgment of others. I agree to this Constitution with all its faults, if they are such, because I think a general government necessary for us. I doubt too whether any other Convention we can obtain may be able to make a better Constitution. For when you assemble a number of men to have the advantage of their joint wisdom, you inevitably assemble with those men all their prejudices, their passions, their errors of opinion, their local interests, and their selfish views. *(Pauses)* Since we cannot agree on the Virginia Plan or the New Jersey Plan or any other of the plans proposed in the course of this Convention, let me propose a compromise. Let our Congress be composed of two houses: a Senate, or an upper house, with two representatives from each state; and a House of Representatives, or a lower house, with the number of members determined according to population.

NARRATOR: One by one, all but three of the thirty-nine delegates from the twelve states represented made their way to the front of the convention hall to sign the document—delegates from New Hampshire, Connecticut, Massachusetts, New York, New Jersey, Pennsylvania, Delaware, Maryland, Virginia, North Carolina, South Carolina, and Georgia. Again the frail Dr. Franklin rose and spoke a bit wearily but triumphantly.

FRANKLIN: Mr. President, after these long, hard months of debate, we have at last framed a Constitution for our nation.

WASHINGTON: We could not have accomplished this without you and the compromises you introduced. And when I am asked why the legislative branch of the government needs two houses, I shall point to our habit of pouring hot tea from a cup into a saucer to cool it. With two houses, one can check the other, as the hot tea is cooled by being turned from the cup to the saucer.

FRANKLIN: It is not, as I have said, a perfect document, but in years to come it can be and, I have no doubt, will be refined with amendments to make it better serve the needs of the people. At least we have a beginning.

NARRATOR: As the last of the delegates were putting their signatures to the Constitution, Dr. Franklin, observing from the side, spoke to a few of the delegates standing near him.

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FRANKLIN: You see the picture of the sun painted at the back of General Washington's chair? Artists have always found it difficult to distinguish in their painting a rising from a setting sun. I confess that I have often in the course of the session looked at that sun behind the president without being able to tell whether it was rising or setting; but now at length I have the happiness to know that it is a rising and not a setting sun.

THE END

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CSR2P133

30 **How are the characteristics of this scene related to its genre?**

A The telling of amusing anecdotes classifies the scene as a comedy.

B The realistic portrayal of serious events classifies the scene as a drama.

C An unfavorable outcome classifies the scene as a tragedy.

D An abundance of soliloquies by a main character classifies the scene as a monologue.

CSR20423.133

31 **Read this excerpt from the play.**

> **WASHINGTON:** . . . No man has felt the bad effects of our present confederation more than I. We may justly ascribe the prolongation of the war to the want of powers in Congress. Almost the whole of the difficulties and distress of my army had their origins there.

What does this excerpt reveal about Washington's character?

A He considers himself to be the most qualified individual to single-handedly create a new Constitution.

B His desire for a new Constitution is founded on firsthand experience of the failings of the old system.

C He believes that the Constitution should require the government to follow a military-like structure.

D He hopes that the new Constitution will take all control away from Congress.

CSR20425.133

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32 **In this play, Benjamin Franklin functions as**

A a character foil for George Washington.

B a mediator between arguing parties.

C a means of comic relief to ease tension.

D a way to promote one side of the debate.

CSR20429.133

33 **Read Franklin's last statement in the play. Why does Benjamin Franklin make the statement?**

A to describe his response to the details of the painting

B to contrast his own point of view with those of the delegates

C to express his feelings on the achievements made at the session

D to suggest that the painting influenced the outcome of the session

CSR20427.133

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MAP ARTIST TUTORIAL: HOW TO CREATE A CUSTOM MAP

Map Artist *is the perfect tool for creating customized maps to include in research projects and reports.* ***Map Artist*** *offers endless possibilities.* ***Map Artist*** *has a huge collection of map styles to choose from, and they can be customized to suit your special needs. In this tutorial, we will assume you have been asked to create a map for a social studies report.*

1. When you open Map Artist, a world map will be displayed. Type "North America" in the dialogue box or choose NORTH AMERICA from the list provided. Click GO. A map of North America will be displayed.

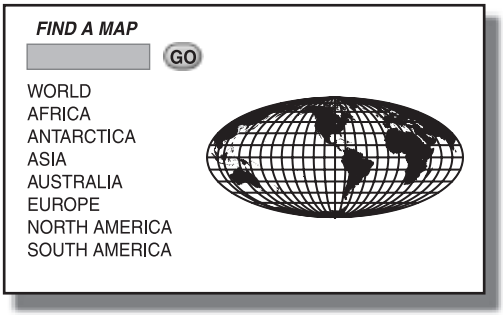
2. Type "United States" in the dialogue box or choose UNITED STATES from the drop-down menu to display a map of the 50 United States. Click GO. A map of the United States will be displayed.

3. Type "California" in the dialogue box or choose CALIFORNIA from the drop-down menu. Click GO. A map of California will be displayed.

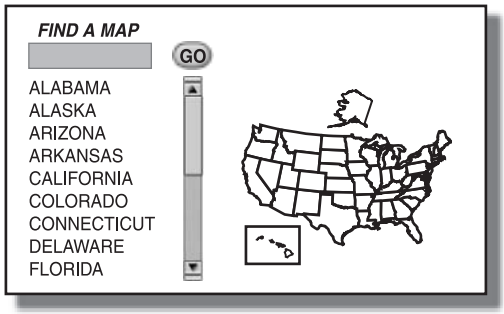
4. Click on the drop-down menu next to the outline map of the state. Click on the type of map you need for your report. OUTLINE shows only the outline shape of the state with no highways or population centers indicated; HIGHWAY shows major cities, interstate highways, and major state highways. TOPOGRAPHIC indicates elevations as well as the location of major cities. SHADED RELIEF shows only natural landforms (mountains, valleys, rivers). POLITICAL shows major cities, interstates, and major highways, as well as national parks. HISTORICAL recalls the oldest maps on record. For the purposes of this tutorial, select OUTLINE. A map showing an outline of California will be displayed.

5. Click CUSTOMIZE on the menu bar down the left side of the screen. CUSTOMIZE allows you to place custom data on the map you have selected. A tiny symbol will be placed on the map at the location you designate, and the text you type into the dialogue box at the bottom of the screen will appear next to it.
   - First, click on the button next to the appropriate symbol. For practice, click on the shovel, which symbolizes archaeology.
   - Next to the word TEXT, type "The Presidio," which is an archaeological site near San Francisco.
   - Now use your mouse to click on the spot on the map where you would like this data to be placed.
   - Continue by typing "Woolen Mills" and clicking on the map near San José.
   - Last, type "Emerald Bay" and click on the map near Lake Tahoe.
   - You can add as many sites as you wish. Each time you click your mouse on the map, it will place the symbol and text you have included to describe that location.

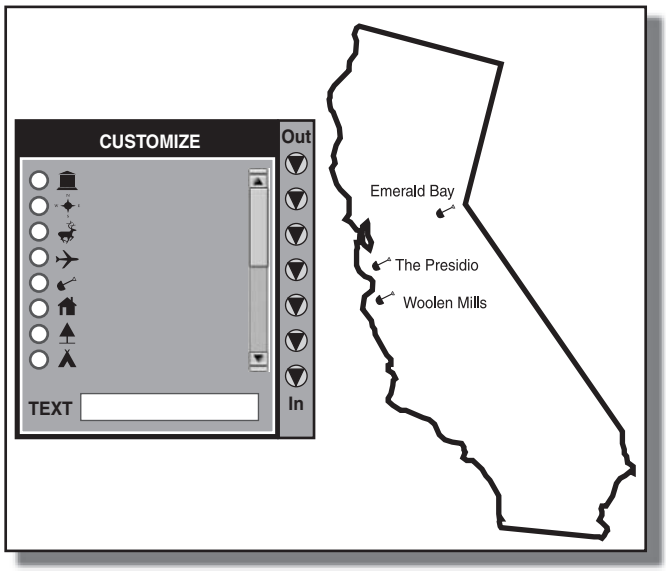
Step 1



Step 3



Step 5



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6. Click SAVE if you would like to save the map to a file. Later, after opening the saved document, click on the map with your right mouse button and select COPY. Open the file in the word processing program that contains your report. Insert a box at the location where you want the map to appear. Put your cursor inside the box, right-click the mouse, and select PASTE. Putting your graphic in the box will allow you to stretch or shrink the box to wrap text around it.

NOW YOU ARE READY TO TRY A MAP PROJECT OF YOUR OWN!

CSR2P057

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34 **When the online screens shown in Step 1 and Step 3 are compared, what relationship is revealed?**

A Each successive step is not dependent upon the previous step.

B Each successive step further narrows the search topic.

C Each successive step is more important than the previous step.

D Each successive step offers fewer specific options.

CSR20019.057

35 **Read this excerpt from the tutorial.**

> **Map Artist** is the perfect tool for creating customized maps to include in research projects and reports.

The word perfect is used mainly to suggest that Map Artist is

A best.

B exact.

C most authentic.

D most rational.

CSR20018.057

36 **When a specific location is placed on a customized map, which function is required?**

A clicking on GO

B cutting and pasting

C inserting a box for the map

D clicking on the map

CSR20027.057

37 **Which sequence accurately presents the order of the steps suggested in the Map Artist tutorial?**

A

Order 1
Specify text location
Choose map location
Choose symbol
Add map text
Choose map type
Save

B

Order 2
Choose map location
Choose map type
Add map text
Choose symbol
Specify text location
Save

C

Order 3
Choose map type
Add map text
Specify text location
Choose map location
Choose symbol
Save

D

Order 4
Choose map location
Choose map type
Choose symbol
Add map text
Specify text location
Save

CSR20028.057

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Article 1

Help on the Hoof

1 When Dan Shaw gets up from the couch in his suburban home in Ellsworth, Maine, Cuddles is never far away. When he wants to go outside, he doesn't take Cuddles out for a walk—Cuddles takes him for a walk. Cuddles is clearly no ordinary family pet. Cuddles is a two-foot-high miniature horse and serves as the guiding eyes of Shaw, who is visually impaired.

2 In the early 1920s, Morris Frank made history by becoming the first person in America to receive a guide dog. In 2001, Dan Shaw became the first person to receive a guide horse. Trained by the Guide Horse Foundation in North Carolina, these tiny horses are finding their niches in the world of assistance animals.

3 Shaw began losing his sight as a young man and had difficulty holding jobs due to his failing vision. Even when he bumped into furniture and knocked things over, he refused to accept his condition. When getting around on his own in public proved to be too difficult, he opened a bait shop in his own home.

4 Finally, his wife begged him to get some help and suggested that he apply for a guide dog. Shaw, an avid animal lover, said he couldn't bear to part with a dog (which usually lives about eight to ten years) and adjust to a new one, perhaps several times in his life.

5 Then Shaw heard of a program about the tiny guide horses. Janet and Don Burleson of Kitrell, North Carolina, had trained their miniature horse, Twinkie, to lead a woman who is blind through a shopping mall. Soon after, they started the Guide Horse Foundation to provide an effective alternative to guide dogs.

6 Shaw learned that the horses are clean, friendly, and easy to train. They can be housebroken and learn to live in an urban setting, but they are best suited for suburban or rural homes. Best of all, they live for 25–35 years, which would enable Shaw to have the same guide companion for most or all of his life.

7 The Burlesons got the idea of training their pet pygmy ponies one day when they were in New York City. There, they visited the Clermont Stables, which were located right in the heart of the busy city. They noticed how the horses remained calm in the midst of heavy traffic and were impressed by their ability to negotiate complicated traffic patterns. When they further considered the history of service horses, such as cavalry horses and police horses, they recognized that horses were already successfully working in chaotic situations. Why couldn't they be useful in helping individuals who are blind?

8 Horses possess many qualities that make them an ideal choice for guiding people. They can be trained to remain calm in noisy and crowded places. They are smart, have great memories, and are not easily distracted. Horses are naturally on the lookout for danger and demonstrate excellent judgment in obstacle avoidance. With eyes on the sides of their heads instead of in front, they have an excellent range of vision and also can see extremely well at night. In addition, they are sturdy animals with the stamina to withstand lengthy excursions.

9 Shaw immediately applied to be and was accepted as the first person to receive a guide horse. He went to the Burlesons' farm to begin his training. The instant he met Cuddles, he knew he was making the right choice. "It's like it was meant to be," he said.

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10 As part of their training, Shaw and Cuddles learned to navigate busy streets, step over curbs, and find doorknobs and elevator buttons. Cuddles even demonstrated his ability to step in front of Shaw and block him, to prevent him from walking into a dangerous situation. The little horse also expertly led Shaw through grocery stores and busy shopping malls. When walking inside, Cuddles wears two pairs of tiny sneakers to prevent him from slipping on smooth surfaces.

11 Later, Shaw and Cuddles went on a tour of Washington, D.C., and Boston, drawing curious stares from passers-by. Eventually, they took the ultimate test: They toured the congested streets and attractions of New York City. They visited the Empire State Building, the Statue of Liberty, and even rode the subways. They got along without any difficulties.

12 Shaw is confident that Cuddles will change his life for the better. Years ago, he never would have imagined himself owning a guide horse. Sometimes, however, it is the less obvious choice that works out for the best.

CSR1P406-1

Article 2

The Guide Horse Training Process

In developing their guide horse training strategy, Don and Janet Burleson incorporated the techniques of the world-famous horse trainer John Lyons and the animal training concepts of behavioral psychologist B.F. Skinner.

During the physical portion of the training process, the guide horse learns:

1. to walk at appropriate speeds, navigate around obstacles, and use everyday transportation tools such as elevators and escalators.
2. to communicate to the handler the presence of obstacles. Although the horse is naturally aware of obstacles in its own path, the horse must learn to recognize obstacles in the path of its handler as well. These skills enable the horse to remain calm in difficult situations, therefore helping to prevent injury to the handler.
3. to alert the handler to changes in the surface or elevation of the path. The horse should walk two steps ahead of the handler and pause when arriving at steps or curbs, telling the handler that it is necessary to step up or down.
4. to develop better bladder control and learn where and when it is appropriate to “go.”

During the verbal portion of the training process, the guide horse learns:

1. to recognize over twenty voice commands that will be used by the handler.
2. that if the handler gives a command that may put the handler or horse into an unsafe situation, the horse should disregard the command.

CSR1P406-2

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38 **Which excerpt from Article 1 *best* communicates an enthusiastic tone?**

A Cuddles is a two-foot-high miniature horse and serves as the guiding eyes of Shaw, who is visually impaired.

B In the early 1920s, Morris Frank made history by becoming the first person in America to receive a guide dog.

C When getting around on his own in public proved to be too difficult, [Shaw] opened a bait shop in his own home.

D Best of all, [guide horses] live for 25–35 years, which would enable Shaw to have the same guide companion for most or all of his life.

CSR13863.406

39 **Based on the information presented in Article 1 and Article 2, what can the reader *best* conclude?**

A All visually impaired individuals use guide horses.

B It is common to be selected as a guide horse owner.

C Guide horses require extensive training but are a valuable resource.

D Guide horses learn the most during the verbal portion of the training process.

CSR13854.406

40 **What principal idea connects the information in *both* articles?**

A The guide horse training process integrates the techniques of various experts.

B The primary duty of an assistance animal is to protect the handler from danger.

C Assistance animals can live for several decades.

D Guide dogs are still more effective than guide horses.

CSR13856.406

41 **Which source would be *most* helpful for a student who wants to write a report on the general use of assistance animals?**

A Franco, Julia. *Training Guide Dogs*. Los Angeles: Guiding Lights Publishing, 2002.

B Lee, Sung. "Sasha: A Canine Hero." *Kennel Club Newsletter* Spring 2001: 2–3.

C Quinn, Michael. *Guide Dogs and Other Companions*. San Francisco: Ice House Publishing, 2001.

D Scott, Ken. "Local Police Seek Funds for K-9 Unit." *The Daily Ledger* 2 Jan. 2003: 4C.

CSR13851.406

42 **Which question about the uses of assistance animals could *best* be answered through further research?**

A How are various types of animals utilized as assistance animals?

B Which animal serves as the best assistance animal?

C When did Dan Shaw first hear about various types of assistance animals?

D How did Don and Janet Burleson learn to train assistance animals?

CSR13853.406

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43 **Which question, if researched, could provide the *best* information on which assistance animals make the best guides?**

A What is the process for applying to own an assistance animal?

B What methods are most popular for teaching assistance animals to work with people?

C What are the steps necessary to becoming a trainer of assistance animals?

D What qualities are necessary in a competent assistance animal?

CSR13852.406

44 **Which supplement, if added to Article 2, could *best* enhance the reader's understanding of the guide horse training process?**

A examples of verbal commands taught to the guide horse

B charts illustrating the career of John Lyons

C a picture showing a guide horse walking ahead of its handler

D a list of well-known horse trainers

CSR13857.406

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from Oration in Memory of Abraham Lincoln

by Frederick Douglass

1 When, therefore, it shall be asked what we have to do with the memory of Abraham Lincoln, or what Abraham Lincoln had to do with us, the answer is ready, full, and complete. Though he loved Caesar less than Rome, though the Union was more to him than our freedom or our future, under his wise and beneficent rule we saw ourselves gradually lifted from the depths of slavery to the heights of liberty and manhood; under his wise and beneficent rule, and by measures approved and vigorously pressed by him, we saw that the handwriting of ages, in the form of prejudice and proscription, was rapidly fading away from the face of our whole country; under his rule, and in due time, about as soon after all as the country could tolerate the strange spectacle, we saw our brave sons and brothers laying off the rags of bondage, and being clothed all over in the blue uniforms of the soldiers of the United States; under his rule we saw two hundred thousand of our dark and dusky people responding to the call of Abraham Lincoln, and with muskets on their shoulders, and eagles on their buttons, timing their high footsteps to liberty and union under the national flag; under his rule we saw the "independence" of the black republic of Haiti, the special object of slaveholding aversion and horror, fully recognized, and her minister, a colored gentleman, duly received here in the city of Washington; under his rule we saw the internal slave-trade, which so long disgraced the nation, abolished, and slavery abolished in the District of Columbia; under his rule we saw for the first time the law enforced against the foreign slave trade, and the first slave-trader hanged like any other pirate or murderer; under his rule, assisted by the greatest captain of our age, and his inspiration, we saw the Confederate States, based upon the idea that our race must be slaves, and slaves forever, battered to pieces and scattered to the four winds; under his rule, and in the fullness of time, we saw Abraham Lincoln, after giving the slaveholders three months' grace in which to save their hateful slave system, penning the immortal paper, which, though special in its language, was general in its principles and effect, making slavery forever impossible in the United States. Though we waited long we saw all this and more.

2 Can any colored man, or any white man friendly to the freedom of all men, ever forget the night which followed the first day of January 1863, when the world was to see if Abraham Lincoln would prove to be as good as his word? I shall never forget that memorable night, when in a distant city I waited and watched at a public meeting, with three thousand others not less anxious than myself, for the word of deliverance which we have heard read today. Nor shall I ever forget the outburst of joy and thanksgiving that rent the air when the lightning brought to us the Emancipation Proclamation. In that happy hour we forgot all delay, and forgot all tardiness, forgot that the President had bribed the rebels to lay down their arms by a promise to withhold the bolt which would smite the slave-system with destruction; and we were thenceforward willing to allow the President all the latitude of time, phraseology, and every honorable device that statesmanship might require for the achievement of a great and beneficent measure of liberty and progress.

[Public Domain]

CSR0P282-1

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The Death of Lincoln

by William Cullen Bryant

Oh, slow to smite and swift to spare,
Gentle and merciful and just!
Who, in the fear of God, didst bear
The sword of power, a nation's trust!
In sorrow by thy bier we stand,
Amid the awe that hushes all,
And speak the anguish of a land
That shook with horror at thy fall.
Thy task is done; the bound are free;
We bear thee to an honored grave,
Whose proudest monument shall be
The broken fetters of the slave.
Pure was thy life; its bloody close
Hath placed thee with the sons of light,
Among the noble host of those
Who perished in the cause of Right.

[Public Domain]

CSR0P282-2

45 **After speaking of the changes Lincoln brought about for African Americans, Douglass refers to January 1, 1863, in order to**

A emphasize that Lincoln should have acted sooner.

B praise that day as the beginning of all the changes.

C remind African Americans of the long road ahead.

D commemorate the day of Lincoln's death.

CSR02077.283

46 **Which of these phrases from Frederick Douglass's speech is slightly critical toward Lincoln?**

A "though the Union was more to him than our freedom or our future"

B "responding to the call of Abraham Lincoln"

C "making slavery forever impossible in the United States"

D "the outburst of joy and thanksgiving that rent the air"

CSR02078.283

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47 **The *main* purpose of the poem is**

A to critique Lincoln.

B to capture Lincoln's personal experience.

C to honor Lincoln.

D to explain Lincoln's achievements.

CSR02070.282

48 **In line 4 of "The Death of Lincoln," the "sword of power" is an example of**

A irony.

B figurative language.

C repetition.

D personification.

CSR02071.282

49 **How does the poem give greater emphasis to the theme of loss than Douglass's speech does?**

A It describes Lincoln in detail.

B It expresses a desire for vengeance.

C It uses brief, powerful images.

D It promises a peaceful future.

CSR02075.282

50 **Which of the following *best* describes the different attitudes expressed in "The Death of Lincoln" and Frederick Douglass's speech?**

A The poem is a joyful celebration of Lincoln, while the tone of the speech is sad.

B The poem idealizes Lincoln, while the speech critically appraises his actions.

C The poem stresses the future, while the speech focuses on the present.

D The poem is personal, while the speech is abstract.

CSR02068.282

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The following questions are not about a passage. Read and answer each question.

51 **Which word is derived from the name of the nymph in Greek mythology who pined away for Narcissus until all that was left was her voice?**

A vocal

B echo

C larynx

D articulate

CSR00315.OSA

52 **In which sentence does the underlined word have the most *negative* connotation?**

A The man's remarks were harmful.

B The man's remarks were mischievous.

C The man's remarks were malicious.

D The man's remarks were unpleasant.

CSR00052.OSA

53 **Which sentence demonstrates the figurative meaning of the word parasite?**

A Her dog had parasites, so she took him to a veterinarian to get some medicine.

B A leech is a kind of freshwater parasite.

C My friend says I'm a parasite because I always borrow money from him.

D Certain plant parasites can cause permanent harm to trees if not removed.

CSR00258.OSA

54 **In which sentence does the underlined word have the most *negative* connotation?**

A The runner was cocky about his ability to win the race.

B The runner was confident about his ability to win the race.

C The runner was certain about his ability to win the race.

D The runner was sure about his ability to win the race.

CSR00377.OSA

55 **Read the following sentence.**

> First he stirred fresh mint leaves with sugar and secret ingredients in a small pot on the stove for a very long time, concocting a fragrant elixir of mint.

The word concocting means

A examining.

B creating.

C imagining.

D tasting.

CSR12031.184

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56 **The word *distracted* is derived from a Latin root meaning**

A to wish or hope.

B to draw or pull away.

C to look or see.

D to say or tell.

CSR13880.OSA

57 **The word *glorify* most nearly means**

A imagine.

B predict.

C examine.

D honor.

CSR13510.OSA

58 **The word *effect* is derived from a Latin root meaning**

A to make.

B to gather.

C to urge.

D to believe.

CSR13881.OSA

59 **Read this sentence.**

> Hong Kong is a very cosmopolitan city.

The word cosmopolitan comes from the

A Latin word for lion.

B Greek name for the universe.

C Roman goddess of the earth.

D Greek god Oceanus, god of the water.

CSR00096.OSA

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60 **Which word is derived from the name of the mountain in Greece where the mythological god Zeus resides?**

A atlantic

B olympic

C chaotic

D phonetic

CSR20300.OSA

61 **Which word is derived from a Latin root meaning "to choose"?**

A barrier

B creatures

C memories

D collection

CSR13508.OSA

62 **Read this sentence.**

> Uncle Hank looked at several stores before buying a set of cheap tires for his truck.

In this sentence, the word cheap means "inexpensive," but the adjective also suggests that the tires were very likely

A the wrong size.

B made recently.

C of poor quality.

D easy to locate.

CSR50060.OSA

63 **The word *volcano* is derived from which of the following names for the god of fire?**

A Odin

B Hephaestus

C Vulcan

D Pele

CSR00257.OSA

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David recently read an editorial about the disadvantages of electronic books, or e-books, in his local newspaper. He wants to write a letter to the editor defending e-books. Here is a rough draft of David's letter, which may contain errors.

To *Honesdale Times* Editor Henry Slocum:

1 I read your May 10th column about electronic books, or e-books, with great interest. You made several good points about the disadvantages of e-books. You may have overlooked, however, some of the ways in which they are superior to traditional books. Yes, e-books are expensive, but they are also convenient and efficient. Furthermore, due to their environment-friendly nature, e-books have the potential to change our planet for the better.

2 E-books, for anyone who is unfamiliar with the term, are about the same size and shape as regular books. They have a large screen in the middle, however. This screen shows the reader a page of text that has been downloaded from a computer. Once the reader has finished reading the page on the e-book screen, he or she scrolls down to see a new page. The process continues until the entire book has been read.

3 As you pointed out, Mr. Slocum, it's great to lie on a warm, sandy beach with a book. You can do that just as easily with an e-book as you can with a traditional paper book. In fact, because e-books are so light, you can take them places you wouldn't want to take regular books. Say, for example, that you like to read on the bus. Which would you rather carry with you—a heavy 800-page novel, or an e-book that weighs only a few ounces?

4 Another important advantage is offered by e-books as well. They are more environment-friendly than traditional books. Currently, thousands of trees are cut down each year to meet the publishing industry's demand for paper. Books that don't sell are eventually returned to the publisher and destroyed. This appalling waste could be avoided if everyone used e-books, which require no paper.

Sincerely,

David Eng

David Eng

CSW0P081

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64 **Which paragraph would be the *most* appropriate place for David to explain some of the basic features of e-books, such as their interactive dictionary?**

A paragraph 1

B paragraph 2

C paragraph 3

D paragraph 4

CSW00503.081

65 **Which of the following is the *best* statement of David's thesis?**

A E-books are convenient, efficient, and good for the environment.

B E-books are expensive, but they will come down in price.

C E-books look similar to regular books except for the fact that they have a large screen.

D E-books are the perfect choice for people on the go.

CSW00500.081

66 **David provides the definition of e-books in paragraph 2 for**

A himself.

B Mr. Slocum.

C the other editors at the newspaper.

D other people who read the newspaper.

CSW00510.081

67 **Which of the following does David use to help develop his ideas in paragraph 3?**

A a scenario

B a definition

C a hypothesis

D a quote

CSW00504.081

68 **Throughout David's letter, the focus is on**

A honoring the person who invented e-books.

B scolding publishers for wasting so much paper.

C providing evidence that e-books are a good idea.

D explaining how to read an e-book.

CSW00505.081

69 **David avoids using technical language in his letter because his audience is made up of**

A people who have used e-books.

B fellow students who use computers at school.

C people of all ages and backgrounds.

D editors who test out new products.

CSW00499.081

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Terri's English class was given an assignment to write letters to the principal about suggestions for the school. The following is a rough draft of Terri's letter. It contains errors.

School Landscaping

Dear Principal Jones:

1 I am writing to you about an idea I recently developed after taking a trip with my family to a local botanical garden, Natural Springs. We were all in awe of the breathtaking varieties of plants and flowers. It was amazing how drawn we were to the stunning views, and we all felt that it was a very comfortable and soothing place. I never envisioned that the phenomenon of nature could so rapidly elevate a person's mood. Although I certainly realize that we cannot turn the exterior of our school into a botanical garden, absolutely we can surely add more beauty to its surroundings.

2 I know that purchasing plants for landscaping is expensive, so I suggest that we try my proposal. Many homes and apartments in our neighborhood have a lot of landscaping. After doing some research, I learned that many of these plants must be divided and transplanted each year, otherwise they will become overgrown and will bloom less intensively. We could host a plant swap this spring. The residents could swap plants from their own gardens; they also could bring two plants to donate to the school. It would be a wonderful opportunity for community members to visit our school, to meet new people, and to get some different plants to improve the look of their own yards.

3 We hope we will succeed in our goal: gaining an abundance of perennial plants to beautify our school. We will also be performing a service to our community. I have talked to many students who would like to form a garden club to care for the plants. Mrs. Meer, chair of the biology department, has agreed to supervise us. The garden club could assign shifts for members to care for the plants both before and after school. Some members may not want to take certain shifts. All who attend and visit our school will most likely appreciate the benefits of my beautification project. If you agree to allow us to put my plan into action, I can guarantee that you will be pleased.

4 Please let me know when we can discuss this further.

Sincerely,

Terri Olsen

CSL1P083-3

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70 **Read the following sentence.**

> Although I certainly realize that we cannot turn the exterior of our school into a botanical garden, absolutely we can surely add more beauty to its surroundings.

What is the *best* way to improve the structure of the underlined part of the sentence?

A absolutely we can add more beauty to its surroundings.

B we can surely add the most beauty to its surroundings.

C we can surely add more beauty to its surroundings.

D we can add more beauty to its surroundings absolutely.

CSL11853.083

71 **Read this sentence.**

> Many homes and apartments in our neighborhood have a lot of landscaping.

Which word would *best* replace the underlined words in the sentence and make it more precise?

A broad

B extensive

C sweeping

D spacious

CSL10733.083

72 **Which sentence is *not* consistent with the overall tone of the letter?**

A We could host a plant swap this spring.

B We will also be performing a service to our community.

C Some members may not want to take certain shifts.

D Please let me know when we can discuss this further.

CSL11856.083

73 **Terri has noticed that she has used variations of the word beauty frequently in her letter and made a list of synonyms she might use instead. Which word below has she spelled incorrectly?**

A lovliness

B attractiveness

C fairness

D handsomeness

CSL10728.083

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Martin's teacher asked her students to write about someone who could inspire others. Below are Martin's rough draft and his Works Cited section. The rough draft may contain errors.

Helen Thayer, Athlete and Adventurer

1 When Helen Thayer was just nine years old, her parents made plans to climb Mount Egmont in New Zealand. Helen wanted to climb the mountain too, and asked her parents if she could go along (Thayer 27). They agreed, but only if Helen carried her own backpack. Helen went with her parents and carried her own backpack all the way to the top of the 8,258-foot mountain peak. It was just the beginning of a lifetime filled with adventures (Berryman 126).

2 Throughout her life Helen continued to climb mountains, but she began to excel in athletic competition as well. She became an international track and field star, and she went on to represent three countries, including the United States, at prestigious track and field meets. Then one day in 1972, Helen happened to watch a luge racing competition on television (Thayer 93). It was just the kind of activity that Helen enjoyed. The danger and excitement of flying down thin ribbons of ice at high speed suited her adventurous nature. She decided she wanted to race luges. Just three years later, Helen won the U.S. National Luge Championship. She began competing for the United States in international luge races (Berryman 141).

3 The thrill of conquering nature's rugged outdoors, however, continued to be Helen's first love. The earth's polar regions had always fascinated her. A fellow New Zealander, Sir Edmund Hillary, had reached the South Pole in 1958, and Helen vowed that she too would explore the poles (Creighton 211). In 1986 Helen decided her athletic background and mountain climbing experience had prepared her for her most important goal—to be the first woman to explore the magnetic North Pole alone.

4 On March 30, 1988, Helen left Little Cornwallis Island. She pulled a sled loaded with a tent and other supplies behind her. She was alone except for her dog Charlie, a black husky. For the next 26 days, Helen walked, slid, and skied across 364 miles of ice. She and Charlie withstood Arctic storms, crossed rugged terrain, and held off dangerous polar bears (Martles 52). Twenty-seven days later they climbed on board a plane ready to go home. Helen was exhausted but happy. She had successfully explored the magnetic North Pole and at last fulfilled her "polar" dream.

Works Cited

Berryman, William. *Call to the Poles*. Cincinnati: Johnson-Sutton, 1993.

Creighton, Phillip. *The Ice Warriors*. Atlanta: Pelman, 1996.

Martles, Robert. "On Top of the World." *Modern Exploration* May 1988: 45–64.

Thayer, Helen. *Polar Dream*. New York: Simon and Schuster, 1995.

CSL0P025-3

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74 **As Martin begins his research, which person would be *most* helpful in guiding him?**

A a school counselor

B a geography teacher

C a school principal

D a school librarian

CSW00520.025

75 **What information should Martin include in paragraph 2 of his report?**

A the location of the luge championships

B a description of the luge

C the date Thayer reached the South Pole

D an explanation of Thayer's physical appearance

CSW00528.025

76 **Read the following sentence.**

> Helen was exhausted but <u>happy</u>.

Which word should Martin substitute for <u>happy</u> in order to be more precise?

A pleased

B fortunate

C triumphant

D glad

CSW00525.025

77 **Based on the Works Cited section, which author writes for a magazine?**

A Berryman

B Creighton

C Martles

D Thayer

CSW00524.025

78 **When Martin types his final report, which line spacing should he use for the body of his paper?**

A single

B 1.5 lines

C double

D triple

CSL00149.025

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The following is the rough draft of Cara Johnson's business letter to Mayor Lewis. It contains errors.

November 5, 2000

Dear Mayor Lewis:

1 At the last City Council meeting, it was announced that the city budget for next year does not include enough money to maintain the playing fields and skating rink in Center Park. We are aware that the storms that hit Lyndon last summer caused a great amount of damage, and the city's budget priority should be to repair the high school, city hall, and airport. Don't you realize, however, what a loss the park will be?

2 Center Park is very important to the residents of Lyndon. It is easily the best place in the city for: sports, picnics, concerts, walking, and enjoying nature. It plays a vital role in the education of our children. Each year science teachers bring their classes to the park on field trips to study plants and animals. Kids use the playground equipment every day. There are no other parks nearby for these kids to enjoy. I see the park going to school every day. It is absolutely essential to support Center Park. The recreation it provides is priceless.

3 The Lyndon High School Ice Skating Club would like to offer the city some help. We are suggesting a Skatathon to raise money for the park. Members would ask family, friends, and businesses for pledges, then skate all day. For every mile skated, we would raise money to be used to maintain the fields and rink. Also, some of our members are willing to donate time to help the park staff do simple repairs at the rink.

4 The club challenges other groups to do their part by organizing other fund-raising events that use the park. While it appears from the numbers that the city can no longer afford Center Park, other facts tell us we have to maintain this park as a place for the entire Lyndon community. The park is important to Lyndon. It is a green, refreshing place to go in the middle of the city. We hope our idea is the first of many good ideas to keep Center Park green and clean.

Sincerely yours,

Cara Johnson

Cara Johnson
President
Lyndon High School Ice Skating Club

CSL0P024

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79 **Cara writes,**

> Dear Mayor Lewis:

How should this be written?

A Dear mayor Lewis

B Dear Mayor Lewis—

C My Dear Mayor Lewis,

D Leave as is.

CSL00139.024

80 **Read this sentence from paragraph 2.**

> It is easily the best place in the city <u>for: sports,</u> picnics, concerts, walking, and enjoying nature.

How should the underlined part of the sentence be written?

A for-sports,

B for; sports,

C for sports,

D for: sports

CSL00138.024

81 **In paragraph 2, sentence 5 begins with the word <u>Kids</u>. How should this be written?**

A Small children, because it is more formal

B Tikes, because it's friendlier

C Kids, because that's how people talk

D Little kids, because it's more descriptive

CSW00513.024

82 **Read this sentence from paragraph 2.**

> I see the park going to school every day.

Which is the *best* way to write this sentence?

A Every day I see the park going to school.

B I see the park on the way to school every day.

C Every day I see the park on my way to school.

D I see the park every day going to school.

CSL00142.024

83 **How should the first sentence of paragraph 4 be written?**

A The club challenges other groups that use the park to do its part of organizing other fund-raising events.

B The club challenges other groups are using the park to do their part by organizing other fund-raising events.

C The club challenges other groups using the park in doing their share of organizing other fund-raising events.

D The club challenges other groups that use the park to do their part by organizing other fund-raising events.

CSL00143.024

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The following is a rough draft of a student's report. It contains errors.

Anabela Suarez
Science
Mrs. Ikeda
20 November 2001

Sea Otters

1 On an elementary school playground at recess, hundreds of children run and jump, smiling and laughing as they play. Watching sea otters frolicking in their own environment is like watching children at play. Sea otters, which are currently on the endangered species list, are a joy to watch and, fortunately, are experiencing a rebound in population.

2 Herds of sea otters live on the shores of the North Pacific Ocean, from California to Alaska and, in the East, from Japan to Siberia. They are seldom found far from land but spend almost their entire lives at sea. The otter moves swiftly through the water with strokes of its webbed hind feet and with undulations, or wavelike movements, of its powerful body. This sea mammal has been known to dive as deep as 180 feet and stay submerged as long as four minutes. Each day the sea otter eats as much as one-fifth of its body weight in fish or shellfish.

3 Not only are sea otters playful, they are also amazingly resourceful. Their favorite food, abalone, is protected by a thick shell sea otters are unable to break with their teeth and claws alone. Undeterred, they use stones from the ocean floor and break the abalone open on their bellies as they drift across the surface of the water on their backs, a behavior that makes them one of only a few animals on Earth, including human beings, to use tools! Their intelligence is also displayed while sleeping. So that they don't drift into unsafe waters, the otters actually wrap themselves in long strands of kelp, which anchor them in place before falling asleep. Often a sleeping otter will cover its eyes with a paw.

4 Because sea otters have a unique means of keeping insulated, they can maintain their body heat in their frigid environment. While other sea mammals, such as seals, have a layer of insulating blubber to warm them, otters do not. They have incredibly fine fur that traps tiny air bubbles, and when warmed by body heat, that keeps them comfortable. Don't think otters are snobby, however, because they are constantly grooming themselves; their fur loses this insulating quality if it becomes dirty and matted.

5 Sea otters have faced dangers from hunters in the past and from oil spills more recently. Fortunately, due to a 1911 treety and to rescue and habitat protection efforts, the sea otter population has nearly been restored.

CSL1P187-3

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84 **Which word below could be used in paragraph 3 in place of unsafe to provide the *most* precise word choice?**

A perilous

B daunting

C tumultuous

D formidable

CSL11730.1.87

85 **Which of these would provide the *most* effective support if added to paragraph 3?**

A statistics documenting the decline in population of sea otters

B opinions of people concerned with the sea otter's welfare

C descriptions of the daily activities of the sea otter

D definitions of key terms used throughout the report

CSL11729.187

86 **Read this sentence.**

> Fortunately, due to a 1911 treety and to rescue and habitat protection efforts, the sea otter population has nearly been restored.

What underlined word in this sentence is spelled incorrectly?

A treety

B rescue

C protection

D restored

CSL11863.187

87 **After completing her research, Anabela noticed a discrepancy among her sources. Which piece of information below is most likely the cause of such a discrepancy?**

A the methods sea otters use to keep insulated

B the sea otter's favorite food

C the ways in which sea otters display intelligence

D the total number of sea otters in existence

CSL11728.187

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The following is a rough draft of a student's report. It contains errors.

Ava Wilson
Health I
Mrs. Green
November 18, 2002

Popcorn

1 Just like a triumphant marching band entering the stadium before a game, popcorn is usually heard before it is seen. Kernels are bursting uncontrollably, clanging against the cover of the pot, and bouncing around randomly within the popper, all releasing the telltale scent of a forthcoming treat. Popcorn is one of the most popular snacks, and we can enjoy large amounts of it every year. Where did this corn plant originate, and what causes it to pop?

2 The history of popcorn undoubtedly contains unique information that most people—even avid popcorn consumers—do not know. Popcorn, which grows on ears just like any other corn plant, was first raised and harvested by Cachise Indians in Mexico over three thousand years ago. By the time Europeans arrived in North America, many different tribes of Native Americans are enjoying popcorn. In fact, at the first Thanksgiving celebration in Plymouth, Massachusetts, one high-ranking Native American brought a gift of popped corn in a deerskin bag (Rich 22). Popcorn was not just for eating; it was also used in jewelry, such as headdresses and necklaces. One difference between popcorn then and now is the popping methods. Early Native Americans would pierce the cob with a sharp stick, coat the ear with oil, and lay it next to the fire. The kernels would pop while still attached to the ear (Murphy 40).

3 Though the act of the kernel of corn bursting takes place in a split second, the science behind the pop is a bit more complex. To understand it, you must understand the kernel itself. The kernel is simply a hard outer shell, which protects a soft, starchy interior. The starch contains a small amount of water, and when the kernel is heated to about 200 degrees Celsius, the pressure from the steam within causes the kernel to pop. When this happens, the kernels actually increase in size by forty times, and the result is a transformed kernel, with the white, starchy center on the outside, and the hard shell on the inside. The remaining kernels that do not pop by the end of the heating cycle do not have adequate water inside to build up necessary steam pressure.

4 Popcorn is basically a good source of carbohydrates, fiber, and protein. It contains only 27 calories per 100 grams—that is, if you don't drench it in butter and toppings (Lucas 53)!

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Works Cited

Hall, Bernice. *Science of Food.* Atlanta: Smith Publishing, 2002.

Lucas, Edward. "Healthy Snacks." *Health* 16 July 2001: 51–60.

Murphy, Chris. *Popcorn: A Healthy Alternative.* Chicago: Merrill 2000.

Rich, Carmine. "How Popcorn Evolved." *Bell Snack Journal* 20 Mar. 2000: 20–23.

CSW1P006-3

88 **Read this sentence.**

> By the time Europeans arrived in North America, many different tribes of Native Americans <u>are enjoying</u> popcorn.

What form of the verb should replace the underlined words to maintain consistency of verb tense?

A enjoyed

B is enjoying

C were enjoying

D will have enjoyed

CSW10628.004

89 **Read these sentences.**

> Though the act of the kernel of corn bursting takes place in a split second, the science behind the pop is a bit more complex. <u>To understand it, you must understand the kernel itself.</u>

How is the underlined sentence *best* written?

A If one wants to understand this procedure, you must understand the kernel.

B The kernel itself must be understood if comprehension of this process is to occur.

C First, you need to familiarize yourself with the kernel to understand the popping method.

D In order to comprehend this process, one must first understand the kernel itself.

CSW10043.006

90 **Which of the works in the Works Cited is most likely the source of information for the temperature at which popcorn kernels pop?**

A "Healthy Snacks"

B *Popcorn: A Healthy Alternative*

C "How Popcorn Evolved"

D *Science of Food*

CSW10048.006

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The following is a rough draft of a student's report. It contains errors.

Ernest Shackleton: A True Inspiration

(1) In 1914, a group of men found themselves stranded on the Antarctic ice shelf. (2) The hopefulness of the group, who hoped to be the first to cross Antarctica, was slowly replaced by somber feelings. (3) Fortunately for them, Sir Ernest Shackleton, a man of great courage, navigational skill, and working knowledge, was their leader.

(4) After watching the shifting ice destroy their vessel, *The Endurance*, <u>Shackleton's men left on foot searching for: food, shelter, and water</u>. (5) Even though they realized they had to find more food, the food was rationed by carefully dispensing the supplies. (6) Shackleton's men were led by him to Elephant Island, which would be their frozen home for just under two years. (7) In despair, they hunted penguins and seals for food and waged a daily battle against cold winter winds from the north (Shackleton 1929).

(8) Shackleton set sail for South Georgia Island, which was 800 miles away, and was their destination and the crew's only hope of rescue (Murray 2000). (9) It was one of the most incredible feats of Maritime history. (10) Shackleton succeeded, and from the island of South Georgia rescue plans for the crew began to take place.

Works Cited

Murray, Edward. "True Spirit of Adventure." *Outdoor Expedition* 19 May 2000: 41–47.

Shackleton, Ernest. *South: The Endurance Expedition*. London: Signet, 1929.

CSL1P071

91 **How should the underlined words in sentence 4 be written to reflect correct punctuation?**

A Shackleton's men left on foot searching: for food, shelter, and water.

B Shackleton's men left on foot searching—for food shelter, and water.

C Shackleton's men left on foot searching, for food, shelter, and water.

D Shackleton's men left on foot searching for food, shelter, and water.

CSL11799.071

92 **How is sentence 5 *best* written?**

A Although supplies were saved and rationed, the men knew more food would have to be found.

B Even though they realized they had to find more food, they rationed all of the supplies carefully.

C Scared by thoughts of starvation, the small amount of supplies they had left was rationed by the crew.

D Supplies were carefully rationed by the men as the need for additional food became more surely apparent.

CSL10603.071

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93 **How is sentence 6 *best* written?**

A Elephant Island would be their frozen home for just under two years, after Shackleton led his men there.

B Shackleton led his men to Elephant Island, which would be their frozen home for just under two years.

C Shackleton's men were led by him to Elephant Island, which would be their frozen home for just under two years.

D Leading his men to Elephant Island, Shackleton reached their frozen home for just under two years.

CSL11796.071

94 **How is sentence 10 *best* written?**

A Shackleton successfully reached South Georgia and immediately began the effort to rescue his stranded crew.

B Upon his arrival at South Georgia, which is an unrivaled maritime feat, Shackleton commenced the rescue effort.

C The journey to South Georgia ended in success, and plans to rescue the remaining crew members were initiated.

D The perilous journey having ended with their arrival at South Georgia, rescue plans for the crew began to take place.

CSL10605.071

95 **The author needed additional sources for the essay. He found two more biographies of Ernest Shackleton. Which of the following is the difference most likely to be found between these sources?**

A Shackleton's age at the time of the expedition

B the amount of time the men were stranded on Elephant Island

C the manner in which food and supplies were rationed

D Shackleton's primary source of motivation during the ordeal

CSL10604.071

96 **The author is thinking about adding a final sentence to the end of paragraph 3. Which sentence below *best* demonstrates proper English usage and control of grammar?**

A Shackleton's crew members owed their ultimate survival entirely to him.

B Shackleton's crew members owed they're ultimate survival entirely to him.

C Shackleton's crew members entirely owed him for their ultimate survival.

D Shackleton's crew members owed to him entirely they're ultimate survival.

CSL10608.071

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97 **Which sentence below *best* states the intended thesis of the author's essay?**

A Antarctic travel is full of pitfalls and dangers.

B Shackleton's leadership saved the lives of his stranded crew.

C Lack of food and constant despair were two problems the men faced.

D Shackleton sailed 800 miles in a small sailboat.

CSL10602.071

98 **How should the following phrase from sentence 9 be written to reflect correct conventions of capitalization?**

A incredible feats of maritime History

B incredible feats of maritime history

C incredible feats of Maritime history

D incredible feats of Maritime History

CSL11797.071

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The following is a rough draft of a student's report. It contains errors.

Arlene Williams
History
Ms. Johnson
November 20, 2003

Women of the American Revolution

1 Women played a crucial role in the American Revolution. They prepared food, made clothing for soldiers, and served as nurses to the wounded. In addition to their traditional tasks, women played even more extensive roles during the war. With virtually every able man serving in the army, women were left to manage farms and businesses. As a result, many women began to hone their reading and writing skills and to make larger contributions to the nation's economy, as well as its growing literary and suffrage movements. Four such women were Eliza Pinckney, Phillis Wheatley, Mercy Otis Warren, and Abigail Adams.

2 Even before the American Revolution, Eliza Pinckney had assumed responsibilities that traditionally belonged to men. When she was sixteen, her father left for Antigua, an island in the West Indies, where he served as Governor. While Pinckney's father was away, her mother became seriously ill, and the young girl was left to manage the family's three plantations (Stone 84). She experimented with unusual crops like ginger and alfalfa because she knew that crops were needed by the colonies that they could easily sell abroad. Her greatest business success was in growing indigo, a plant used to make blue dye for clothing and other products. Pinckney played an important role in the development of a successful indigo industry in the American South. She also studied law, drew up real estate contracts, wrote wills, and tutored slave children.

3 Both Phillis Wheatley, a poet and former slave, and Mercy Otis Warren, a playwright, created literary works that promoted educational opportunities for African Americans and women (Collins 26). Wheatley was one of the first African Americans to have work published. Warren wrote the first history book about the American Revolution, titled *History of the Rise, Progress, and Termination of the American Revolution* (Stanford 16).

4 Abigail Adams, who later became First Lady as the wife of President John Adams, wrote letters that played a significant role in bringing women's rights to the attention of the nation. During the American Revolution, she wrote to her husband John, "In the new code of laws . . . I desire you would remember the ladies and be more generous and favorable to them than your ancestors! Do not put such unlimited power in the hands of the husbands!" (Hoover 97).

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5 Each of these women played significant roles in the time of the American Revolution. They "helped start the process of thinking about the importance of women's rights in a country that had been founded on the concept of equality and independence for all people" (Collins 20). Their words and actions created opportunities for women and have confirmed the female gender as a valuable asset to a new nation.

Works Cited

Collins, John. *Women's Roles in the American Revolution*. Chicago: Millners, 2001.

Hoover, Edith L. *The Significant Contributions of Women in America*. New York: Stanley, 2002.

Stanford, Barbara. "Women Writers and Their Contributions During the American Revolution." *Women's Review* 14 (2002): 16–22.

Stone, Gary. *Early American Lives*. New York: Bailey, 1999.

CSW1P045-7

99 **Read this sentence from paragraph 2 of the report.**

> She experimented with unusual crops like ginger and alfalfa because <u>she knew that crops were needed by the colonies that they could easily sell abroad.</u>

What is the *best* way to write the underlined part of the sentence without changing the meaning?

A she knew that they, the colonies, could easily sell abroad crops that were needed.

B she knew that crops were needed to easily sell abroad by the colonies.

C she knew that the colonies needed crops that they could easily sell abroad.

D Leave as is.

CSW10390.045

100 **Which information, if added to paragraph 3, would *best* support the main idea of the paragraph?**

A how the works of Wheatley and Warren affected society

B where Wheatley and Warren were able to publish their works

C what the titles of some of Wheatley's and Warren's works were

D how old Wheatley and Warren were when they began publishing their works

CSW10391.045

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101 **Read this sentence from paragraph 5 of the report.**

> Their words and actions created opportunities for women and have confirmed the female gender as a valuable asset to a new nation.

Which word or words should replace the underlined words in the sentence to maintain consistent verb tense?

A will confirm

B are confirming

C confirmed

D confirms

CSW10673.045

102 **When the final draft of the report is typed, what line spacing should be used?**

A single-line spacing

B double-line spacing

C 1.5-line spacing

D 2.5-line spacing

CSW10388.045

103 **Which research question most likely contributed to the development of paragraph 4?**

A What did Abigail Adams do to support her family during her husband's presidency?

B What major contribution did Abigail Adams make during the American Revolution?

C How often did Abigail Adams write to her husband during the American Revolution?

D How were the relationships between husbands and wives defined in the time of Abigail Adams?

CSW10670.045

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The following questions are not about a passage. Read and answer each question.

104 **Read this sentence.**

> On weekends, I enjoy reading a good book, going to a movie, or to visit with friends.

How is the underlined part of this sentence *best* written?

A reading a good book, going to a movie, or visiting with friends

B to read a good book, to go to a movie, or visiting with friends

C reading a good book, to go to a movie, or to visit with friends

D Leave as is.

CSL00376.OSA

105 **Read this sentence.**

> Outcault called his cartoon At the Circus in Hogan's Alley, but it was better known as The Yellow Kid.

What is the correct way to write the underlined words?

A At the circus in Hogan's Alley,

B At The Circus In Hogan's Alley,

C At The Circus in Hogan's Alley,

D Leave as is.

9W014310

106 **Read this sentence.**

> When you think of a knight, do you think of him facing an opponent in a death-defying joust!

What is the correct way to write the underlined words?

A in a death defying joust.

B in a death-defying joust?

C in a death-defying joust.

D Leave as is.

9W011303

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107 **Read this sentence.**

> Comics are usually not considered an art form, they serve a valuable function.

What is the correct way to write this sentence?

A Comics are usually not considered an art form, so they serve a valuable function.

B Although comics are usually not considered an art form, they serve a valuable function.

C Comics are usually not considered an art form or they serve a valuable function.

D Leave as is.

CSL00237.OSA

108 **Read this sentence.**

> During the Middle Ages, knights joust and fought with other knights over their lord's property and their women's honor.

What is the correct way to write the underlined words?

A knights joust and fight

B knights jousted and fight

C knights jousted and fought

D Leave as is.

CSL00240.OSA

109 **Read this sentence.**

> Knights pledged to be fair and honest at all times and knew they would lose favor with the king if they violated the code of Chivalry.

What is the correct way to write the underlined words?

A fair and honest at all times. They knew they would lose favor

B fair and honest at all times, so they knew they would lose favor

C fair and honest at all times, but they knew favor would be lost

D fair and honest at all times-and knew they would lose favor

CSL00241.OSA

110 **In which sentence does the underlined word have the most *positive* connotation?**

A The grandmother was kind, although occasionally she was disgruntled.

B The grandmother was kind, although occasionally she was grouchy.

C The grandmother was kind, although occasionally she was cranky.

D The grandmother was kind, although occasionally she was temperamental.

CSR00054.OSA

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111 **Read this sentence.**

> These artists were involved in city life, they began painting the people, places, objects, and buildings that they observed.

What is the correct way to punctuate the underlined words in the sentence?

A involved, in city life, they began painting the people, places, objects, and buildings

B involved in city life; they began painting the people, places, objects, and buildings

C involved in city life, they began painting the people places, objects, and buildings

D involved in city life, they began painting: the people, places, objects, and buildings

CSW10570.065

112 **Read this paragraph.**

> At the beginning of the school year, our English teacher, Mr. Guevara, assigned us daily entries in a journal. Many students, myself included, doubted that they would have something to write about every day. Then Mr. Guevara assured us that we were not limited to writing about daily events. We could describe people or places in our journals, or even express our opinions. He said we could write stories and poems too.

Which sentence would *best* conclude the paragraph?

A Mr. Guevara encourages us to memorize and recite poetry.

B Suddenly the idea of keeping a journal seemed exciting.

C I think I will decorate my journal with some drawings.

D We like to write about topics that interest us.

CSL50062.OSA

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113 **In which of these sentences is the underlined word *not* spelled correctly?**

A Chivalry was the code by which knights lived.

B Many duels were fought over the disrespect shown to a woman.

C If a man had been knighted, he had shown the proper honor in battle.

D Knights must show a respectful demeaner toward ladies of the court.

CSL00239.OSA

114 **Read this sentence.**

> Eventually even a slight disturbance, such as the sound of a person's voice can create enough of a vibration to begin shifting the compacted layers.

What is the correct way to write the underlined words?

A disturbance such as the sound from a persons voice,

B disturbance, like the sound from a person's voice

C disturbance, such as the sound of a person's voice,

D Leave as is.

CSL00243.OSA

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Question Number	Correct Answer	Standard	Year of Release
1	*D*	9RL3.3	2003
2	*D*	9RL3.7	2003
3	*A*	9RL3.6	2003
4	*C*	9RL3.1	2003
5	*C*	9RC2.8	2003
6	*C*	9RC2.7	2003
7	*C*	9RC2.7	2003
8	*A*	9RL3.11	2004
9	*B*	9RL3.7	2004
10	*B*	9RL3.8	2004
11	*D*	9RL3.3	2004
12	*D*	9RC2.7	2004
13	*D*	9RC2.4	2004
14	*C*	9RC2.6	2004
15	*B*	9RC2.6	2004
16	*C*	9RC2.3	2005
17	*D*	9RW1.1	2005
18	*C*	9RC2.8	2005
19	*B*	9RC2.7	2005
20	*C*	9RC2.3	2005
21	*C*	9RW1.1	2005
22	*B*	9RL3.9	2005
23	*D*	9RL3.2	2005
24	*A*	9RL3.1	2005
25	*B*	9RL3.5	2005
26	*B*	9RC2.2	2005
27	*D*	9RC2.2	2005
28	*B*	9RC2.1	2005
29	*A*	9RC2.1	2005
30	*B*	9RL3.1	2006
31	*B*	9RL3.4	2006
32	*B*	9RL3.10	2006
33	*C*	9RL3.8	2006
34	*B*	9RC2.1	2006
35	*A*	9RW1.2	2006

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Question Number	Correct Answer	Standard	Year of Release
36	*D*	9RC2.6	2006
37	*D*	9RC2.7	2006
38	*D*	9RC2.8	2007
39	*C*	9RC2.4	2007
40	*B*	9RC2.4	2007
41	*C*	9RC2.2	2007
42	*A*	9RC2.3	2007
43	*D*	9RC2.3	2007
44	*A*	9RC2.7	2007
45	*B*	9RC2.7	2008
46	*A*	9RL3.8	2008
47	*C*	9RL3.5	2008
48	*B*	9RL3.7	2008
49	*C*	9RL3.1	2008
50	*B*	9RC2.3	2008
51	*B*	9RW1.3	2003
52	*C*	9RW1.2	2003
53	*C*	9RW1.1	2003
54	*A*	9RW1.2	2004
55	*B*	9RW1.1	2004
56	*B*	9RW1.1	2006
57	*D*	9RW1.1	2006
58	*A*	9RW1.1	2007
59	*B*	9RW1.3	2007
60	*B*	9RW1.3	2008
61	*D*	9RW1.1	2008
62	*C*	9RW1.2	2008
63	*C*	9RW1.1	2008
64	*B*	9WS1.9	2003
65	*A*	9WS1.1	2003
66	*D*	9WS1.9	2003
67	*A*	9WS1.4	2003
68	*C*	9WS1.1	2003
69	*C*	9WS1.9	2003
70	*C*	9WC1.3	2004

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Question Number	Correct Answer	Standard	Year of Release
71	*B*	9WS1.9	2004
72	*C*	9WS1.1	2004
73	*A*	9WC1.4	2004
74	*D*	9WS1.3	2004
75	*B*	9WS1.4	2004
76	*C*	9WS1.2	2004
77	*C*	9WS1.7	2004
78	*C*	9WC1.5.3	2004
79	*D*	9WC1.4	2005
80	*C*	9WC1.1	2005
81	*A*	9WS1.9	2005
82	*C*	9WC1.2	2005
83	*D*	9WC1.3	2005
84	*A*	9WS1.9	2006
85	*C*	9WS1.4	2006
86	*A*	9WC1.4	2006
87	*D*	9WS1.5	2006
88	*C*	9WC1.2	2006
89	*D*	9WS1.2	2006
90	*D*	9WS1.5	2006
91	*D*	9WC1.1	2007
92	*A*	9WS1.2	2007
93	*B*	9WC1.2	2007
94	*A*	9WS1.9	2007
95	*D*	9WS1.5	2007
96	*A*	9WC1.3	2007
97	*B*	9WS1.1	2007
98	*B*	9WC1.4	2007
99	*C*	9WC1.2	2008
100	*A*	9WS1.4	2008
101	*C*	9WC1.2	2008
102	*B*	9WC1.5.C	2008
103	*B*	9WS1.3	2008
104	*A*	9WC1.2	2003
105	*D*	9WC1.4	2003

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Question Number	Correct Answer	Standard	Year of Release
106	*B*	9WC1.4	2003
107	*B*	9WC1.1	2006
108	*C*	9WC1.3	2006
109	*A*	9WC1.3	2007
110	*D*	9RW1.2	2007
111	*B*	9WC1.1	2008
112	*B*	9WS1.9	2008
113	*D*	9WC1.4	2008
114	*C*	9WC1.4	2008

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