Introduction - Grade 8 English–Language Arts

The following released test questions are taken from the Grade 8 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 8 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, and 2007. First on the pages that follow are lists of the standards assessed on the Grade 8 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	9	10
• Reading Comprehension	18	22
• Literary Response and Analysis	15	17
• Writing Strategies	17	21
• Written Conventions	16	25
TOTAL	75	95

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 8 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 8 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 10 test questions for grade 8. These questions represent only some ways in which these standards may be assessed on the Grade 8 California English–Language Arts Standards Test.

8RW1.0	**WORD ANALYSIS, FLUENCY, AND SYSTEMATIC VOCABULARY DEVELOPMENT: Students use their knowledge of word origins and word relationships, as well as historical and literary context clues, to determine the meaning of specialized vocabulary and to understand the precise meaning of grade-level appropriate words.**
8RW1.1	**Vocabulary and Concept Development:** Analyze idioms, analogies, metaphors, and similes to infer the literal and figurative meanings of phrases.
8RW1.2	**Vocabulary and Concept Development:** Understand the most important points in the history of English language and use common word origins to determine the historical influences on English word meanings.
8RW1.3	**Vocabulary and Concept Development:** Use word meanings within the appropriate context and show ability to verify those meanings by definition, restatement, example, comparison, or contrast.

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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 22 test questions for grade 8. These questions represent only some ways in which these standards may be assessed on the Grade 8 California English–Language Arts Standards Test.

8RC2.0	**READING COMPREHENSION (FOCUS ON INFORMATIONAL MATERIALS): Students read and understand grade-level-appropriate material. They describe and connect the essential ideas, arguments, and perspectives of the text by using their knowledge of text structure, organization, and purpose. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students. In addition, students read one million words annually on their own, including a good representation of narrative and expository text (e.g., classic and contemporary literature, magazines, newspapers, online information).**
8RC2.1	**Structural Features of Informational Materials:** Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).
8RC2.2	**Structural Features of Informational Materials:** Analyze text that uses proposition and support patterns.
8RC2.3	**Comprehension and Analysis of Grade-Level-Appropriate Text:** Find similarities and differences between texts in the treatment, scope, or organization of ideas.
8RC2.4	**Comprehension and Analysis of Grade-Level-Appropriate Text:** Compare the original text to a summary to determine whether the summary accurately captures the main ideas, includes critical details, and conveys the underlying meaning.
8RC2.5	**Comprehension and Analysis of Grade-Level-Appropriate Text:** Understand and explain the use of a complex mechanical device by following technical directions.
8RC2.6	**Comprehension and Analysis of Grade-Level-Appropriate Text:** Use information from a variety of consumer, workplace, and public documents to explain a situation or decision and to solve a problem.
8RC2.7	**Expository Critique:** Evaluate the unity, coherence, logic, internal consistency, and structural patterns of text.

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The Literary Response and Analysis Strand/Cluster

The following seven California English–Language Arts content standards are included in the Literary Response and Analysis strand/cluster and are represented in this booklet by 17 test questions for grade 8. These questions represent some ways in which these standards may be assessed on the Grade 8 California English–Language Arts Standards Test.

8RL3.0	**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 clarify the ideas and connect them to other literary works. The selections in *Recommended Readings in Literature, Kindergarten Through Grade Eight* illustrate the quality and complexity of the materials to be read by students.**
8RL3.1	**Structural Features of Literature:** Determine and articulate the relationship between the purposes and characteristics of different forms of poetry (e.g., ballad, lyric, couplet, epic, elegy, ode, sonnet).
8RL3.2	**Narrative Analysis of Grade-Level-Appropriate Text:** Evaluate the structural elements of the plot (e.g., subplots, parallel episodes, climax), the plot's development, and the way in which conflicts are (or are not) addressed and resolved.
8RL3.3	**Narrative Analysis of Grade-Level-Appropriate Text:** Compare and contrast motivations and reactions of literary characters from different historical eras confronting similar situations or conflicts.
8RL3.4	**Narrative Analysis of Grade-Level-Appropriate Text:** Analyze the relevance of the setting (e.g., place, time, customs) to the mood, tone, and meaning of the text.
8RL3.5	**Narrative Analysis of Grade-Level-Appropriate Text:** Identify and analyze recurring themes (e.g., good versus evil) across traditional and contemporary works.
8RL3.6	**Narrative Analysis of Grade-Level-Appropriate Text:** Identify significant literary devices (e.g., metaphor, symbolism, dialect, irony) that define a writer's style and use those elements to interpret the work.
8RL3.7	**Literary Criticism:** Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)

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WRITING

The Writing portion of the Grade 8 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 four California English–Language Arts content standards are included in the Writing Strategies strand/cluster and are represented in this booklet by 21 test questions for grade 8. These questions represent only some ways in which these standards may be assessed on the Grade 8 California English–Language Arts Standards Test.

8WS1.0	**WRITING STRATEGIES: Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.**
8WS1.1	**Organization and Focus:** Create compositions that establish a controlling impression, have a coherent thesis, and end with a clear and well-supported conclusion.
8WS1.2	**Organization and Focus:** Establish coherence within and among paragraphs through effective transitions, parallel structures, and similar writing techniques.
8WS1.3	**Organization and Focus:** Support theses or conclusions with analogies, paraphrases, quotations, opinions from authorities, comparisons, and similar devices.
8WS1.6	**Evaluation and Revision:** Revise writing for word choice; appropriate organization; consistent point of view; and transitions between paragraphs, passages, and ideas.

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The Written Conventions Strand/Cluster

The following six 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 8. These questions represent only some ways in which these standards may be assessed on the Grade 8 California English–Language Arts Standards Test.

8WC1.0	**WRITTEN AND ORAL ENGLISH LANGUAGE CONVENTIONS: Students write and speak with a command of standard English conventions appropriate to this grade level.**
8WC1.1	**Sentence Structure:** Use correct and varied sentence types and sentence openings to present a lively and effective personal style.
8WC1.2	**Sentence Structure:** Identify and use parallelism, including similar grammatical forms, in all written discourse to present items in a series and items juxtaposed for emphasis.
8WC1.3	**Sentence Structure:** Use subordination, coordination, apposition, and other devices to indicate clearly the relationship between ideas.
8WC1.4	**Grammar:** Edit written manuscripts to ensure that correct grammar is used.
8WC1.5	**Punctuation and Capitalization:** Use correct punctuation and capitalization.
8WC1.6	**Spelling:** Use correct spelling conventions.

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Read the following two selections. Think about how they are alike and how they are different.

Reminiscing

by Ralph Cortez

Watermelons were so much sweeter then,
When boys were the stuff of super men,
And summers seemed so much longer too,
With nothing pending and nothing due.
We were swordsmen—swashbuckling heroes,
Eternal victors—never zeroes;
Second basemen and clean-up hitters;
Forever winners, never quitters.
Play was a ritual in those days,
To go on magical mind forays,
To play the game with aplomb and ease,
To venture forth when and where we'd please.
We would feign death, and then rise up again.
Watermelons were so much sweeter then.

Piano

by D. H. Lawrence

Softly, in the dusk, a woman is singing to me:
Taking me back down the vista of years, till I see
A child sitting under the piano, in the boom of the tingling strings
And pressing the small, poised feet of a mother who smiles as she sings.

In spite of myself, the insidious mastery of song
Betrays me back, till the heart of me weeps to belong
To the old Sunday evenings at home, winter outside
And hymns in the cozy parlor, the tinkling piano our guide.

So now it is vain for the singer to burst into clamor
With the great black piano appassionato. The glamour
Of childish days is upon me, my manhood is cast
Down in the flood of remembrance, I weep like a child for the past.

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CSR1P098

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1 **The word "appassionato" in line 10 of "Piano" contains a Latin root that tells you that the music is played**

A softly and quietly.

B loudly and humorously.

C with a gentle touch.

D with strong feeling.

CSR01333.198

2 **What is the main purpose of "Reminiscing"?**

A to tell a story about a childhood experience

B to capture a feeling from the past

C to debate whether childhood or adulthood is better

D to describe a person who was important in the life of a child

CSR10200.098

3 **In lines 11 and 12 of "Piano," the words "my manhood is cast down in the flood of remembrance" mean that the speaker feels**

A proud of what he has accomplished.

B strongly connected to his father.

C that his mother relied on him when he was a child.

D as if he were a child.

CSR01334.198

4 **In "Piano," what causes the speaker to recall a memory?**

A a winter day

B a woman singing

C the sight of a piano

D familiar music

CSR10208.098

5 **The structure of "Reminiscing" is similar to that of "Piano" in that *both* poems**

A separate ideas into stanzas.

B alternate the length of lines.

C organize lines into rhyming couplets.

D use the same number of syllables per line.

CSR10199.098

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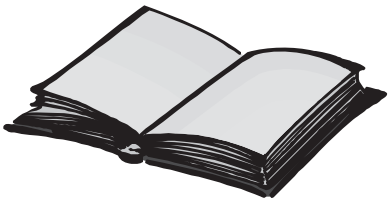
Document A

Evergreen Teen Book Club Offer

The Evergreen Teen Book Club invites you to join us and take full advantage of our limited-time introductory offer.



If you join our club, you will receive a certificate for 3 free books. These are yours to keep, even if you decide to cancel your membership. However, if you decide to purchase just one book at regular club price, you will receive a certificate for an additional 3 free selections after your first order is placed.

As our member, you can benefit from all of our super sales and our Bonus Program. You accumulate 2 bonus points with each cash purchase of one book. Every 6 bonus points will earn you a certificate for one free book!

To join our club, fill in the brief application listing your name, address, and phone number on the postage-paid card at the bottom of this page. Then drop the card in the mail and our current catalog will be immediately mailed out to you for your 3 free selections!

This catalog offers a wide selection of over 500 books in every issue, including mysteries, romances, adventures, biographies, cookbooks, crafts, sports, and many more. Our catalog also contains such highlights as interviews with your favorite authors, reviews of newly released novels, and a teen top-ten list for both fiction and nonfiction.

Once you are a member, you will receive our catalog bimonthly, but you are under no obligation to purchase any selections. We send you only exactly what you order.

If you join before June 30th, we will also provide complimentary shipping and handling on your first selections, even if you choose to order nothing except your 3 free books.

You can build a great book collection!
Begin now by taking advantage of this phenomenal offer.

Document B

Evergreen Teen Book Club Return Policy

When receiving your order, please check all items. If you are not completely satisfied with your purchase, you may return it to us within 21 days of receipt. This can be done by attaching the pre-addressed return label enclosed in every shipment.

Upon receiving a returned book or order, your refund will be processed, but you will not be reimbursed for shipping charges. You will receive a full refund for all returned items on the condition that they are unworn, undamaged, and returned within 21 days. You can choose to have a check mailed to your shipping address or to have the amount credited to your account. Your preference can be noted by checking the appropriate box on the return label.

Any return due to shipping error or product defect may be returned free of charge. Simply notify us of the problem, and we will be happy to include the shipping amount in your refund.

In this instance, contact our Customer Service Department by calling 1-800-613-XXXX between 9:00 a.m. and 5:00 p.m. (EST). Our customer representatives will be happy to assist you.

Thank you for your business. Evergreen Teen values its customers, and your satisfaction is our goal!

CSR0P278

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6 **Read this sentence from Document A.**

> Begin now by taking advantage of this phenomenal offer.

A phenomenal offer is one that is

A not true.

B standard.

C temporary.

D extraordinary.

CSR02036.278

7 **Document A tries to do all of these *except***

A interest you in reading.

B convince you to buy something.

C offer you extra benefits.

D explain a warranty to you.

CSR02043.278

8 **The purpose of Document B is to explain**

A why damaged items cannot be returned.

B why shipping charges for returns will not be paid.

C how a return should be processed.

D how customer representatives will help you.

CSR02047.278

9 **How does the club know what to do about your refund?**

A You checked a box on the mailing label.

B You listed it ahead of time on your application.

C You called the Customer Service Department.

D You indicated it on the certificate you used.

CSR02039.278

10 **Shipping charges for returns will be paid by the club when**

A you return a book within 21 days.

B you request credit rather than a check.

C the wrong order was shipped.

D a book is not as interesting as advertised.

CSR02034.278

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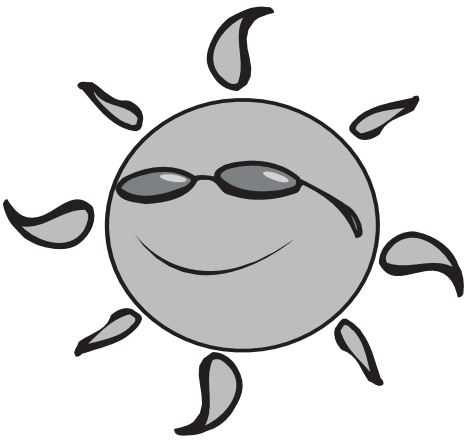
Document A

Sun Veil Sunscreen 30

Don't Go Out Without It.

- Every day you run the risk of skin damage caused by the sun. Harmful ultraviolet rays are dangerous even on cold, cloudy days. Sunscreen is important year-round no matter where you live.
- Sun Veil is the ultimate in sun and skin care products. Sun Veil Sunscreen reduces the harmful effects of the sun. Remember, you are being struck by the sun's powerful rays when you are . . .



- DRIVING A CAR
- WALKING TO THE STORE
- PLAYING ON THE PLAYGROUND
- RELAXING AT THE BEACH OR POOL
- PARTICIPATING IN OUTDOOR SPORTS OR RECREATION

Sun Veil Sunscreen protects you so you can have fun in the sun, young or old.

Sun Veil Sunscreen is guaranteed 100% effective or your money back.

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Document B

Sun Veil Sunscreen provides long-lasting waterproof protection from the sun's burning UVA and UVB rays that will last for a full six hours in or out of water. Sun Veil's nonirritating and mild formula is ideal for youngsters.

DIRECTIONS:

Apply Sun Veil's disappearing blue-colored sunblock liberally to completely cover all exposed skin. The blue color disappears as you rub Sun Veil Sunscreen into the skin. The coloring is safe and easily washes from most clothing. For best results, allow Sun Veil Sunscreen to dry for 15 minutes before exposure to the sun.

NOTE: Prolonged swimming, excess sweating, or frequent towel drying may reduce the effectiveness of sunscreen. Reapplication is recommended when these circumstances exist.

WARNING:

Avoid contact with eyes.

If the skin becomes irritated or a rash develops, discontinue use immediately.

In case of accidental swallowing, contact the poison control center immediately.

Sun Veil Sunscreen is NOT recommended for infants under the age of 6 months.

SUN ALERT:

According to the National Council of Dermatologists, limiting sun exposure, wearing protective clothing, and using sunscreens may reduce the risk of skin damage and other harmful effects of the sun.

Questions or Comments?
Call 1-311-555-0132
Monday–Friday
9 AM–5 PM

South Shore Cosmetics, Inc.

CSR1P096

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11 **The purpose of including the list of activities in Document A is to illustrate to the consumer that Sun Veil Sunscreen 30 is**

A for both adults and children.

B necessary almost all of the time.

C available almost everywhere.

D better than others on the market.

CSR10168.096

12 **The smiling face that serves as the Sun Veil logo implies that the product makes being in the sun**

A fun.

B easy.

C practical.

D adventurous.

CSR10171.096

13 **Read this sentence from Document B.**

> Sun Veil Sunscreen provides long-lasting waterproof protection from the sun's burning UVA and UVB rays that will last for a full six hours in or out of water.

In which sentence does the word burning have the same meaning as in the sentence above?

A The burning candle gave off a wonderful scent.

B What to have for lunch that day was the burning issue.

C Lin had a burning need to know the outcome of the game.

D Angeline ran barefoot across the burning pavement.

CSR10176.096

14 **What information appears in Document A that does *not* appear in Document B?**

A directions for using the product

B the extent of the product guarantee

C how long the product lasts once applied

D what to do if the product causes a rash

CSR10496.096

15 **While the advertisement (Document A) is written to persuade the consumer, the purpose of the product label (Document B) is**

A to influence.

B to encourage.

C to inform.

D to entertain.

CSR00543.057

16 ***Both* documents tell the consumer**

A how to use the Sun Veil product.

B how to contact the manufacturer.

C where to purchase the product.

D about the dangers of sun exposure.

CSR10174.096

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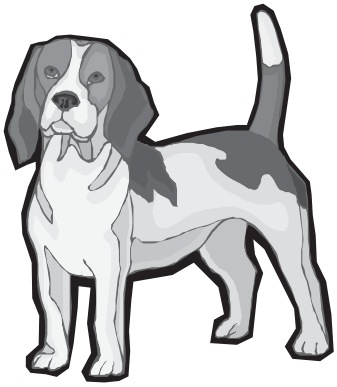
Murphy

from "Dogs That Have Known Me"

How I Got to Be Perfect

by Jean Kerr



1 The dog that gave us the most trouble was a beagle named Murphy. As far as I'm concerned, the first thing he did wrong was to turn into a beagle. I had seen him bounding around on the other side of a pet-shop window, and I went in and asked the man, "How much is that adorable fox terrier in the window?" Did he say, "That adorable fox terrier is a beagle"? No, he said, "Ten dollars, lady." Now, I don't mean to say one word against beagles. They have rights just like other people. But it is a bit of a shock when you bring home a small ball of fluff in a shoebox, and three weeks later it's as long as the sofa.

2 Murphy was the first dog I ever trained personally, and I was delighted at the enthusiasm with which he took to the newspaper. It was sometime later that we discovered, to our horror, that—like so many dogs—he had grasped the letter but not the spirit of the thing. Until the very end of his days he felt a real sense of obligation whenever he saw a newspaper—*any* newspaper—and it didn't matter where it was. I can't bring myself to go into the details, except to mention that we were finally compelled to keep all the papers in the bottom of the icebox.

3 He had another habit that used to leave us open to a certain amount of criticism from our friends who were not dogophiles. He never climbed up on beds or chairs or sofas. But he always sat on top of the piano. In the beginning we used to try to pull him off of there. But after a few noisy scuffles in which he knocked a picture off the wall, scratched the piano, and smashed a lamp, we just gave in—only to discover that, left to his own devices, he hopped up and down as delicately as a ballet dancer.

4 It's not just our own dogs that bother me. The dogs I meet at parties are even worse. I don't know what I've got that attracts them; it just doesn't bear thought. My husband swears I rub chopped meat on my ankles. But at every party it's the same thing. I am sitting with a group in front of the fire when all of a sudden the large mutt of the host appears in the archway. Then, without a single bark of warning, he hurls himself upon me. He settles down peacefully on my lap. I blow out such quantities of hair as I haven't swallowed and glance at my host, expecting to be rescued. He murmurs, "Isn't that wonderful? You know, Brucie is usually so distant with strangers."

5 At a dinner party last week, after I had been mugged by a large sheepdog, I announced quite piteously, "Oh dear, he seems to have swallowed one of my earrings." The hostess looked really distressed for a moment, until she examined the remaining earring. Then she said, "Oh, I think it will be all right. It's small and round."

6 Nowadays if I go anywhere I just ask if they have a dog. If they do, I say, "Maybe I'd better keep away from him—I have this bad allergy." This does not really charm the lady of the house. In fact, she behaves rather as though she'd just discovered that I was back in analysis for my kleptomania. But it is safer. It really is.

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17 **Read this sentence from paragraph 1 of the essay.**

> But it is a bit of a shock when you bring home a small ball of fluff in a shoebox, and three weeks later it's as long as the sofa.

The author uses a hyperbole to illustrate that the dog grew

A surprisingly affectionate.

B comfortable in the house.

C too large to fit on a couch.

D larger than expected.

CSR12123.263

18 **Which excerpt reveals the author's inability to train Murphy?**

A I had seen him bounding around on the other side of a pet-shop window . . .

B . . . we were finally compelled to keep all the papers in the bottom of the icebox.

C He never climbed up on beds or chairs . . .

D . . . all of a sudden the large mutt of the host appears . . .

CSR12128.263

19 **In paragraph 6, why does the author avoid contact with dogs?**

A Exposure to dogs causes her to sneeze.

B Dogs cause mishaps to occur.

C Hosts insist on saving her from their dogs.

D She dislikes most types of dogs.

CSR12581.263

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The Blind Men and the Elephant

by John Godfrey Saxe

It was six men of Indostan
To learning much inclined,
Who went to see the Elephant
(Though all of them were blind),
That each by observation
Might satisfy his mind.

The First approached the Elephant,
And happening to fall
Against his broad and sturdy side,
At once began to bawl:
"God bless me! but the Elephant
Is very like a wall!"

The Second, feeling of the tusk,
Cried, "Ho! what have we here
So very round and smooth and sharp?
To me 'tis mighty clear
This wonder of an Elephant
Is very like a spear!"

The Third approached the animal,
And happening to take
The squirming trunk within his hands,
Thus boldly up and spake:
"I see," quoth he, "the Elephant
Is very like a snake!"

The Fourth reached out an eager hand,
And felt about the knee.
"What most this wondrous beast is like
Is mighty plain," quoth he;
"'Tis clear enough the Elephant
Is very like a tree!"

The Fifth, who chanced to touch the ear,
Said: "E'en the blindest man
Can tell what this resembles most;
Deny the fact who can
This marvel of an Elephant
Is very like a fan!"

The Sixth no sooner had begun
About the beast to grope,
Than, seizing on the swinging tail
That fell within his scope,
"I see," quoth he, "the Elephant
Is very like a rope!"

And so these men of Indostan
Disputed loud and long,
Each in his own opinion
Exceeding stiff and strong,
Though each was partly in the right,
And all were in the wrong!

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My Fingers

by Mary O'Neill

My fingers are antennae.
Whatever they touch:
Bud, rose, apple,
Cellophane, crutch—
They race the feel
Into my brain,
Plant it there and
Begin again.
This is how I knew
Hot from cold
Before I was even
Two years old.
This is how I can tell,
Though years away
That elephant hide
Feels leathery grey.
My brain never loses
A touch I bring:
Frail of an eggshell,
Pull of a string,
Beat of a pulse
That tells me life
Thumps in a person
But not in a knife.
Signs that say:
"Please do not touch,"
Disappoint me
Very much.

From FINGERS ARE ALWAYS BRINGING ME NEWS by Mary O'Neill. Copyright © 1969 by Mary O'Neill. Copyright renewed 1997 Abigail Hagler and Erin Baroni. Used by permission of Marion Reiner.

CSR1P183

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20 **The first stanza in "The Blind Men and the Elephant" has which rhyming pattern?**

A abcabc

B abbacc

C abcbdb

D aabbcc

CSR12441.183

21 **In line 1 of "My Fingers," the speaker is referring to her fingers'**

A length.

B color.

C sensitivity.

D shape.

CSR12450.183

22 **Read these lines from "My Fingers."**

> Frail of an eggshell,
> Pull of a string,

These lines suggest that the speaker

A is a very small child.

B cannot see very well.

C appreciates life's little details.

D is a painter or photographer.

CSR12439.183

23 **How does the speaker in "My Fingers" resemble the first man in "The Blind Men and the Elephant"?**

A They both misunderstand what an elephant is like.

B They have both felt the skin of an elephant.

C They both know what an elephant looks like.

D They both have strong opinions about the nature of an elephant.

CSR12452.183

24 **The speaker in "My Fingers" and the men in "The Blind Men and the Elephant" both touch things**

A because they don't know what an elephant is.

B because it is the only way they can discover anything.

C in order to remember what things feel like.

D in order to learn things about their world.

CSR12448.183

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Setting the Shutter Speed on the Higgins CS-12 Camera

The shutter is a mechanical device that opens and closes in front of the lens of the camera, allowing you to control the amount of light that strikes the film. The shutter dial indicates shutter speeds in fractions of a second (1000 = 1/1000th of a second; 500 = 1/500th of a second). Beginning with 1000, each shutter speed gradation is approximately twice the preceding speed. The following chart serves as a general guide.

Brightness	Shutter Speed (seconds)
Indoors	1/30 to 1/60
Outdoors	1/125 to 1/250
Bright beach sands—snow-covered landscape	1/500 to 1/1000

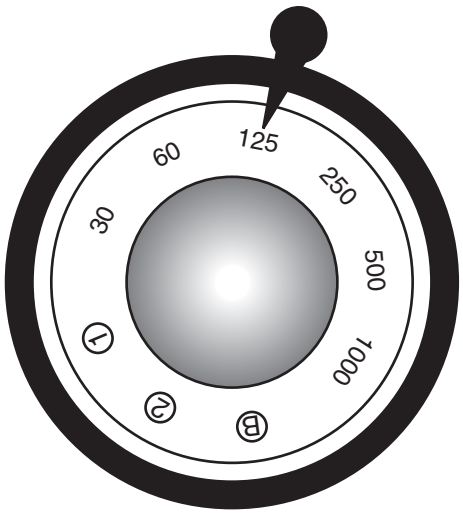
In order to choose the correct shutter speed, you must consider two main factors: the brightness of the setting and the amount of movement in the subject.

For Indoor Photography:

- In a normally lit room—1/30 of a second
- In a brightly lit room—1/60 of a second

For Outdoor Photography:

- Cloudy conditions—1/125 of a second
- Sunny conditions—1/250 of a second
- Extremely bright conditions—1/500 or 1/1000 of a second



For Photography in Very Dark Settings:

1—The “1” stands for 1 second.

2—The “2” stands for 2 seconds.

B—The “B” is for long exposures. The shutter remains open for as long as the shutter button is held down.

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25 **Which of the following words in the passage is based on a Latin root that means "break"?**

A control

B exposure

C landscape

D fractions

CSR00966.130

26 **The purpose of a camera's shutter is**

A to scatter light.

B to narrow a light beam.

C to include or exclude light.

D to separate light into wavelengths.

CSR00965.130

27 **Generally, for indoor photography the shutter must**

A remain open longer.

B open more quickly.

C close quickly.

D open only partially.

CSR00964.130

28 **The circled settings on the shutter dial represent**

A settings for outdoor photographs.

B exposures of one second or more.

C settings when using a long lens.

D shutter speeds when using a flash unit.

CSR00967.130

29 **For which of these subjects would a shutter speed of 125 be appropriate?**

A a performer on a school stage

B children playing on a beach

C a girl with an umbrella on a rainy day

D a boy shooting baskets in a gym

CSR00969.130

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Should students do the grading?

The Supreme Court says the practice doesn't violate a student's right to privacy, but is it right for students to grade one another?

Document A

Pro

1 The Supreme Court was absolutely correct to say it's OK for students to grade one another's homework, quizzes, and tests; in fact, it's a great idea.

2 By grading one another's papers and seeing the problems their peers encounter, as well as their own, students double their exposure to the troubles that they may meet on future exams and tests. The basic purpose of school is to learn not just what others have done right, but to learn from what they have done wrong. How better to teach this than to put it directly into the lives of students?

3 Teachers are underappreciated and underpaid for the number of hours they have to work to be able to really teach well. Grading all their students' papers can take hours on end. Some of that time and energy can be saved by spending a few minutes in class, while providing an invaluable learning experience.

4 I understand that some individuals are sensitive to their classmates seeing their work or grades. School is a place where every mistake can be learned from, and self-esteem can be built. Any good teacher would make allowances for students who don't want their classmates to grade their assignments.

5 Grading one another's papers may be one of the best ways for students to reinforce within themselves the ways to respond to the most difficult parts of what they are learning. It simply can't be denied that in-class grading of assignments is a great way to learn, and those with personal issues can resolve those issues if they just present their problems to their teachers. Allowing students to learn in the best way they are able should be the responsibility of society. If learning in school upsets some students and their parents, perhaps they don't really realize what they are upset about.

Document B

Con

1 A girl cringes as her classmate announces her failing test grade and hands her the paper, bathed in the red ink of the student grader. The composure of the classroom gradually deteriorates.

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2 With the increase in student grading over the past few years, scenes like this have become a bitter reality in schools across the nation. Teachers are not only instructing their students to grade one another's papers, but also to announce the final grades to the class, subjecting them to the harsh judgment of their peers. Teachers and schools should not advocate student grading and public announcement of grades because it provides a traumatizing breach of privacy for students and families and it subjects students to harsh judgments and treatment by their peers.

3 Since 1974, a law known as the Buckley Amendment has prohibited the release of education records maintained by schools in order to preserve the privacy of students and their families. I strongly disagree with the Court's ruling that this law [the Buckley Amendment] does not pertain to student grading.

4 I can think of no greater breach of privacy than the exposure of one's personal information to a group of peers. This can be very embarrassing and cause unfair judgment by one's colleagues. Releasing this sort of personal information should be avoided, especially by institutions that seek to provide a supportive environment conducive to mutual learning during essential years of human development.

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CSR1P150

30 **Which summary of paragraph 3 of Document A is the *most* accurate?**

A Students can do a better job of grading than teachers can.

B Teachers should be paid higher salaries for grading.

C Teachers can devote more time to teaching duties if students do the grading.

D Students learn more from one another than from teachers.

CSR11909.150

31 **Read this sentence from Document A.**

> Grading one another's papers may be one of the best ways for students to reinforce within themselves the ways to respond to the most difficult parts of what they are learning.

In this sentence, the verb to reinforce has the same meaning as

A to deliver.

B to imagine.

C to strengthen.

D to create.

CSR11918.150

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32 **What is the main pattern of organization used in Document A?**

A identification of a problem followed by a solution

B presentation of a main idea followed by supporting details

C criticism of opponent's position point by point

D description of causes and effects of a certain issue

CSR11916.150

33 **Consider the main support the author of Document B offers for his position. Which of these statements *best* contradicts his supporting points?**

A There are other methods of student grading that do not cause embarrassment.

B Some students do not mind sharing their work with others.

C Many teachers do not allow their students to grade each other.

D Student grading has been performed in schools for many years.

CSR11906.150

34 **Given the structure and content of both of these documents, they can *best* be described as**

A expository.

B narrative.

C persuasive.

D descriptive.

CSR11915.150

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The following passage is an advertisement for a new game. Use it to answer the following questions.

ROCKET BALL

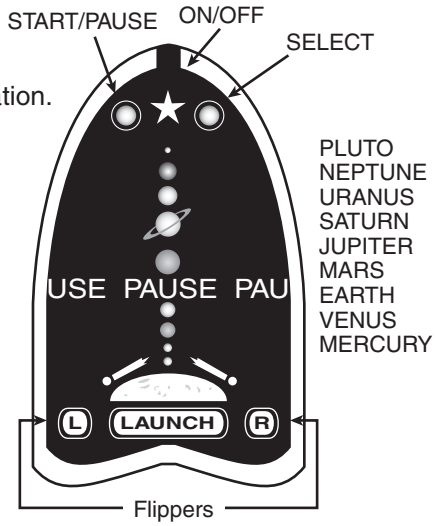
It's Fast! It's Fun!
It's a Hand-Held Electronic Pinball Game!

Feel the vibrations as your Rocket Ball glides through the universe, scoring points as it glances off Saturn's rings or skids past Jupiter. Whenever a comet, asteroid, or meteor takes a direct hit, your score will soar.

GETTING STARTED

1. Press ON/OFF to turn on power.
2. Press the clear plastic STAR ☆ button to control light, sound, and vibration.

Press	STAR changes to	What is activated?
Once	yellow	lights
Twice	blue	lights and sounds
Three Times	red	lights, sounds, and vibrations
Four Times	black	NO lights, sounds, or vibrations



3. Press START/PAUSE two times to begin play.
   NOTE: *You can press START/PAUSE once at any time. Then the word P-A-U-S-E scrolls across the screen until you press START/PAUSE again to restart the game.*
4. Press SELECT to play Game One.
   Press SELECT two times to play Game Two.

PLAYING THE GAME

The object of the game is to score points by hitting as many of the planets as possible before the Rocket Ball drops into the blazing sun.

SCORING TABLE

OBJECT	POINTS
Mercury or Jupiter	10
Venus or Saturn	20
Earth or Uranus	30
Mars or Neptune	40
Pluto	50
Comets, Asteroids, and Meteors are BONUS OBJECTS worth 60 points each.	

If you reach 5,000 points before all three balls drop into the sun, you are a Rocket Ball Champ!

Game One is played with three balls. First, press the LAUNCH bar to send your Rocket Ball soaring into the solar system. Keep the Rocket Ball in orbit by using the right (R) and left (L) FLIPPERS to rebound the ball and prevent it from dropping into the sun and being destroyed.

Game Two is also played with three balls, but moving comets, asteroids, and meteors make it more exciting. Each time you are able to use your flippers to bounce your Rocket Ball off these moving objects, you score bonus points.

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35 **The style in which the words "Rocket Ball" are written at the top of the advertisement is intended to make the reader think of**

A speed.

B space.

C sound.

D time.

CSR00523.054

36 **Which buttons directly control the movement of the Rocket Ball?**

A LAUNCH and FLIPPERS

B STAR and FLIPPERS

C START/PAUSE and FLIPPERS

D LAUNCH and SELECT

CSR00515.054

37 **Game Two would probably be preferred by someone who is**

A a new player.

B a busy adult.

C an experienced player.

D a young child.

CSR00519.054

38 **The *most* action-packed variation would be**

A Game One with a blue star.

B Game Two with a black star.

C Game One with a yellow star.

D Game Two with a red star.

CSR00514.054

39 **Rocket Ball could *best* be described as a game of**

A common sense.

B quick response.

C strength.

D knowledge.

CSR00524.054

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Departure

by Sherwood Anderson

1 Young George Willard got out of bed at four in the morning. It was April and the young tree leaves were just coming out of their buds. The trees along the residence streets in Winesburg are maple and the seeds are winged. When the wind blows they whirl crazily about, filling the air and making a carpet underfoot.

2 George came downstairs into the hotel office carrying a brown leather bag. His trunk was packed for departure. Since two o'clock he had been awake thinking of the journey he was about to take and wondering what he would find at the end of his journey. The boy who slept in the hotel office lay on a cot by the door. His mouth was open and he snored lustily. George crept past the cot and went out into the silent deserted main street. The east was pink with the dawn and long streaks of light climbed into the sky where a few stars still shone.

3 Beyond the last house on Trunion Pike in Winesburg, there is a great stretch of open fields. The fields are owned by farmers who live in town and drive homeward at evening along Trunion Pike in light creaking wagons. In the fields are planted berries and small fruits. In the late afternoon in the hot summers when the road and the fields are covered with dust, a smoky haze lies over the great flat basin of land. To look across it is like looking out across the sea. In the spring when the land is green the effect is somewhat different. The land becomes a wide green billiard table on which tiny human insects toil up and down.

4 All through his boyhood and young manhood, George Willard had been in the habit of walking on Trunion Pike. He had been in the midst of the great open place on winter nights when it was covered with snow and only the moon looked down at him; he had been there in the fall when bleak winds blew and on summer evenings when the air vibrated with the song of insects. On the April morning he wanted to go there again, to walk again in the silence. He did walk to where the road dipped down by a little stream two miles from town and then turned and walked silently back again. When he got to Main Street clerks were sweeping the sidewalks before the stores. "Hey, you George. How does it feel to be going away?" they asked.

5 The westbound train leaves Winesburg at seven forty-five in the morning. Tom Little is conductor. His train runs from Cleveland to where it connects with a great trunk line railroad with terminals in Chicago and New York. Tom has what in railroad circles is called an "easy run." Every evening he returns to his family. In the fall and spring he spends his Sundays fishing in Lake Erie. He has a round red face and small blue eyes. He knows the people in the towns along his railroad better than a city man knows the people who live in his apartment building.

6 George came down the little incline from the New Willard House at seven o'clock. Tom Willard carried his bag. The son had become taller than the father.

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7 On the station platform everyone shook the young man's hand. More than a dozen people waited about. Then they talked of their own affairs. Even Will Henderson, who was lazy and often slept until nine, had got out of bed. George was embarrassed. Gertrude Wilmot, a tall thin woman of fifty who worked in the Winesburg post office, came along the station platform. She had never before paid any attention to George. Now she stopped and put out her hand. In two words she voiced what everyone felt. "Good luck," she said sharply and then turning went on her way.

8 When the train came into the station George felt relieved. He scampered hurriedly aboard. Helen White came running along Main Street hoping to have a parting word with him, but he had found a seat and did not see her. When the train started Tom Little punched his ticket, grinned and, although he knew George well and knew on what adventure he was just setting out, made no comment. Tom had seen a thousand George Willards go out of their towns to the city. It was a commonplace enough incident with him. In the car there was a man who had just invited Tom to go on a fishing trip to Sandusky Bay. He wanted to accept the invitation and talk over details.

9 George glanced up and down the car to be sure no one was looking, then took out his pocketbook and counted his money. His mind was occupied with a desire not to appear green. Almost the last words his father had said to him concerned the matter of his behavior when he got to the city. "Be a sharp one," Tom Willard had said. "Keep your eyes on your money. Be awake. That's the ticket. Don't let anyone think you're a greenhorn."

10 After George counted his money he looked out of the window and was surprised to see that the train was still in Winesburg.

11 The young man, going out of his town to meet the adventure of life, began to think but he did not think of anything very big or dramatic.

12 He thought of little things—Turk Smollet wheeling boards through the main street of his town in the morning, Butch Wheeler, the lamp lighter of Winesburg, hurrying through the streets on a summer evening and holding a torch in his hand, Helen White standing by a window in the Winesburg post office and putting a stamp on an envelope.

13 The young man's mind was carried away by his growing passion for dreams. One looking at him would not have thought him particularly sharp. With the recollection of little things occupying his mind, he closed his eyes and leaned back in the car seat. He stayed that way for a long time and when he aroused himself and again looked out of the car window, the town of Winesburg had disappeared and his life there had become but a background on which to paint the dreams of his manhood.

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CSR1P077

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40 **In paragraph 3, the author uses the term "tiny human insects" to emphasize**

A the habits of the farmers.

B the emotional state of the farmers.

C his viewpoint.

D his superiority.

CSR11824.077

41 **Read this sentence from paragraph 9.**

> "Be a sharp one," Tom Willard had said.

In which sentence does the word sharp have the same meaning as in the sentence above?

A Eva's sharp words hurt Molly's feelings.

B Lindsey felt a sharp pain in her forehead as she gobbled her ice cream.

C Keep a sharp eye out for errors as you proofread your paper.

D Be careful with that knife; it is very sharp.

CSR11829.077

42 **The author uses the phrase "his life there had become but a background on which to paint the dreams of his manhood" to show that**

A George will completely forget his life in Winesburg.

B George wishes he could cover up his past life.

C George will never return to Winesburg to visit his old friends and family.

D George's childhood has prepared him for his future.

CSR11835.077

43 **The content of "Departure" reveals that the author probably believes that**

A young people should not leave their hometowns.

B moving away from home can be an exciting adventure.

C people from small towns will probably not adapt well to life in a city.

D living your whole life in one place is both boring and cowardly.

CSR11836.077

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Read the following two selections. Think about how they are alike and how they are different.

Sheepdog

In the green field stand the scattered sheep,
pretending innocence,
and the Shepherd standing
just beyond the field—
and at the Shepherd's feet, poised,
the rough-coat collie dog, with one thought only.
It is the woolies.
Her eyes, one blue, one brown
never leave them.

When the Shepherd's whistle
releases her,
she's off, like an arrow, running east,
her bared teeth showing
the wolf that still lives in her.
She circles wide, closing in,
a black and white blur at
the edge of a sheep's bad dream.
But the Shepherd whistles, twice for *right*
and once for *left,*
and the dog holds back,
bringing order out of her own wildness,
serving the man's need.

By sundown,
the circle is complete.
The sheep are penned.
The tired Shepherd, the panting dog
head for home, each
more than they would be alone,
the ring the dog marked, running,
symbol of their union.

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Jackson Is Only One of My Dogs

by Pam Houston

1 I have a dog named Jackson, who between the ages of four and five, in people years, became suicidal. In a period of less than twelve months, Jackson jumped out of the back of a speeding pickup truck, ate a fourteen-pound bag of nonorganic garden fertilizer, and threw himself between the jaws of a hundred-and-fifty-pound Russian wolfhound.

2 Jackson is only one of my dogs. The other dog, the good dog, whose name is Hailey, passed through her early adulthood without any discernable personality changes. Hailey is matronly and brindle-colored, with a rear end that is slightly out of alignment. Jackson is shaggy and blond, all ears and feathers.

3 While Jackson is clearly a human being trapped in a dog's body (one day he lost his senses and buried a bone in the yard and I was no more embarrassed for him than he was for himself), Hailey knows what she is and is proud of it. What she likes to do, more than anything, is to get her belly wet and then lie around in the dirt. Jackson is athletic, graceful, obnoxious, and filled with conceit, while Hailey is slow, a little fat, and gentle to her bones.

4 Jackson also has a truck neurosis. His whole life is centered around making sure that the truck I drive doesn't leave without him. When he is in the house he keeps one eye on it in the driveway, when we're on the road I never have to tell him to stay. It's where he likes to eat and drink, where he wants to spend his afternoons; it's the only place he'll let himself sleep soundly. Sometimes, when we are backpacking, and thirty miles from anywhere, I'll say, "Go get in the truck, Jackson," just to play with his mind.

5 I have always had a better relationship with Jackson than with Hailey. Part of it, I guess, is that you always love the problem child a little more, and part of it is the squeaky-wheel thing; Hailey is simply a low-maintenance dog. Jackson, on the other hand, is a charm machine. He has cost me over two thousand dollars in vet bills, I don't even keep track of the money that goes to the dogcatcher, and who gets all the treats? Just ask Hailey.

6 About once a month I have to go and bail Jackson out at the pound. I walk into the dark, urine-splattered corridor to find him resting comfortably, paws crossed. He's shooting the breeze with the malamute next to him. "What're you in for this time?" he's saying. "Dog at large, or something worth talking about?" He raises one furry eyebrow in my direction. "Hi, Mom," he says. "What kept you?"

"Jackson Is Only One of My Dogs" from *Cowboys Are My Weakness* by Pam Houston, Copyright © 1992 by Pam Houston. Used by permission of W.W. Norton & Company, Inc.

CSR0P052

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44 **Why is line 7 (*"It is the woolies."*) in "Sheepdog" italicized?**

A to show this is the dog's appearance

B to give the text of the poem variety

C to indicate that is the dog's thought

D to indicate a change in the tone

CSR00511.052

45 **What literary device is used in lines 10–12 of "Sheepdog" ("When the Shepherd's whistle / releases her, / she's off, like an arrow, running east. . .")?**

A metaphor

B simile

C symbol

D pun

CSR00506.052

46 **Which conflict is present in both selections?**

A good versus evil

B order versus chaos

C man versus nature

D simple versus complex

CSR00510.052

47 **Although the sheepdog and Jackson are portrayed differently, what do they have in common?**

A They are both difficult for their owners to manage.

B They are costly for their owners to maintain.

C They contribute to the quality of their owners' lives.

D They spend long hours working beside their owners.

CSR00509.052

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

48 **Which word is derived from the Latin root word meaning to cut?**

A contract

B partial

C section

D junction

CSR00284.OSA

49 **Read this sentence.**

> Every day you run the risk of skin damage caused by the sun.

Which word can *best* be used to replace the word run without changing the meaning of the sentence?

A stretch

B operate

C take

D flee

CSR10175.096

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Edward's English class was given an assignment to write a letter to the city council members about a community concern. Edward wrote the following letter, which may contain errors.

Dear Greendale City Council Members:

1 I am writing about a problem that has arisen in my neighborhood. I live at 212 Parker Street in the Northridge Park subdivision. Two doors down from my family's home sits a house that has been abandoned. Mr. Jones used to rent that house, but he moved out over six months ago. Since then, no one has occupied it. The problem is that whoever owns the house has not kept the grass cut or trimmed the hedges. This house makes our whole neighborhood look sloppy, and something must be done soon.

2 I am a pretty resourceful guy, so before writing to you, I tried to solve the problem myself. My father suggested that maybe the owner of the house might live out of town and not know the extent of the problem. I thought that if I could find a name and address for the owner, I could write him or her a letter explaining what is happening to the property. I used the Internet to access public records about the house, but the owner of that house is not listed. I would gladly volunteer to cut the grass on that property to keep it from looking so ugly; instead, to go on that property without the owner's permission would be trespassing. At this point, though, I can't think of any other way to solve the problem.

3 I am writing to ask you to please help our neighborhood find a way to take care of this eyesore. Perhaps you can access records that are not available to us and contact the owner or give us his or her name and address.

Sincerely,

Edward Thompson

CSW0P008

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50 **In which of the following sentences is Edward's personal style *most* apparent?**

A Since then, no one has occupied it.

B I live at 212 Parker Street in the Northridge Park subdivision.

C I am a pretty resourceful guy, so before writing to you, I tried to solve the problem myself.

D I used the Internet to access public records about the house, but the owner of that house is not listed.

CSL00020.008

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

> I would gladly volunteer to cut the grass on that property to keep it from looking so ugly; instead, to go on that property without the owner's permission would be trespassing.

In this sentence, the word instead does *not* correctly link ideas. Which of these should be used instead?

A obviously

B however

C still

D likewise

CSW00062.008

52 **Which of these would make the *best* concluding sentence to Edward's letter?**

A My neighbors and I want our neighborhood to return to the beautiful place it once was.

B The city council doesn't have much else to do, so why not help our neighborhood?

C This person is obviously ignoring his or her property and should not be allowed to get away with it any longer.

D The Internet may be a valuable tool to some, but I don't agree.

CSW00064.008

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The following is a rough draft of a student's report, which may contain errors.

The Lost Art of Letter Writing

(1) Many people use email today to communicate with each other. (2) If you have access to a computer, it's a great way to send messages easily, in a quick manner, and on as many occasions as you like. (3) No longer is it necessary to find a pen or paper, not to mention an envelope or a stamp.

(4) Are we missing anything by not writing actual letters to people? (5) Is the experience of receiving such letters worth the trouble of writing them? (6) Most people would probably reply "No it was a waste of paper anyway; this is a much better system." (7) It's hard to argue against such a logical viewpoint. (8) However, I would like to try.

(9) I believe that the kinds of letters people used to write tended to be more meaningful than the vast majority of the billions of emails sent today. (10) Of course, when it comes to sending quick messages to convey specific information, email is the best. (11) If time is important, email is particularly useful. (12) If, however, you want to really reach out and touch someone, a letter is more personal.

(13) Handwritten letters are the most personal. (14) If you can type fast, you can fit a lot into a letter. (15) What's lacking is that special sense of the person that comes from seeing her or his handwriting. (16) As long as it's legible, it doesn't matter how tidy it is. (17) When someone sits down and writes just for you, you feel that when you're reading it.

(18) Though I'm a teenager, I confess that I too feel thrilled to receive a letter in the mail. (19) I love seeing my name written by hand on an envelope. (20) You make yourself a nice cup of cocoa or lemonade, sit down in a cozy place, open your letter, and enjoy everything that the person put into those words just for you. (21) What a gift!

CSL1P079

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53 **How should the underlined part of sentence 2 be rewritten to create a parallel structure?**

A easily, quickly, and as often as

B in an easy way, quicker, and as many times

C easy, quick, and as frequently as

D easily, quick, and as many if

CSL10682.079

54 **How should sentence 6 be written to reflect the correct use of punctuation and capitalization?**

A Most people would probably reply, "no, it was a waste of paper anyway, this is a much better system."

B Most people would probably reply, "No, it was a waste of paper anyway. This is a much better system."

C Most people would probably reply, "no, it was a waste of paper anyway; and this is a much better system."

D Most people would probably reply "No it was a waste of paper anyway; this is a much better system."

CSL10689.079

55 **How should the underlined word in sentence 17 be written?**

A youre

B your

C youre'

D Leave as is.

CSL10688.079

56 **How should sentence 20 be changed to maintain a consistent point of view?**

A Eliminate it so that images already presented are not repeated.

B Divide it into four short sentences, one for each action described.

C Rewrite it in the first person to match the previous two sentences.

D Omit the pronouns to transform descriptions into simple commands.

CSL10686.079

57 **Which sentence would be the *best* thesis statement for the report?**

A Thanks to the convenience of email, we can keep in touch with family and friends who live far away.

B Long ago, people had no choice but to write letters and mail them, not knowing if or when their messages would be received.

C Creating handwritten letters and sending them to people we miss is an art that should be revived.

D Scribbling brief notes is just not the same as writing long letters in which you pour out deep thoughts and feelings.

CSL10681.079

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

The Amazing Maize Maze

(1) When the Egyptians built the pyramids, they included mazes to trap thieves. (2) Even if a thief managed to enter a pyramid, they would probably never find his or her way out. (3) Other ancient mazes have been found, from Sweden to New Mexico. (4) Some are carved in rock or painted on cave walls, while others are built from dirt, stones, or bricks. (5) In Ireland and Wales, pictures of mazes are put on jewelry and in paintings. (6) Mazes have been built into the tall hedges of grand gardens in England.

(7) In 1986 the Fulks family of Fredericksburg, Virginia, decided to create a maze in their cornfield on the Belvedere Plantation. (8) Donnie Fulks and his four sons cut some paths here and there through the tall corn. (9) Soon this "Maize Maze" was so popular with friends and nieghbors that the Fulkses found themselves creating a new maze each year as a new crop filled the field.

(10) Some people return each year. (11) To keep it challenging for them, each corny maze is somewhat different from the previous ones. (12) In 1998 the Fulks family hired world-famous maze designer Adrian Fisher to create a huge maze covering 15 acres, or 650,000 square feet. (13) Each new pattern is first worked out on a computer, and the one used in 2001 had to be changed eighteen times before it was just right. (14) After it was finished, Donnie Fulks and his sons took a detailed drawing of the pattern divided into squares. (15) They then started cutting the pattern into the cornfield.

(16) People from all over the country come out to the Belvedere Plantation to try to find their way through the Fulks <u>family's</u> maze. (17) It is open while the corn is tall, from mid-July through early November. (18) Visitors are given flags to mark their progress, and for waving for help if they become lost. (19) Kids and adults have a wonderful time working together to find their way to the end. (20) Built into the 2001 maze were several surprises. (21) Sixty speakers provided music throughout the journey. (22) Just to be different, the 2001 maize maze started in the center of the cornfield, making it the world's only inside-out maze!

CSL1P080

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58 **How should sentence 2 be rewritten to reflect the use of correct grammar?**

A Even if thieves managed to enter a pyramid, they would probably never find their way out.

B Even if a thief managed to enter a pyramid, they would probably never find their way out.

C Even if a thief managed to enter a pyramid, he or she would probably never find their way out.

D Even if thieves managed to enter a pyramid, he or she would probably never find their way out.

CSL10700.080

59 **How could the phrase "all of whom are strong and talented" *best* be placed in sentence 8 to describe Donnie Fulks and his four sons?**

A All of whom are strong and talented, Donnie Fulks and his four sons cut some paths here and there through the tall corn.

B Donnie Fulks and his four sons cut some paths here and there through the tall corn, all of whom are strong and talented.

C Donnie Fulks and his four sons, all of whom are strong and talented, cut some paths here and there through the tall corn.

D Donnie Fulks cut some paths here and there through the tall corn, with his four sons, all of whom are strong and talented.

CSL10699.080

60 **What is the correct way to write the underlined word in sentence 16?**

A familys

B families

C familys'

D Leave as is.

CSL10702.080

61 **How could sentence 18 *best* be rewritten?**

A Visitors are given flags to mark their progress; and waving for help if becoming lost.

B Visitors are given flags to mark their progress and to wave for help if they become lost.

C Visitors are given flags to mark their progress: wave them for help if they become lost.

D Visitors are given flags for marking their progress and to wave for help if they become lost.

CSL10693.080

62 **Which phrase from the report contains an underlined word that is spelled incorrectly?**

A ancient mazes

B friends and nieghbors

C previous ones

D several surprises

CSL10709.080

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Michael's social studies teacher has asked the class to write reports. Below are the first three paragraphs from Michael's rough draft. It may contain errors.

Faces of Stone

1 Easter Island is just a dot in the Pacific Ocean off the coast of Chile. It is a relatively small island. It has a total area of only 63 square miles. It is volcanic. This is probably why it has no trees. The island is shaped like a boomerang, and each of its three corners has an extinct volcano.

2 Easter Island was relatively unknown until 1722, when Dutch Admiral Roggeveen arrived with the first Europeans ever to set foot on the island. To their surprise, they were greeted by hundreds of mammoth stone statues lining the shores. To the Europeans, the giant legless creatures appeared strange indeed. All were "figures of men with short square bodies and strangely oversized heads, many balancing red stone cylinder-like hats on their heads." They were very similar to one another, each with a large nose and long ears, but they were not identical. Each face was taller than a human being, and many were as tall as a four-story building.

3 For an early society to have made these enormous figures with only stone tools was an amazing feat in itself. What was even more baffling was how the people moved the creations, some of which weighed many tons. The discovery of a large stone quarry unlocked clues. It was apparent that this was the site where the statues had been carved before being moved to their final resting places. Some statues appeared to be complete, while others were barely started. When work on these statues was suddenly abandoned, some were in the process of being moved. It was obvious that the statue builders had cut down the island's trees to make rolling logs and wooden scaffolds, which were then used to carry the huge statues from the quarry to the island's perimeter.

CSW0P079

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63 **Read these sentences from paragraph 1 of Michael's report.**

> It is a relatively small island. It has a total area of only 63 square miles.

What is the *best* way to combine these sentences without changing the meaning?

A It is a relatively small island because it has a total area of only 63 square miles.

B It is a relatively small island with a total area of only 63 square miles.

C It has a total area of only 63 relatively small square miles on the island.

D It is only 63 square miles of total area on the relatively small island.

CSW00471.079

64 **Read these sentences from paragraph 1 of Michael's report.**

> It is volcanic. This is probably why it has no trees.

What is the *best* way to combine these sentences without changing the meaning?

A It is probably volcanic because it has no trees.

B It is volcanic and this is probably why it has no trees.

C It is volcanic and has no trees and this is probably why.

D It is volcanic, which is probably why it has no trees.

CSW00475.079

65 **Read this sentence from paragraph 2 of Michael's report.**

> To their surprise, they were greeted by hundreds of mammoth stone statues lining the shores.

How should Michael change the underlined words to make the sentence the *most* dramatic?

A Much to their surprise,

B To their great surprise,

C To their utter amazement,

D Suddenly,

CSW00474.079

66 **Read this sentence from paragraph 3 of Michael's report.**

> For an early society to have made these enormous figures with only stone tools was an amazing feat in itself.

What is the correct way to spell the underlined word?

A feet

B fete

C feite

D Leave as is.

CSL00126.079

67 **The *best* way for Michael to improve this report would be to**

A make the report shorter and add something funny.

B use fewer facts and details and more personal feelings.

C tell about Admiral Roggeveen's naval career.

D include an ending that summarizes his main points.

CSW00473.079

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Laura García is running for student council president. Brad Daniels wrote this letter for publication in the student newspaper. It contains errors.

Vote for Laura

Dear Glenview Junior High Student Body,

1 In two weeks, we will be voting for student council president. Don't let the sun set on election day without voting for Laura García. As the campaign manager for Laura, I would like to tell you why she is the best person to lead our student council and student body.

2 Laura is a good leader. As the vice president of the student council last year, Laura was able to accomplish a great deal for the students on our campus. She could see the value of pep rallies for football games; for example, she wanted other sports, clubs, and organizations to benefit from the spirit and encouragement our students show at pep rallies. It was Laura who organized the other rallies our students enjoyed last year. Laura was also responsible for the victory pizza parties and the picnics. As a student leader, Laura knows the importance of celebrating the successes of all the students at Glenview Junior High School.

3 If elected president this year, Laura promises to do even more for our student body. Laura wants Glenview to become more involved in our community. She believes that if our students become more involved in community activities, our community will become more involved in our school activities. Laura believes that there is no limit to what our campus can accomplish. She knows that we can achieve great things with our community's help.

4 With her proven record of achievement and dedication, Laura is the clear choice for student council president.

Sincerely,

Brad Daniels

CSL1P204-3

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68 **Read this sentence from paragraph 2 of Brad's letter.**

> Laura is a good leader.

Given the content of paragraph 2, what is the *most* precise way to rewrite this sentence?

A Laura is an okay leader.

B Laura is a typical leader.

C Laura is an experienced leader.

D Laura is a cautious leader.

CSW00004.204

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

> As the vice president of the student council last year, Laura was able to accomplish a great deal for the students on our campus.

Which of the following sentences should be added to support Brad's claim and link ideas in the paragraph?

A For example, schools that have pep rallies win more games.

B For example, Laura thought the school was fine as it was.

C For example, pep rallies are a great idea for school spirit.

D For example, it was Laura's idea to have more pep rallies.

CSL11885.204

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

> She could see the value of pep rallies for football games; for example, she wanted other sports, clubs, and organizations to benefit from the spirit and encouragement our students show at pep rallies.

In this sentence, ; for example, does *not* correctly link the ideas. Which of these should be used?

A , and

B , or

C ; since

D ; instead

CSL11886.204

71 **Which of these sentences could *best* be added at the end of paragraph 3?**

A Laura's mother is president of the athletic booster club and teaches social studies at a nearby high school.

B Laura's long-term goals include majoring in political science and becoming a politician in our local government.

C Laura has already begun attending city council meetings in order to establish a relationship with community leaders.

D None of these could be added.

CSW00001.204

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72 **Which of these would make the *best* concluding sentence to this letter?**

A Laura has a family history of being a leader: her brother was the president of the student council five years ago.

B We can have the best year in Glenview Junior High history if you cast your vote for Laura García on October 14.

C Glenview Junior High has a strong history of achievement; in fact, we were number one in football last year.

D Laura García will go down in history as one of Glenview's best student council vice presidents.

CSL11887.204

73 **In which of the following sentences is Brad's personal style most apparent?**

A Don't let the sun set on election day without voting for Laura García.

B It was Laura who organized the other rallies our students enjoyed last year.

C Laura wants Glenview to become more involved in our community.

D Laura believes that there is no limit to what our campus can accomplish.

CSL00001.204

74 **How is the organization of Brad's letter *best* described?**

A comparison/contrast

B main idea and supporting details

C sequence of events

D step-by-step process

CSW00002.204

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

Jane Addams: A Woman of Character

(1) When you think of women in history who have been true pioneers, the name Jane Addams should come to mind. (2) In the late 1800s, she founded Hull House, an institution called a settlement house, in Chicago, Illinois. (3) Hull House was established as a resource for immigrants as well as for any other residents of Chicago in need of assistance. (4) Its mission reflected the compassionate spirit of its founder, who had visited a similar institution, called Toynbee Hall, while visiting London, England.

(5) Throughout her life, Jane Addams worked real hard. (6) She was a skillful fundraiser, and when an economic downturn occurred, it was up to her to acquire the funds necessary to keep Hull House running. (7) She did this task by writing and lecturing across the country. (8) She earned money through her hard work. (9) She continually used the money to improve the lives of others. (10) Fundraising, however, was certainly not her most noteworthy accomplishment.

(11) Among her many accomplishments, Addams was a leader in the movement to secure voting rights for women. (12) In 1931 she was honored with one of the most important awards in the world, the Nobel Peace Prize. (13) This recognition was especially significant because Jane Addams was the first American woman ever to receive this prize. (14) Jane Addams's devotion and selflessness are qualities that will live on through others who are inspired by her sense of dedication and courage.

CSL1P119-3

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75 **Read this sentence.**

> She did this task by writing and lecturing across the country.

What is the *most* accurate replacement for the underlined word in this sentence?

A done

B centered on

C looked at

D accomplished

CSL11092.119

76 **How are sentences 8 and 9 *best* combined?**

A The money she earned through her hard work was the money continually used to improve the lives of others.

B She earned money through her hard work, and she continually used the money to improve the lives of others.

C She continually used the money she earned through her hard work to improve the lives of others.

D Continually improving the lives of others was the purpose of the money she earned through her hard work.

CSL11068.119

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

Clarisse Jones
Social Studies
Ms. Montoya
May 9, 2003

The Massachusetts 54th Infantry Regiment

1 In 1863, Governor John Andrew of Massachusetts made an important decision when he allowed African-American men to enlist as Union soldiers in the Civil War. Some of these new enlistees was assigned to the 54th Infantry Regiment. Members of the 54th were not the first African Americans to fight. Their brave acts made the group one of the most famous.

2 In May 1863, the 54th Infantry Regiment, led by Colonel Robert Shaw, completed its training and headed into battle. In July, the troops were sent to take Fort Wagner, a Confederate military installation, in Charleston, South Carolina. A small part of this beach was the only entrance to this target on Morris Island. Members of the 54th believed that the Union Navy had already weakened the fort; however, the soldiers faced tremendous gunfire as they approached the fort's walls. Their commanding officer ordered the troops over the wall and into their worst battle. The soldiers fought hard, but realized that they had little chance of winning. Sergeant William Carney, the flag bearer of the 54th, was severely injured as he carried the flag back to safety. As a result of his bravery, Carney was the first African American to receive the Congressional Medal of Honor.

3 Almost half of the soldiers in the 54th Infantry Regiment were wounded or killed in the onslaught at Fort Wagner. Word of the courageous acts of these Union soldiers spread throughout the northern states and led to a great increase in the enlistment of African Americans. The regiment unit even played a role in securing equivalent pay for African-American soldiers.

4 After fighting at Fort Wagner, however, the men of the 54th had no time to rest. The 54th Infantry Regiment went on to fight in several other battles, and in August 1865, the soldiers were discharged from the United States Army. In 1897, a Monument was sculpted in Boston, Massachusetts, to commemorate the heroism of the 54th. This memorial honors these heroes appropriately by depicting Colonel Shaw and his troops marching into battle.

CSL1P159-3

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77 **Read these sentences from paragraph 1 of the report.**

> In 1863, Governor John Andrew of Massachusetts made an important decision when he allowed African-American men to enlist as Union soldiers in the Civil War. Some of these new enlistees <u>was assigned</u> to the 54th Infantry Regiment.

What is the correct way to write the underlined part of the second sentence to maintain consistency of verb tense?

A have been assigned

B were assigned

C are being assigned

D are assigned

CSL12004.159

78 **Which sentence could *best* be added at the beginning of the report to attract the attention of the reader?**

A As amazing as it may seem, sometimes one decision alters the course of history.

B A governor changed a law that altered history.

C One famous battle that made history started with a simple decision.

D During the Civil War, John Andrew was governor of one of the Union states.

CSL12003.159

79 **Read these sentences from paragraph 1 of the report.**

> Members of the 54th were not the first African Americans to fight. Their brave acts made the group one of the most famous.

Which sentence demonstrates the *best* way to combine these two sentences?

A Members of the 54th were not the first African Americans to fight, but their brave acts made the group one of the most famous.

B Members of the 54th were not the first African Americans to fight, and their brave acts made the group one of the most famous.

C Members of the 54th were not the first African Americans to fight, because their brave acts made the group one of the most famous.

D Members of the 54th were not the first African Americans to fight, so their brave acts made the group one of the most famous.

CSL12005.159

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

> A small part of the beach was the only entrance to this target on Morris Island.

What is the *best* way to revise this sentence to make the meaning more clear?

A A part of the beach was the only land entrance to the opposition's well-guarded place on Morris Island.

B A narrow strip of beach created a land bridge to the Confederacy's well-guarded fortress on Morris Island.

C A bit of the beach made up the only bridge to the well-guarded site of the enemy's on Morris Island.

D A slice of beach led to the fort on Morris Island where the well-guarded enemy was waiting.

CSL12008.159

81 **Which sentence could *best* be added to the beginning of paragraph 3 to improve the transition between paragraphs 2 and 3?**

A African Americans fought a mighty battle that day.

B The soldiers fiercely attacked Fort Wagner.

C The Medal of Honor is a prestigious award.

D Carney was one of many soldiers injured that day.

CSL12010.159

82 **Read these sentences from paragraph 4 of the report.**

> The 54th Infantry Regiment went on to fight in several other battles, and in August 1865, the soldiers were discharged from the United States Army. In 1897, a Monument was sculpted in Boston, Massachusetts, to commemorate the heroism of the 54th.

Which underlined word from the sentences should *not* be capitalized?

A August

B Army

C Monument

D Boston

CSL12013.159

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The following is a rough draft of a student's letter. It may contain errors.

Dear Sebastian Valley School Board:

1 Currently, school commences before most people even dream about waking up. I would like to ask that the starting time be changed at our school. Classes at Sebastian Valley Middle School simply start too early in the morning.

2 In spite of what many people believe, teens and pre-teens need as much sleep as younger children. Getting the recommended eight to nine hours of sleep each night is almost inconceivable when classes begin at 7:30 A.M. In order to shower, dress, get organized, eat a quick breakfast, and meet the school bus by 6:45, I would have to get up at 5:45.

3 Early in the morning, students are too sleepy to learn well. Sleep is food for the brain. Without sufficient sleep, young people cannot think clearly, complete assignments, or enjoy learning. According to a report entitled "Are Students Getting Enough Sleep?" from a recent edition of *Sebastian Valley Times*, "sleepiness decreases concentration, reduces short-term memory, and causes bad moods."

4 Researchers have learned that teens routinely fall asleep and wake up later than adults. Teens who stay up late at night have trouble getting up early in the morning. Studies show that some schools have already adjusted school hours to better match the teen sleep cycle; consequently, students in these schools are learning better on the new schedule.

5 Some of my classmates argue that starting school an hour later will prevent them from participating in after-school athletic programs and extracurricular activities. A solution would be to hold extracurricular activities before school instead of after school. Those students who are involved in sports, drama, and clubs would continue to arrive at the usual time. The rest of the student body could get a little more sleep and arrive an hour or so later.

6 To sum up, teens need as much or more sleep than adults, have a later sleep cycle, and learn and behave better when rested. For these reasons, I would like to suggest that we have an assembly to discuss the issue of the school start time and give all students an opportunity to vote.

Thank you for considering this request,

Tom Sullivan, Grade 8

CSL2P071-3

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83 **Which sentence could *best* be added at the end of the first paragraph to generate reader interest?**

A There is something I want to discuss.

B I have a simple solution to a schoolwide problem.

C We start school very early.

D It is difficult to wake up in the morning.

CSL20310.071

84 **Which statement *best* represents the controlling idea of the letter?**

A The school day should commence an hour later.

B Many student activities should be rescheduled.

C Many teens stay up too late.

D Students prefer sleep to outside activities.

CSL20323.071

85 **Which sentence would serve as the *best* transition between paragraphs 2 and 3?**

A I hope my letter serves its purpose of explaining my problem.

B Lack of sleep can prevent students from doing their best in school.

C When teens stay up late, they might find it challenging to participate in sports.

D The time for a vote is now—before a new semester of school begins.

CSL20313.071

86 **Read this sentence from paragraph 4 of the letter.**

> Researchers have learned that teens <u>routinely</u> fall asleep and wake up later than adults.

What is the best word to replace the underlined word in the sentence and still convey the same meaning?

A normally

B occasionally

C always

D randomly

CSL20316.071

87 **Which quotation would *best* support the thesis of the letter?**

A As our gym teacher states, "No one disputes the importance of outside activities."

B "Formal study times are essential for long-term student success," suggests one report.

C According to one researcher, "Students learn best in those schools with late start times."

D The health teacher asserts, "Eating well provides the body with important nutrients."

CSL20322.071

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

Dear Consumer:

1 Are you concerned about the quality of our environment? Do you look for new ways to conserve energy? Do you ever wonder what can be done to protect our natural resources? Consumers can and must make a difference by considering alternate energy options.

2 Each year electric utilities in the United States provide trillions of kilowatt-hours to their customers, but this energy source gives off tons of carbon monoxide. Carbon monoxide is a colorless, odorless gas and is poisonous and is sometimes deadly. This situation makes it necessary to use other sources of electrical power sources that are safer cleaner and renewable. Two types of environmentally friendly energy sources are hydropower and solar power. Even these sources have those pros and cons.

3 Solar power, which transforms the sun's energy into electricity, can be used anywhere there is abundant sunlight, and this type of energy system can operate for long periods without replacement. After collecting energy from the sun, huge panels store the solar power. Once installed, solar panels do not need to be monotored very often. They do need a large, expensive battery bank; consequently, the cost of installation can be high.

4 Hydropower which uses the movement of water to create energy, is less expensive per kilowatt-hour than solar power and does not require a battery bank. Hydropower plants must be located near water and can be very expensive to install because the water source must be diverted to the plant.

5 Both solar power and hydropower produce less pollution than electrical power, and both are renewable. Solar power and hydropower are quiet, you can rely on them, and clean. These two sources of power provide possible alternatives to coal- and fossil-fuel-burning plants, which create pollutants in our air and water. While the initial cost and effort of using environmentally friendly power sources might be high, the price of not using them is even higher.

Sincerely,

A Concerned Citizen

CSL1P133-3

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

> Carbon monoxide is a colorless, odorless gas and is poisonous and is sometimes deadly.

Which is the *best* way to rewrite the sentence?

A Carbon monoxide, a colorless and odorless gas, is poisonous and sometimes deadly.

B A colorless and odorless gas, carbon monoxide is a poisonous and is sometimes a deadly gas.

C Poisonous, sometimes deadly, carbon monoxide is a colorless and odorless gas.

D Colorless and odorless, carbon monoxide is a poisonous gas, and it can sometimes be a deadly one.

CSL11944.133

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

> This situation makes it necessary to use other sources of electrical power sources that are safer cleaner and renewable.

What is the correct way to punctuate the underlined part of the sentence?

A other sources of electrical power, sources that are safer cleaner and renewable.

B other sources of electrical power; sources that are safer; cleaner; and renewable.

C other sources of electrical power, sources that are safer, cleaner, and renewable.

D other sources of electrical power sources, that are safer, cleaner and renewable.

CSL11945.133

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

> Even these sources have those pros and cons.

What is the correct way to rewrite the underlined word in the sentence?

A these

B its

C their

D them

CSL11195.133

91 **Read this sentence from paragraph 3.**

> Once installed, solar panels do not need to be monotored very often.

What is the correct spelling of the underlined word in the sentence?

A monitorred

B monatored

C monoterred

D monitored

CSL11946.133

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92 **Read this sentence from paragraph 4.**

> Hydropower which uses the movement of water to create energy, is less expensive per kilowatt-hour than solar power and does not require a battery bank.

Where should a comma be added in the sentence above?

A after *Hydropower*

B after *water*

C after *expensive*

D after *power*

CSL11198.133

93 **Read this sentence from paragraph 5.**

> Solar power and hydropower are quiet, <u>you can rely on them</u>, and clean.

What is the *best* way to rewrite the underlined part of the sentence using parallel structure?

A reliable

B relied upon

C relying on them

D are reliable

CSL11192.133

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

94 **Read this sentence.**

> If you walk up the street and take a <u>left, I believe</u> you will find it.

What is the correct way to write the underlined words?

A left I believe

B left I believe,

C left, I, believe

D Leave as is.

CSL00228.OSA

95 **Read this sentence.**

> Found deep underwater most of the world's glowing creatures are.

What is the correct way to write this sentence?

A Most of the world's glowing creatures are found deep underwater.

B Deep underwater found are most of the world's glowing creatures.

C Deep underwater are found most of the world's creatures, glowing.

D Leave as is.

CSL00218.OSA

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

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Question Number	Correct Answer	Standard	Year of Release
36	*A*	8RC2.5	2006
37	*C*	8RC2.5	2006
38	*D*	8RC2.5	2006
39	*B*	8RC2.2	2006
40	*C*	8RW1.1	2007
41	*C*	8RW1.3	2007
42	*D*	8RL3.6	2007
43	*B*	8RL3.7	2007
44	*C*	8RL3.6	2007
45	*B*	8RW1.1	2007
46	*B*	8RL3.5	2007
47	*C*	8RL3.3	2007
48	*C*	8RW1.2	2003
49	*C*	8RW1.3	2006
50	*C*	8WC1.1	2003
51	*B*	8WS1.2	2003
52	*A*	8WS1.1	2003
53	*A*	8WC1.2	2003
54	*B*	8WC1.5	2003
55	*D*	8WC1.4	2003
56	*C*	8WS1.6	2003
57	*C*	8WS1.1	2003
58	*A*	8WC1.4	2004
59	*C*	8WC1.3	2004
60	*D*	8WC1.6	2004
61	*B*	8WC1.2	2004
62	*B*	8WC1.6	2004
63	*B*	8WS1.2	2004
64	*D*	8WS1.2	2004
65	*C*	8WS1.6	2004
66	*D*	8WC1.6	2004
67	*D*	8WS1.1	2004
68	*C*	8WS1.6	2005
69	*D*	8WS1.3	2005
70	*A*	8WS1.2	2005

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Question Number	Correct Answer	Standard	Year of Release
71	*C*	8WS1.3	2005
72	*B*	8WS1.1	2005
73	*A*	8WC1.1	2005
74	*B*	8WS1.6	2005
75	*D*	8WS1.6	2005
76	*C*	8WC1.3	2005
77	*B*	8WC1.4	2006
78	*A*	8WC1.1	2006
79	*A*	8WC1.3	2006
80	*B*	8WS1.6	2006
81	*D*	8WS1.6	2006
82	*C*	8WC1.5	2006
83	*B*	8WC1.1	2007
84	*A*	8WS1.1	2007
85	*B*	8WS1.2	2007
86	*A*	8WS1.6	2007
87	*C*	8WS1.3	2007
88	*A*	8WC1.3	2007
89	*C*	8WC1.4	2007
90	*C*	8WC1.4	2007
91	*D*	8WC1.6	2007
92	*A*	8WC1.5	2007
93	*A*	8WC1.2	2007
94	*D*	8WC1.5	2006
95	*A*	8WC1.3	2006

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