



VA SOL End-of-Course
Reading and Writing
Test Preparation Workbook
Grade 11

Holt McDougal

HOLT McDOUGAL



HOUGHTON MIFFLIN HARCOURT

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Printed in the U.S.A.

ISBN 978-0-547-72348-8

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Directions

Read the poem. Then read each question about the passage. Decide which is the best answer to each question. Mark the space in your answer booklet for the answer you have chosen.

SAMPLE

Do not weep, maiden, for war is kind

by Stephen Crane

Do not weep, maiden, for war is kind.
Because the lover threw wild hands toward the sky
And the affrighted steed ran on alone,
Do not weep.
War is kind.

Hoarse, booming drums of the regiment,
Little souls who thirst for fight,
These men were born to drill and die.
The unexplained glory flies above them,
Great is the Battle-God, great, and his Kingdom—
A field where a thousand corpses lie.

Do not weep, babe, for war is kind.
Because your father tumbled in the yellow trenches,
Raged at his breast, gulped and died,
Do not weep.
War is kind.

Swift blazing flag of the regiment,
Eagle with crest of red and gold,
These men were born to drill and die.
Point for them the virtue of slaughter,
Make plain to them the excellence of killing
And a field where a thousand corpses lie.

Mother whose heart hung humble as a button
On the bright splendid shroud of your son,
Do not weep.
War is kind.

- | | | | |
|----------|--|----------|---|
| A | In this poem, the speaker addresses | B | Which is an example of alliteration? |
| A | a maiden, a soldier, and an eagle. | F | heart hung humble |
| B | a soldier, a flag, and a battlefield. | G | threw hands wild |
| C | a lover, the Battle-God, and a mother. | H | swift blazing flag |
| D | a maiden, a child, and a mother. | J | hoarse, booming drums |



Directions

Read the passage and answer the questions that follow.

from *The Jungle*

by Upton Sinclair

- 1 “But we don’t have to pay any interest!” they exclaimed, three or four at once. “We only have to pay twelve dollars each month.” And for this she laughed at them. “You are like all the rest,” she said; “they trick you and eat you alive. They never sell the houses without interest. Get your deed, and see.”
- 2 Then, with a horrible sinking of the heart, Teta Elzbieta unlocked her bureau and brought out the paper that had already caused them so many agonies. Now they sat round, scarcely breathing, while the old lady, who could read English, ran over it. “Yes,” she said, finally, “here it is, of course: ‘With interest thereon monthly, at the rate of seven per cent per annum.’”
- 3 And there followed a dead silence. “What does that mean?” asked Jurgis finally, almost in a whisper.
- 4 “That means,” replied the other, “that you have to pay them seven dollars next month, as well as the twelve dollars.”
- 5 Then again there was not a sound. It was sickening, like a nightmare, in which suddenly something gives way beneath you, and you feel yourself sinking, sinking, down into bottomless abysses. As if in a flash of lightning they saw themselves—victims of a relentless fate, cornered, trapped, in the grip of destruction. All the fair structure of their hopes came crashing about their ears.—And all the time the old woman was going on talking. They wished that she would be still; her voice sounded like the croaking of some dismal raven. Jurgis sat with his hands clenched and beads of perspiration on his forehead, and there was a great lump in Ona’s throat, choking her. Then suddenly Teta Elzbieta broke the silence with a wail, and Marija began to wring her hands and sob, “Ai! Ai! Beda man!”
- 6 All their outcry did them no good, of course. There sat Grandmother Majauszkiene, unrelenting, typifying fate. No, of course it was not fair, but then fairness had nothing to do with it. And of course they had not known it. They had not been intended to know it. But it was in the deed, and that was all that was necessary, as they would find when the time came.
- 7 Somehow or other they got rid of their guest, and then they passed a night of lamentation. The children woke up and found out that something was wrong, and they wailed and would not be comforted. In the morning, of course, most of them had to go to work, the packing houses would not stop for their sorrows; but by seven o’clock Ona and her stepmother were standing at the door of the office of the agent. Yes, he told them, when he came, it was quite true that they would have to pay interest. And then Teta Elzbieta broke forth into protestations and reproaches, so that the people outside stopped and peered in at the window. The agent was as bland as ever. He was deeply pained, he said. He had not told them, simply because he had supposed they would understand that they had to pay interest upon their debt, as a matter of course.
- 8 So they came away, and Ona went down to the yards, and at noontime saw Jurgis and told him. Jurgis took it stolidly—he had made up his mind to it by this time. It was part of fate; they would manage it somehow—he made his usual answer, “I will work harder.” It would upset their plans for a time; and it would perhaps be necessary for Ona to get work after all. Then Ona added that Teta Elzbieta had decided that little Stanislovas would have to work too. It was not fair to let Jurgis and her support the family—the family would have to help as it could. Previously Jurgis had scouted this idea, but now knit his brows and nodded his head slowly—yes, perhaps it would be best; they would all have to make some sacrifices now.



- 9 So Ona set out that day to hunt for work; and at night Marija came home saying that she had met a girl named Jasaityte who had a friend that worked in one of the wrapping rooms in Brown's, and might get a place for Ona there; only the forelady was the kind that takes presents—it was no use for any one to ask her for a place unless at the same time they slipped a ten-dollar bill into her hand. Jurgis was not in the least surprised at this now—he merely asked what the wages of the place would be. So negotiations were opened, and after an interview Ona came home and reported that the forelady seemed to like her, and had said that, while she was not sure, she thought she might be able to put her at work sewing covers on hams, a job at which she would earn as much as eight or ten dollars a week. That was a bid, so Marija reported, after consulting her friend; and then there was an anxious conference at home. The work was done in one of the cellars, and Jurgis did not want Ona to work in such a place; but then it was easy work, and one could not have everything. So in the end Ona, with a ten-dollar bill burning a hole in her palm, had another interview with the forelady.
- 10 Meantime Teta Elzbieta had taken Stanislovas to the priest and gotten a certificate to the effect that he was two years older than he was; and with it the little boy now sallied forth to make his fortune in the world. It chanced that Durham had just put in a wonderful new lard machine, and when the special policeman in front of the time station saw Stanislovas and his document, he smiled to himself and told him to go—“Czia! Czia!” pointing. And so Stanislovas went down a long stone corridor, and up a flight of stairs, which took him into a room lighted by electricity, with the new machines for filling lard cans at work in it. The lard was finished on the floor above, and it came in little jets, like beautiful, wriggling, snow-white snakes of unpleasant odor. There were several kinds and sizes of jets, and after a certain precise quantity had come out, each stopped automatically, and the wonderful machine made a turn, and took the can under another jet, and so on, until it was filled neatly to the brim, and pressed tightly, and smoothed off. To attend to all this and fill several hundred cans of lard per hour, there were necessary two human creatures, one of whom knew how to place an empty lard can on a certain spot every few seconds, and the other of whom knew how to take a full lard can off a certain spot every few seconds and set it upon a tray.
- 11 And so, after little Stanislovas had stood gazing timidly about him for a few minutes, a man approached him, and asked what he wanted, to which Stanislovas said, “Job.” Then the man said “How old?” and Stanislovas answered, “Sixtin.” Once or twice every year a state inspector would come wandering through the packing plants, asking a child here and there how old he was; and so the packers were very careful to comply with the law, which cost them as much trouble as was now involved in the boss's taking the document from the little boy, and glancing at it, and then sending it to the office to be filed away. Then he set some one else at a different job, and showed the lad how to place a lard can every time the empty arm of the remorseless machine came to him; and so was decided the place in the universe of little Stanislovas, and his destiny till the end of his days. Hour after hour, day after day, year after year, it was fated that he should stand upon a certain square foot of floor from seven in the morning until noon, and again from half-past twelve till half-past five, making never a motion and thinking never a thought, save for the setting of lard cans. In summer the stench of the warm lard would be nauseating, and in winter the cans would all but freeze to his naked little fingers in the unheated cellar. Half the year it would be dark as night when he went in to work, and dark as night again when he came out, and so he would never know what the sun looked like on weekdays. And for this, at the end of the week, he would carry home three dollars to his family, being his pay at the rate of five cents per hour—just about his proper share of the total earnings of the million and three-quarters of children who are now engaged in earning their livings in the United States.
- 12 And meantime, because they were young, and hope is not to be stifled before its time, Jurgis and Ona were again calculating; for they had discovered that the wages of Stanislovas would a little more than pay the interest, which left them just about as they had been before! It would be but fair to them to say that the little boy was delighted with his work, and at the idea of earning a lot of money; and also that the two were very much in love with each other.



1 In the passage, what does the author suggest is the main cause of the working poor losing the houses in which they live?

- A** the high price of the house
- B** the interest that must be paid on the debt
- C** the extravagant lifestyle of the homeowners
- D** laziness on the part of the homeowners

2 What tone is set in paragraph 5 of the passage?

- F** optimistic
- G** defeated
- H** humorous
- J** defiant

3 To which of the following literary movements does this passage belong?

- A** American Gothic
- B** Transcendentalism
- C** The Harlem Renaissance
- D** Social Protest



4 Which of the following social conditions is reflected in the passage?

- F Industry exploited children by paying them one-third the wages paid to an adult.
- G The owners of industry valued their workers and provided decent housing for them.
- H Orphans were well-cared for by the state and the church.
- J Access to medical treatment was readily available to the poor.

5 Which of the following is an example of a logical fallacy?

- A Jurgis and Teta thinking that they bought their house without having to pay interest.
- B Ona setting out to look for work.
- C Stanislovas getting a certificate saying he was two years older than he really was.
- D The family paying the interest with the money Stanislovas earned.

6 From this passage, you can tell that –

- F immigrant families had a much better life in the United States than they did in their former country.
- G immigrants were forced to send their children to work so that their families could survive.
- H the families of workers who were injured or killed on the job were well provided for by their employers.
- J workers had many opportunities for advancement.

7 Which statement is ironic?

- A** “The lard was finished on the floor above, and it came in little jets, like beautiful, wriggling, snow-white snakes of unpleasant odor.”
- B** “It was sickening, like a nightmare, in which suddenly something gives way beneath you, and you feel yourself sinking, sinking, down into bottomless abysses.”
- C** “It would upset their plans for a time; and it would perhaps be necessary for Ona to get work after all.”
- D** “Once or twice every year a state inspector would come wandering through the packing plants, asking a child here and there how old he was; and so the packers were very careful to comply with the law, which cost them as much trouble as was now involved in the boss’s taking the document from the little boy, and glancing at it, and then sending it to the office to be filed away.”

8 Which of the following statements expresses one of the themes of the passage?

- F** A job was available for any person willing to work.
- G** Immigrants could improve their circumstances in life through hard work and luck.
- H** Unions were instrumental in gaining decent working conditions for immigrants.
- J** Business owners exploited the cheap labor provided by immigrants.

9 From the author’s choice of words in paragraph 11, you can tell that the author –

- A** favors children working to support their families.
- B** disapproves of the way children are forced to work.
- C** thinks that children are adequately compensated for the work they perform.
- D** believes that children’s labor is necessary for businesses to be successful.

10 At the time in history reflected in this passage, which of the following occurred?

- F** Children often attended daycare centers while their parents worked.
- G** The government required people who held a mortgage on property to clearly explain to the borrower the amount of interest paid on a loan at the time of purchase.
- H** Some parents lied about the age of their children so their children could work.
- J** Child labor laws were rigorously enforced.



Directions

Read the passage and answer the questions that follow.

Excerpted from *Jane Eyre*

by Charlotte Bronte

There was no possibility of taking a walk that day. We had been wandering, indeed, in the leafless shrubbery an hour in the morning; but since dinner (Mrs. Reed, when there was no company, dined early) the cold winter wind had brought with it clouds so sombre, and a rain so penetrating, that further out-door exercise was now out of the question.

I was glad of it: I never liked long walks, especially on chilly afternoons: dreadful to me was the coming home in the raw twilight, with nipped¹ fingers and toes, and a heart saddened by the chidings² of Bessie, the nurse, and humbled by the consciousness of my physical inferiority to Eliza, John, and Georgiana Reed.

The said Eliza, John, and Georgiana were now clustered round their mama in the drawing-room:³ she lay reclined on a sofa by the fireside, and with her darlings about her (for the time neither quarrelling nor crying) looked perfectly happy. Me, she had dispensed from joining the group; saying, "She regretted to be under the necessity of keeping me at a distance; but that until she heard from Bessie, and could discover by her own observation, that I was endeavouring in good earnest to acquire a more sociable and childlike disposition, a more attractive and sprightly manner—something lighter, franker, more natural, as it were—she really must exclude me from privileges intended only for contented, happy, little children."

"What does Bessie say I have done?" I asked.

"Jane, I don't like cavillers⁴ or questioners; besides, there is something truly forbidding⁵ in a child taking up her elders in that manner. Be seated somewhere; and until you can speak pleasantly, remain silent."

A breakfast-room adjoined the drawing-room, I slipped in there. It contained a bookcase: I soon possessed myself of a volume, taking care that it should be one stored with pictures. I mounted into the window-seat: gathering up my feet, I sat cross-legged, like a Turk;⁶ and, having drawn the red moreen curtain nearly close, I was shrined in double retirement.⁷

Folds of scarlet drapery shut in my view to the right hand; to the left were the clear panes of glass, protecting, but not separating me from the drear November day. At intervals, while turning over the leaves of my book, I studied the aspect of that winter afternoon. Afar, it offered a pale blank of mist and cloud; near a scene of wet lawn and storm-beat shrub, with ceaseless rain sweeping away wildly before a long and lamentable⁸ blast.

I returned to my book—Bewick's History of British Birds: the letterpress⁹ thereof I cared little for, generally speaking; and yet there were certain introductory pages that, child as I was, I could not pass quite as a blank. They were those which treat of the haunts of sea-fowl; of "the

1. **nipped:** numb with cold.
2. **chidings:** criticisms or disapproval.
3. **drawing-room:** a room in a house for entertaining company.
4. **cavillers** (kāv' əl-ərz): persons who make unimportant objections.
5. **forbidding:** frightening or discouraging.
6. **sat cross-legged, like a Turk:** old saying, that means to sit with legs crossed.
7. **shrined in double retirement:** enclosed and hidden very well.
8. **lamentable** (lə-mən' tə-bəl): sorrowful.
9. **letterpress:** the text of a book.



solitary rocks and promontories”¹⁰ by them only inhabited; of the coast of Norway, studded with isles from its southern extremity,¹¹ the Lindeness, or Naze, to the North Cape—

*“Where the Northern Ocean, in vast whirls,
Boils round the naked, melancholy isles
Of farthest Thule; and the Atlantic surge
Pours in among the stormy Hebrides.”*

Nor could I pass unnoticed the suggestion of the bleak shores of Lapland, Siberia, Spitzbergen, Nova Zembla, Iceland, Greenland, with “the vast sweep of the Arctic Zone, and those forlorn¹² regions of dreary space, —that reservoir of frost and snow, where firm fields of ice, the accumulation of centuries of winters, glazed in Alpine heights above heights, surround the pole, and concentrate the multiplied rigours of extreme cold.” Of these death-white realms I formed an idea of my own: shadowy, like all the half-comprehended notions that float dim through children’s brains, but strangely impressive. The words in these introductory pages connected themselves with the succeeding vignettes,¹³ and gave significance to the rock standing up alone in a sea of billow¹⁴ and spray; to the broken boat stranded on a desolate coast; to the cold and ghastly moon glancing through bars of cloud at a wreck just sinking.

I cannot tell what sentiment¹⁵ haunted the quite solitary churchyard, with its inscribed headstone; its gate, its two trees, its low horizon, girdled¹⁶ by a broken wall, and its newly-risen crescent, attesting the hour of eventide.¹⁷

The two ships becalmed¹⁸ on a torpid¹⁹ sea, I believed to be marine phantoms.²⁰

The fiend pinning down the thief’s pack behind him, I passed over quickly: it was an object of terror.

So was the black horned²¹ thing seated aloof on a rock, surveying a distant crowd surrounding a gallows.²²

Each picture told a story; mysterious often to my undeveloped understanding and imperfect feelings, yet ever profoundly interesting: as interesting as the tales Bessie sometimes narrated on winter evenings, when she chanced to be in good humour; and when, having brought her ironing-table to the nursery hearth,²³ she allowed us to sit about it, and while she got up Mrs. Reed’s lace frills, and crimped her nightcap borders, fed our eager attention with passages of love and adventure taken from old fairy tales and other ballads; or (as at a later period I discovered) from the pages of Pamela, and Henry, Earl of Moreland.

With Bewick on my knee, I was then happy: happy at least in my way. I feared nothing but interruption, and that came too soon. The breakfast-room door opened.

“Boh! Madam Mope!” cried the voice of John Reed; then he paused: he found the room apparently empty.

10. **promontories** (prŏm’ ən-tŏr-ēz): high points of land that stick into the sea.

11. **extremity** (ĭk-strēm’ ĭ-tē): farthest point or part.

12. **forlorn** (fər-lŏrn’): hopeless.

13. **vignettes** (vĭn-yĕts’): short word pictures or descriptions.

14. **billow**: waves.

15. **sentiment**: thought or feeling.

16. **girdled** (gŭr’ dld): encircled.

17. **eventide** (ē’ vən-tĭd): evening.

18. **becalmed** (bĭ-kām’ d): stopped by a lack of wind.

19. **torpid** (tŏr’ pĭd): having little or no motion.

20. **marine phantoms** (mə-rĕn’ făn’ təmz): sea ghosts.

21. **horned**: having horns.

22. **gallows**: a structure from which people are hanged.

23. **hearth** (härth): the area in front of a fireplace.



"Where the dickens is she!" he continued. "Lizzy! Georgy! (calling to his sisters) Joan is not here: tell mama she is run out into the rain—bad animal!"

"It is well I drew the curtain," thought I; and I wished fervently²⁴ he might not discover my hiding-place: nor would John Reed have found it out himself; he was not quick either of vision or conception; but Eliza just put her head in at the door, and said at once—

"She is in the window-seat, to be sure, Jack."

And I came out immediately, for I trembled at the idea of being dragged forth by the said Jack.

"What do you want?" I asked, with awkward diffidence.²⁵

"Say, 'What do you want, Master Reed?'" was the answer. "I want you to come here;" and seating himself in an arm-chair, he intimated by a gesture that I was to approach and stand before him.

John Reed was a schoolboy of fourteen years old; four years older than I, for I was but ten: large and stout for his age, with a dingy and unwholesome skin; thick lineaments²⁶ in a spacious visage,²⁷ heavy limbs and large extremities. He gorged himself habitually at table, which made him bilious,²⁸ and gave him a dim and bleared eye and flabby cheeks. He ought now to have been at school; but his mama had taken him home for a month or two, "on account of his delicate health." Mr. Miles, the master, affirmed that he would do very well if he had fewer cakes and sweetmeats sent him from home; but the mother's heart turned from an opinion so harsh, and inclined rather to the more refined idea that John's sallowness²⁹ was owing to over-application and, perhaps, to pining after home.

John had not much affection for his mother and sisters, and an antipathy to me. He bullied and punished me; not two or three times in the week, nor once or twice in the day, but continually: every nerve I had feared him, and every morsel of flesh in my bones shrank when he came near. There were moments when I was bewildered³⁰ by the terror he inspired, because I had no appeal whatever against either his menaces or his inflictions;³¹ the servants did not like to offend their young master by taking my part against him, and Mrs. Reed was blind and deaf on the subject: she never saw him strike or heard him abuse me, though he did both now and then in her very presence, more frequently, however, behind her back.

Habitually obedient to John, I came up to his chair: he spent some three minutes in thrusting out his tongue at me as far as he could without damaging the roots: I knew he would soon strike, and while dreading the blow, I mused on the disgusting and ugly appearance of him who would presently deal it. I wonder if he read that notion in my face; for, all at once, without speaking, he struck suddenly and strongly. I tottered, and on regaining my equilibrium retired back a step or two from his chair.

"That is for your impudence³² in answering mama awhile since," said he, "and for your sneaking way of getting behind curtains, and for the look you had in your eyes two minutes since, you rat!"

Accustomed to John Reed's abuse, I never had an idea of replying to it; my care was how to endure the blow which would certainly follow the insult.

24. **fervently** (fûr' vânt-lē): with an expression of great feeling.

25. **diffidence** (dif' ĭ-dəns): timidness.

26. **lineaments** (lĭn' ē-ə-mənts): the lines or features of a body or figure.

27. **visage** (vĭz' ĭj): face.

28. **bilious** (bĭl' yəs): irritable.

29. **sallowness** (sāl' ō-nēs): a grayish, greenish, yellow appearance.

30. **bewildered** (bĭ-wĭl' dərd): highly confused.

31. **inflictions** (ĭn-flĭk' shənz): punishments or beatings.

32. **impudence** (ĭm' pyə-dəns): disrespect.



“What were you doing behind the curtain?” he asked.

“I was reading.”

“Show the book.”

I returned to the window and fetched it thence.³³

“You have no business to take our books; you are a dependent, mama says; you have no money; your father left you none; you ought to beg, and not to live here with gentlemen’s children like us, and eat the same meals we do, and wear clothes at our mama’s expense. Now, I’ll teach you to rummage my bookshelves: for they ARE mine; all the house belongs to me, or will do in a few years. Go and stand by the door, out of the way of the mirror and the windows.”

I did so, not at first aware what was his intention; but when I saw him lift and poise the book and stand in act to hurl it, I instinctively started aside with a cry of alarm: not soon enough, however; the volume was flung, it hit me, and I fell, striking my head against the door and cutting it. The cut bled, the pain was sharp: my terror had passed its climax; other feelings succeeded.

“Wicked and cruel boy!” I said. “You are like a murderer—you are like a slave-driver—you are like the Roman emperors!”

I had read Goldsmith’s History of Rome, and had formed my opinion of Nero, Caligula, &c.³⁴ Also I had drawn parallels in silence, which I never thought thus to have declared aloud.

“What! what!” he cried. “Did she say that to me? Did you hear her, Eliza and Georgiana? Won’t I tell mama? but first—”

He ran headlong³⁵ at me: I felt him grasp my hair and my shoulder: he had closed with a desperate thing. I really saw in him a tyrant, a murderer. I felt a drop or two of blood from my head trickle down my neck, and was sensible of somewhat pungent³⁶ suffering: these sensations for the time predominated³⁷ over fear, and I received him in frantic sort. I don’t very well know what I did with my hands, but he called me “Rat! Rat!” and bellowed out aloud. Aid was near him: Eliza and Georgiana had run for Mrs. Reed, who was gone upstairs: she now came upon the scene, followed by Bessie and her maid Abbot. We were parted: I heard the words—

“Dear! dear! What a fury to fly at Master John!”

“Did ever anybody see such a picture of passion!”

Then Mrs. Reed subjoined³⁸—

“Take her away to the red-room, and lock her in there.” Four hands were immediately laid upon me, and I was borne upstairs.

33. **thence** (thěns): from that place.

34. **&c.:** and company.

35. **headlong:** head first.

36. **pungent** (pŭn’ jənt): harsh to the sense of taste or smell.

37. **predominated** (prĭ-dŏm’ ə-nāt-əd): prevailed.

38. **subjoined** (səb-jŏind’): added.



11 Read this sentence from the passage.

John had not much affection for his mother and his sisters and an antipathy to me.

The word antipathy means which of the following?

- A hatred
- B patience
- C indifference
- D fondness

12 Which of the following statements is an example of irony?

- F John tells Jane that she is a dependent because her father left her no money.
- G Mr. Miles, the schoolmaster, tells Mrs. Reed that she pampers her son.
- H Mrs. Reed orders the servants to lock Jane in the red-room for attacking John.
- J Jane is content to sit and read in the window seat of the breakfast-room.

13 All of the following are part of the author's style *except* which one?

- A surprise ending
- B dialogue
- C concrete details
- D allusions to historical characters

- 14 Which of the following *best* states a conclusion you can draw about Mrs. Reed?**
- F** She is kind to care for Jane, who is not her child.
 - G** She knows better than the schoolmaster as to what is in John’s best interest.
 - H** She will not protect Jane from John’s cruelty.
 - J** Jane’s education is very important to Mrs. Reed.
- 15 All of the following details support the idea that John is undisciplined *except* which one?**
- A** John is sitting in the drawing-room with his mother and two sisters.
 - B** His schoolmaster, Mr. Miles, says John would do better in school if he had fewer treats from home.
 - C** Mrs. Reed allows her son to miss one or two months of school.
 - D** Mrs. Reed ignores John’s cruelty toward Jane even when it occurs within her sight.
- 16 How do the servants treat Jane?**
- F** They take no time to tell her stories in the nursery.
 - G** They alone sympathize with Jane and defend her against John’s attacks.
 - H** The servants accuse Jane of starting the fight with John.
 - J** They follow Mrs. Reed’s orders and do not interfere with John’s cruelty toward Jane.



- 17 All of the following details support the idea that Jane is a highly intelligent ten-year-old *except* which one?
- A She has read Goldsmith's History of Rome.
 - B She compares John Reed to the Roman emperors Nero and Caligula.
 - C She feels sad when Bessie chides her after long walks on chilly days.
 - D In Bewick's History of British Birds, she seems fascinated by the passages that refer to the Arctic Zone.

- 18 How does John Reed discover that Jane is in the window seat of the breakfast-room?

- F He immediately checks the window seat when he enters the breakfast-room.
- G Eliza tells John to look in the window seat.
- H Jane immediately comes out when John first calls her.
- J Bessie finds Jane in the window seat and she brings Jane to him.

- 19 Read these phrases quoted from Bewick's History of British Birds.

the solitary rocks and the rock, standing up alone in a sea of billow and spray.

The solitary rock is a symbol of which character?

- A Mrs. Reed
- B Jane
- C John
- D Eliza

20 Based on the details in the passage, which of the following *best* states the author's purpose?

- F to persuade the reader that Jane is ungrateful to the Reeds
- G to entertain the reader with John's humorous words and actions
- H to illustrate a particular social class in society
- J to arouse sympathy for Jane's circumstances

21 The passage ends with which of the following events?

- A John Reed sticks out his tongue at Jane.
- B Mrs. Reed orders the servants to lock Jane in the red-room.
- C John Reed hits Jane with a book.
- D Jane compares John Reed to the Roman emperors Nero and Caligula.

22 Read this sentence from the passage.

I want you to come here; and seating himself in an arm-chair, he intimated by a gesture that I was to approach and stand before him.

The word intimated in the quotation, means which of the following?

- F prayed
- G hinted
- H screamed
- J stood up

Directions

Read the passage and answer the questions that follow.

Get Rich Quick?

In February, 2005, the Federal Trade Commission began Project Biz Opp Flop, aimed at cracking down on scam artists who cheat people out of money by offering them bogus business ventures. More than 200 businesses in 14 states were targeted. Officials estimated that in just 16 cases alone, tens of thousands of consumers lost more than \$100 million.

NEED FAST, EASY CASH?
EARN IT
FROM THE COMFORT
OF YOUR HOME!
CALL 1-800-EZECASHTODAY!

You can see them on any busy street corner, any season of the year. Tacked up on utility poles in clear view of pedestrians and drivers, the brightly printed signs promise easy money to be made stuffing envelopes, processing medical claims, assembling small parts—and all from the comfort and convenience of your home.

They can't help but catch your eye—and your interest. After all, everyone would like to avoid the hassles of commuting, wouldn't they? Certainly, you reason, working from home today is feasible. In fact, an estimated 20 percent of the work force works at home. So why can't you?

You can. But maybe not as easily as the signs make it sound. Take the typical envelope-stuffing "opportunity." Promoters promise that for only one dollar, they will divulge the secret to getting rich stuffing envelopes at home. "A mere buck?" you think. I can afford that. Especially since I'll be making so much money once I know the secret. You send away your money, and a few days later, a letter arrives—in the self-addressed, stamped envelope that you've supplied, of course. *The secret?* Place the same envelope-stuffing ad on another street corner or send the ad to relatives or friends. Then, every time some unsuspecting person like yourself responds to your ad, you'll make a dollar—minus the paper, the ink, the stamps, your time . . . And suddenly your get-rich-quick scheme has become a get-bamboozled-lightning-fast scam.

HATE RUSH-HOUR TRAFFIC?
RUDE DRIVERS?
THE RISING PRICE OF GASOLINE?
WORK AT HOME FROM YOUR EASY CHAIR!
CALL 1-800-FLEECED TODAY!

For as long as get-rich-quick schemes have existed, people have been warned not to believe them. There is no such thing as a free lunch, we're told. If it sounds too good to be true, it probably is. So why do so many people get bilked each year by scam artists? Perhaps the answer lies in human nature. We tend to believe what we want to believe. We *want* to get rich, therefore we want to believe the ad telling us that stuffing envelopes will make us just that. Never mind that we know of no envelope-stuffing tycoons. We want to believe that we are the exception. After all, there are always exceptions, right? (And the inventor of the envelope-stuffing scheme is probably one of them.)



Curiosity is probably another aspect of human nature that helps keep these bogus businesses going. An ad reads, “For just \$20, we will send you a list of *hundreds of companies* that hire at-home envelope-stuffers for \$3–\$4 per envelope!” Your curiosity kicks in. “Wow, is that legit?” you wonder. Well, even if it isn’t, \$20 doesn’t seem too much to risk to satisfy your curiosity. So you send off your money, and a few days later, you get a list of companies—that either don’t hire people to stuff envelopes or, worse yet, don’t even exist. Angry, you write a scathing letter to the company that placed the ad—and, what do you know, it no longer exists either! Think of it: If a thousand other curious people responded to that ad . . . well, guess who just got rich quick.

What probably best explains our gullibility, however, is plain old greed and laziness. We want to make money, lots of money. And we don’t mind a little work, as long as it’s easy and as long as it is, indeed, little. So we’re open to even remotely-promising ventures, as long as the initial investment is small. And the scam artists know this. Rarely do they ask for more than \$30 or \$40, an amount most people are willing to risk and not even bother to follow up on if they never see it again. Scam artists put their faith in high-volume response. Ten dollars from a thousand people is better—and safer—than \$1,000 from ten.

WANT TO BE YOUR OWN BOSS?
WORK YOUR OWN HOURS?
WORK IN YOUR PAJAMAS?
YOU CAN! WORK AT HOME!
Call 1-800-SUCKER TODAY!

“So if stuffing envelopes isn’t the way to go, how can I work at home?” you ask. What is the secret of the 20 percent who do? It’s the same secret successful people have made no effort to hide for thousands of years: hard work, education, and experience. Not your cup of tea, you reply? Then by all means, answer the ads. You might, indeed, be the first envelope-stuffing magnate. Then again, you might not be. But as circus showman P.T. Barnum once said, “There’s a sucker born every minute.” And that, my friend, is literally what these people are banking on.



23 Which of the following *best* describes the effect of the author’s casual writing style?

- A The style offends many readers.
- B The style conveys the seriousness of the situation.
- C The style conveys the lack of faith the author has in human nature.
- D The style adds humor, which helps readers feel as if the author is just like them.

24 All of the following reasons for people’s willingness to invest in phony business ventures are given *except* which one?

- F laziness
- G curiosity
- H stupidity
- J desire to believe

25 Why do scam artists ask for only a small investment from the consumer?

- A People who respond to the ads are usually poor.
- B Small amounts of money are easier to trace than large amounts.
- C People don’t expect a superior product for a small investment.
- D People are more likely to risk a small amount of money than a large amount.

- 26 Which of the following statements from the passage is a fact?
- F "Everyone would like to avoid the hassles of commuting."
 - G "An estimated 20 percent of the work force works at home."
 - H "There's a sucker born every minute."
 - J "Curiosity is probably another aspect of human nature that helps keep these bogus businesses going."
- 27 Which sentence *best* indicates that anyone could be a victim of the scheme described in the passage?
- A "Perhaps the answer lies in human nature."
 - B "You might, indeed, be the first envelope-stuffing magnate."
 - C "So we're open to even remotely-promising ventures, as long as the initial investment is small."
 - D "Promoters promise that for only one dollar, they will divulge the secret to getting rich stuffing envelopes at home."
- 28 What idea is the author *most likely* trying to support by including examples of work-at-home signs?
- F There is no such thing as a free lunch.
 - G You can see them on every street corner, every year.
 - H If something sounds too good to be true, it probably is.
 - J And we don't mind a little work, as long as it's easy and as long as it is, indeed, little.



29 Which of the following would be the *best* reading strategy to use when approaching this passage?

- A Keep in mind that the author is only joking.
- B Keep in mind that the passage in no way refers to readers personally.
- C Keep in mind that get-rich-quick scams have always existed and always will.
- D Keep in mind that in criticizing human nature, the author is also criticizing herself.

30 Based on the content of this passage, what can you infer about scam artists?

- F Scam artists have no education.
- G Scam artists are fairly intelligent people.
- H Scam artists have no conscience whatsoever.
- K Scam artists think people deserve to be scammed.

31 Which of the following statements *best* summarizes the article?

- A People who are greedy and lazy often deserve to become unsuspecting victims of scam artists.
- B There are many secrets to success, and some people really have come up with get-rich-quick schemes.
- C Human nature will never change; therefore, there will always be people who will fall victim to scam artists.
- D People are always looking for ways to get rich quick, but, in the end, hard work, education, and experience are the most likely roads to success.

Directions

Read the passage and answer the questions that follow.

Diverse Societies in Africa

African Civilizations, 1500 B.C.–A.D. 500

- 1 Africa is the second largest continent in the world. It reaches 4,600 miles from east to west and 5,000 miles from north to south. It has about one-fifth of Earth's land. Much of the land is a high plateau, with lower land near the coasts. The rivers that flow along this high land often form waterfalls or rapids. As a result, boats cannot use these rivers to travel either to or from the coast. Also, the coast is not good for boats. It has relatively few harbors for so large a landmass.
- 2 Africa has many different environments. The Equator crosses Africa and much of the continent lies in the tropics, where the weather is hot all year round. Even in this area, though, the environments are widely different. There are hot, dry deserts; steamy, wet rainforests; and high, cool mountains.
- 3 About a third of Africa's land is desert. This harsh land holds few people. It also forms a barrier to people who want to move from one area to another. The Sahara Desert in the north of Africa is about one-third the size of the United States. Dense rainforests cover much of the central part of Africa. This area receives heavy rainfall. Trees grow to towering heights and block sunlight from the forest floor. As a result, few small plants grow underneath the tall trees.
- 4 The northern and southern regions of Africa have large numbers of people. They have good soil for farming and plenty of grass for animals to eat. They have pleasant climates. Most Africans live on the grasslands that cover almost half of the continent. They grow grains, including rice and wheat, and tend to cattle. Each year, though, the Sahara Desert expands and takes away a bit more of this grassland.
- 5 The first humans in Africa got food by hunting animals and gathering plants. Even today, some African peoples still use this method for obtaining food. Men hunt animals with spears or bows and arrows. Women and children gather roots and berries.
- 6 Over time, these people learned to tame animals and raise them for food. These ancient herders kept cattle, goats, or sheep. Like the hunters and gatherers, these herders were nomadic people. As they moved, they looked for plentiful grass and water for their animals. When food or water was used up in one area, they moved to another.
- 7 About 10,000 B.C., some people in Africa began to farm—growing their own food instead of gathering wild food. Later the climate changed, bringing more rainfall to the Sahara. People farmed there until the climate changed once again around 4000 B.C. and the desert returned. The people then left the desert and headed for many different areas. They went to farm in the Nile Valley and West Africa or on the grasslands. Some moved to the rainforest.
- 8 The grasslands had good soil, and the people could grow extra food. As in other areas, farming led to changes in African society. With more food, people lived longer and the population grew. Some people were able to specialize in tasks beyond raising food, such as making jewelry or pottery. Others became leaders. They organized the group's efforts to grow food, defend against invaders, or plan for the future.
- 9 African peoples had many differences because of the different environments in which they lived. The people who lived south of the Sahara, though, had these features in common:
 - The family was the most important unit of society. In some groups, family was considered all people who come from common ancestors. This is called a clan.
 - They believed that one god created the world. Also, they felt that plants, animals, and other natural forces all have spirits that play an important role in life.



•They relied on oral storytelling, rather than writing, to pass on the traditions of their people.

10 By looking for signs of the past, archaeologists found an ancient city in West Africa. Named Djenné-Djeno, the city rested on the banks of the Niger River. Researchers have found thousands of objects such as pottery, toys, jewelry, and knives. The oldest pieces are from 250 B.C.

11 The city held about 50,000 people at its largest. At first, they lived in round huts made of reeds and covered with mud. Later they lived in houses of mud bricks. They grew rice, raised cattle, and made iron. They traded these goods for gold and copper.

12 Djenné-Djeno is the oldest known African city south of the Sahara. However, a culture has been found from an even earlier time. This is the Nok culture, also of West Africa, which existed from about 500 B.C. to A.D. 200. The Nok people are known for their interesting pottery figures and for being the first people in Africa who knew how to make iron. Some styles of Nok pottery are still found in Africa today.

The Kingdom of Aksum and East African Trade

13 The peoples in East Africa had far more contact with people from other areas. The Kushite kingdom of Nubia had close relations with Egypt, and its kings even ruled Egypt for a while. That kingdom continued for many centuries as a trading power. It was then replaced by the kingdom of Aksum in modern Ethiopia.

14 Aksum may have begun when Arabian traders mixed with the people of Kush about 1000 B.C. Its first mention in written records is in a Greek book from A.D. 100 that talks about the king of Aksum. About that time, the kingdom of Aksum began to grow, taking other lands. Some were in Africa, and some were on the Arabian peninsula.

15 With this growth, Aksum became an important part of world trade. Salt, emeralds, brass, copper, gold, cloth, olive oil, and wine all moved through Aksum. Its trade routes helped link Rome to India. In the early 300s, Aksum had a strong new king named Ezana. He captured more land on the Arabian peninsula. Then he conquered Kush and destroyed the ancient city of Meroë in 350. The action removed an old rival in trade.

16 Because it was a trading center, Aksum was home to peoples from many different cultures. At the time of King Ezana, these different peoples all spoke to one another in Greek in order to be understood. The mixing of these different peoples did more than bring a new language to Aksum. It also brought a new religion. During his rule, King Ezana decided to become a Christian. Slowly, the religion spread throughout the land. Even today, about 22 million people in modern Ethiopia are Christian.

17 The people of Aksum developed a special way of building. They made structures out of stone, not mud baked into bricks by the hot sun. Their kings built tall pillars of stone that reached as high as 60 feet. They were among the tallest structures in the ancient world.

18 Aksum had other advances as well. Outside of Egypt and Meroë, it was the only culture of ancient Africa to have a written language. The language of Aksum had been brought to the land by Arab traders many hundreds of years before.

19 The people of Aksum also developed a new way of farming. They cut steps into the steep mountain sides in their country. The steps helped the land hold water instead of letting it run down the mountain in a heavy rain. They also used dams and stone tanks to store water and used ditches to channel it to their fields.

20 Aksum remained an important power in East Africa for 800 years. It was first challenged in the 600s, though, after the new religion of Islam came to Arabia. The followers of Islam captured the lands that Aksum held in the Arabian peninsula. Within a few decades, they had taken much of North Africa, and Aksum remained an island of Christianity in a sea of Islam.

21 At first, these conquerors left Aksum alone. By 710, however, they had destroyed its chief port on the Red Sea. The Aksum kings moved their capital over the mountains to a hard-to-reach area. Cut off from other Christian lands and from the sea trade, though, Aksum went into decline.

Patterns of Change: Migration

22 Throughout human history, many peoples have felt the urge to move from their homes to a new land. While there are many reasons that people make such a move, they can be grouped into four main causes:

1. Changes in the environment. The climate of an area may change or its soil may become too poor for farming or all the water may be used up. Then, people move to a new area.
2. Economic problems. There are too many people in an area or too little food or too few jobs. Then, some people will move to another place to find the land, food, or jobs they need.
3. Political or religious differences. Sometimes one group of people treats a different group harshly. They may capture their land and turn them into slaves. The people made to suffer in this way may end up moving to a new land. They may go by force—as when they are made slaves—or by choice—as they hope to escape their suffering.
4. Changes in technology. When a group of people begins to use a new set of tools or machines or ways of transporting goods or communicating, their lives often change. They may move to a new land to avoid those changes or to try to take advantage of them.

23 These reasons have pushed people to move from the beginning of human life on Earth, and they continue to do so today. The large-scale movement of people in modern times can be traced in written records. In studying times before written history, though, researchers need to look for other clues to these migrations. One clue they use is language.

24 People bring their language with them when they move to a new place. Languages do change over time. Suppose that historians find two languages from two distant areas that have words that are somewhat similar. They can conclude that those two languages may have both come from the same original language. They say that the original speakers of the language simply moved to the two different areas long before. Then, the two languages changed independently of one another. This kind of clue has given historians a way of understanding the early history of Africa. Many languages spoken in Africa today developed from the same parent language called Proto-Bantu. The people who spoke Bantu first lived in a part of modern Nigeria. In the first few centuries A.D., they began to move south and east. Over time, they spread throughout Africa south of the Sahara Desert, reaching the southern tip around 500 years ago. They brought their language and their culture with them.

25 One reason that these people moved had to do with how they farmed. Their method was to clear forest land by burning down trees. This left a plot of rich soil that was suitable for growing food—for a few years. After that, however, the soil no longer could produce good crops. The people then needed to move to a new area to clear a new patch of ground.

26 Another reason they moved was that their farming was so successful. Farming helped them produce more food than they could by hunting and gathering. With more to eat, groups became larger—and the land more crowded. They could not move north, where the Sahara Desert made a barrier. So they had to move farther and farther south.

27 As they reached new areas, the Bantu peoples met other peoples. Sometimes these meetings were violent. The Bantus, who knew how to make iron, had better weapons than those they met, who only had stone tools. Some of the peoples that they met are still found in Africa, but they live in small areas with very harsh environments. The Bantus took the better land.



32 How might the characteristics of Africa’s rivers have been a factor in the way that human society developed in ancient Africa?

- F Rivers provided nearly all the food to ancient Africans, who ate fish daily.
- G The waterfalls provided power, which was used to run factories that manufactured iron.
- H Because of rivers that could not be traveled on by boats, people in the interior of Africa probably had little contact with those on the coast.
- J Because religious beliefs held that rivers had spirits, many Africans were fearful of disturbing peaceful rivers, and they consequently migrated to desert regions.

33 In ancient times, which of the following did *not* have a written language?

- A Djenné-Dejeno
- B Aksum
- C Egypt
- D Meroë

34 Which of the following events occurred first?

- F The Nok culture came into existence.
- G King Ezana destroyed the city of Meroë.
- H People moved into the southern tip of Africa.
- J Followers of Islam captured territory that Aksum had controlled in the Arabian peninsula.

35 In this article, the term clan refers to –

- A** a band of warriors.
- B** a group of farmers.
- C** people with common ancestors.
- D** the leaders of a small community.

36 Why did farming begin in the Nile Valley around 4000 B.C.?

- F** People fled there to escape from invaders.
- G** Arabian traders brought word of fertile land there.
- H** The climate changed and the desert returned to the Sahara region.
- J** The Nile Valley was an excellent place for mining gold, so farms sprang up there.

37 In ancient Africa, the prevalence of jewelry (and jewelry makers) generally did not occur until a society had developed –

- A** a system for writing.
- B** trade routes that linked Africa to China.
- C** the means for creating an abundance of food.
- D** a way to convert one form of money into another.

38 Christianity in modern Ethiopia can be traced indirectly to –

- F the migration of the Nok people.
- G the religious conversion of King Ezana.
- H the close relations between ancient Nubia and Egypt.
- J the destruction of Aksum’s chief port on the Red Sea.

39 Read this sentence from the article.

Within a few decades, they had taken much of North Africa, and Aksum remained an island of Christianity in a sea of Islam.

In this sentence, the author uses metaphors to emphasize that–

- A sea travel enabled religions to spread very quickly.
- B followers of Islam had a stronger faith than Christians did.
- C Christianity was extremely rare in this particular part of the world.
- D the powerful influence of Aksum was both political and religious in nature.

40 According to the information in the article, the Bantu peoples’ use of iron tools would be best classified as an example of which of the four main causes of human migration?

- F changes in the environment
- G economic problems
- H political or religious differences
- J changes in technology

41 Which of the following words is the closest replacement for the word rival in paragraph 15?

- A ally
- B opponent
- C player
- D team



Directions

Read the selection and answer the questions that follow.

Preparation for the Season's Plays

During this season, the Tanglewood County Playhouse will stage four theatrical productions: *South Pacific*, *A Salute to Musicals*, *The Music Man*, and a fourth play (to be determined).

South Pacific

- 1 Dates: September 3 through October 15 (Wednesday, Thursday, and Friday evenings at 7:00 p.m., and two performances on Saturday, a matinee show at 2:00 p.m. and an evening show at 7:00 p.m.)
- 2 Tickets: On sale now at the box office, \$23 (main floor), \$18 (mezzanine), and \$13 (balcony). There is a \$5 discount per ticket for all students and senior citizens.
- 3 Status: The entire cast has been selected. All the costumes have been designed. The set design is complete. All 12 drops are complete.
- 4 Notes: Full dress rehearsals continue every day until September 1. The play's director needs to trim the final act, which is still about 3 minutes too long.

A Salute to Musicals

- 5 Dates: November 1 through December 10
- 6 Tickets: On sale now at the box office, \$20 (main floor), \$15 (mezzanine), and \$10 (balcony). There is a \$5 discount for all students and senior citizens.
- 7 Status: Auditions are continuing. The two lead actors and most of the supporting actors have been selected. The set design will require 14 drops. (See the next section of this manual for instructions on how to paint a drop.)
- 8 Notes: The play's director will contact a talent agency to recruit the 50 singers needed for the chorus scene in Act II. The costume designer has sketches for all of the costumes needed through the end of Act I, but he's still developing ideas for the remainder of the musical.
- 9 Remodeling: After *A Salute to Musicals* closes, the playhouse will shut down for remodeling from December 11 to January 6.

The Music Man

- 10 Dates: Scheduled to run January 10 through February 19
- 11 Tickets: Prices will be determined in late November. Box office sales begin December 9, and the box office will remain open during the remodeling phase.
- 12 Status: Auditions will be supervised by the assistant director, and they will begin November 30. No cast members have been selected, and no costumes have been designed. The set designer has not been selected.
- 13 Notes: The playhouse will schedule a special discounted Valentine's Day performance on February 14.

A fourth production (to be determined)

- 14 Dates: Scheduled to run approximately March 2 through April 15
- 15 Tickets: Prices will be determined in late January. Box office sales begin February 5.
- 16 Status: Two key factors will affect which play is selected: (a) the amount of money raised in the winter pledge drive, and (b) the amount of grant money that will be made available to county arts organizations in the spring. Because it is impossible to prognosticate these amounts, the budget must include a minimum of \$3,000 to be set aside for this fourth production.



- 17 Notes: If sufficient financial resources are available, the artistic director would like to produce an original work by a local playwright, probably Angelica Juarez's autobiographical play *Tailors at the Kingsport Inn*. If, however, funds are running low, the playhouse will revive a production that has been done in the past—a production for which there is a complete set of costumes, drops, sets, and props (such as *Oklahoma!*, *Annie*, or *Cats*).

How to Paint a Drop

- 18 The success of a play can depend upon the quality of the drop, which is a large piece of painted fabric, preferably muslin. The scrim is raised or lowered at the back of the stage to set the mood and place of the scene—a backdrop. Before beginning the work, decide how many drops will be required for the entire play.
- 19 Measure out the space where the drops will be used. Order the scrim. Also order grommets for attaching the drop to a piece of pipe, as well as paints, brushes, pans, drop cloths, and cleaning supplies.
- 20 Design each drop by sketching it on paper. At the same time the design process is going on, a scrim must be prepared for each drop. Make sure to hem the drop on all four sides. The bottom must have a pocket for the insertion of a conduit piece that will weigh it down and make it hang properly. A circular piece of metal that is the length of the stage makes an ideal conduit piece. At the top of the drop, have small slits cut at a foot apart and grommets hammered into the material. These small, metal eyelets will be used to attach the drop to a pipe that will lift and lower the drop during the play. Use a special primer paint to prime the drop so that it is ready to be painted and decorated.
- 21 Attach the drop to the pipe with a string going through the grommets and then tied around the pipe. Lift the pipe to a certain level so that you can paint various sections of the drop. Sketch the basic lines first. Measure the crucial lines and angles. Assign certain portions of each drop to certain set painters. Paint the large areas first; add smaller details later. Have someone stand at the back row of the theater space and give you feedback on the drop while you are painting it. After the paint has dried, final adjustments and touch-ups can be made.
- 22 Incorporate all drops into the final dress rehearsal. Allow time for minor alternations if necessary.

Hiring Professional Laborers

- 23 Most of the work required to build a set will be done by volunteers and the in-house staff. Occasionally, professional construction workers will be hired to complete major projects. If a major project requires the combination of in-house staff and outside labor, the manager should meet with union representatives before any construction begins. The purpose of this meeting is to define guidelines, establish a schedule, and ensure the safety of everyone involved over the course of the entire construction project.
- 24 Any professional laborer working on-site must provide his or her own tools and safety equipment (hard hats, goggles, gloves, knee pads, etc.). In-house staff must use the tools and safety equipment that are stored in the theater's garage.
- 25 The purchase of any additional tools for a project must be pre-approved by the manger. Receipts for tool purchases must be turned into the manager's office within three days of the purchase.
- 26 Professional laborers working on-site must provide their own food. According to our workplace safety rules, only members of the in-house staff are allowed to eat in the kitchen and break room. Bottled water (provided by our chief sponsor) is available free of charge to everyone. This complimentary water is stored in the refrigerated case in the lobby.

42 Which of the following objects would make the best conduit piece for a drop?

- F** a metal pipe
- G** a piece of lumber
- H** a thin copper wire
- J** a section of foam rubber

43 From which store would the set designer most likely order the scrim?

- A** a fabric store
- B** a hardware store
- C** an art supply store
- D** a plumbing supply store

44 Why is feedback from someone standing at the theater's back row important?

- F** The grommets will not be visible to someone standing at the back row.
- G** Actors will be facing away from the drop, so they won't be able to see it during the play.
- H** Lifting and lowering the drop is easier when the person doing it stands far away from the drop.
- J** Painters standing close to the drop may not have a good perspective for judging its overall appearance.



45 Which of the following steps should be done first?

- A Order paints and brushes.
- B Sketch each drop on paper.
- C Determine the number of drops needed.
- D Measure the space where the drops will appear.

46 Why would a set designer need a large supply of grommets when preparing for a production of *A Salute to Musicals*?

- F The chorus scene in Act II requires 50 singers.
- G Professional laborers will use tools that are stored in the theater's garage.
- H Audience members will be on the floor, in the mezzanine, and in the balcony.
- J Several grommets are needed for each drop, and this play requires 14 drops.

47 Based on the information in the selection, the reader can conclude that from the manager's perspective –

- A it would be more expensive to stage *Oklahoma!* than to stage *Annie*.
- B it would be more expensive to stage *Tailors at the Kingsport Inn* than to stage *Cats*.
- C it would be more expensive to stage *A Salute to Musicals* than to stage *South Pacific*.
- D it would be more expensive to stage *South Pacific* than to stage *The Music Man*.



48 Read this sentence from the selection.

Because it is impossible to prognosticate these amounts, the budget must include a minimum of \$3,000 to be set aside for this fourth production.

What does prognosticate mean?

- F add
 - G predict
 - H borrow
 - J improve
- 49 Based on the information in the selection, what is the chief responsibility of the manager of the Tanglewood County Playhouse?
- A designing costumes
 - B overseeing financial matters
 - C selecting the actors for plays
 - D gathering the tools for construction projects
- 50 The reader can infer that volunteers help with the construction projects –
- F on very rare occasions.
 - G to reduce the cost of preparing for a play.
 - H only if they are students or senior citizens.
 - J because they are more skilled than the professional laborers.
- 51 A professional laborer working all day on a construction project at the Tanglewood County Playhouse would probably need to bring all of the following EXCEPT –
- A a drill.
 - B a lunch.
 - C bottled water.
 - D safety goggles.



Directions

Read the poem. Then read each question about the passage. Decide which is the best answer to each question. Mark the space in your answer booklet for the answer you have chosen.

SAMPLE

Do not weep, maiden, for war is kind

by Stephen Crane

Do not weep, maiden, for war is kind.
Because the lover threw wild hands toward the sky
And the affrighted steed ran on alone,
Do not weep.
War is kind.

Hoarse, booming drums of the regiment,
Little souls who thirst for fight,
These men were born to drill and die.
The unexplained glory flies above them,
Great is the Battle-God, great, and his Kingdom—
A field where a thousand corpses lie.

Do not weep, babe, for war is kind.
Because your father tumbled in the yellow trenches,
Raged at his breast, gulped and died,
Do not weep.
War is kind.

Swift blazing flag of the regiment,
Eagle with crest of red and gold,
These men were born to drill and die.
Point for them the virtue of slaughter,
Make plain to them the excellence of killing
And a field where a thousand corpses lie.

Mother whose heart hung humble as a button
On the bright splendid shroud of your son,
Do not weep.
War is kind.

- | | | | |
|----------|--|----------|---|
| A | In this poem, the speaker addresses | B | Which is an example of alliteration? |
| A | a maiden, a soldier, and an eagle. | F | heart hung humble |
| B | a soldier, a flag, and a battlefield. | G | threw hands wild |
| C | a lover, the Battle-God, and a mother. | H | swift blazing flag |
| D | a maiden, a child, and a mother. | J | hoarse, booming drums |



Directions

Read the passage and answer the questions that follow.

Eveline

by James Joyce

She sat at the window watching the evening invade the avenue. Her head was leaned against the window curtains and in her nostrils was the odour of dusty cretonne.¹ She was tired.

Few people passed. The man out of the last house passed on his way home; she heard his footsteps clacking along the concrete pavement and afterwards crunching on the cinder path before the new red houses. One time there used to be a field there in which they used to play every evening with other people's children. Then a man from Belfast bought the field and built houses in it—not like their little brown houses but bright brick houses with shining roofs. The children of the avenue used to play together in that field—the Devines, the Waters, the Dunns, little Keogh the cripple, she and her brothers and sisters. Ernest, however, never played: he was too grown up. Her father used often to hunt them in and out of the field with his blackthorn stick;² but usually little Keogh used to keep nix³ and call out when he saw her father coming. Still they seemed to have been rather happy then. Her father was not so bad then; and besides, her mother was alive. That was a long time ago; she and her brothers and sisters were all grown up her mother was dead. Tizzie Dunn was dead, too, and the Waters had gone back to England. Everything changes. Now she was going to go away like the others, to leave her home.

Home! She looked round the room, reviewing all its familiar objects which she had dusted once a week for so many years, wondering where on earth all the dust came from. Perhaps she would never see again those familiar objects from which she had never dreamed of being divided. And yet during all those years she had never found out the name of the priest whose yellowing photograph hung on the wall above the broken harmonium⁴ beside the coloured print of the promises made to Blessed Margaret Mary Alacoque. He had been a school friend of her father. Whenever he showed the photograph to a visitor her father used to pass it with a casual word:

“He is in Melbourne now.”

She had consented to go away, to leave her home. Was that wise? She tried to weigh each side of the question. In her home anyway she had shelter and food; she had those whom she had known all her life about her. Of course she had to work hard, both in the house and at business. What would they say of her in the Stores when they found out that she had run away with a fellow? Say she was a fool, perhaps; and her place would be filled up by advertisement. Miss Gavan would be glad. She had always had an edge on her, especially whenever there were people listening.

“Miss Hill, don't you see these ladies are waiting?”

“Look lively, Miss Hill, please.”

She would not cry many tears at leaving the Stores.

1. **cretonne** (krĭ-tŏn´): heavy, printed cotton, used for curtains and slipcovers.

2. **blackthorn stick**: cane made from the stem of the blackthorn shrub.

3. **nix** (nĭks): slang word for “silent.”

4. **harmonium** (här-mŏ´nē-əm): keyboard wind instrument that uses reeds to make sound.



But in her new home, in a distant unknown country, it would not be like that. Then she would be married—she, Eveline. People would treat her with respect then. She would not be treated as her mother had been. Even now, though she was over nineteen, she sometimes felt herself in danger of her father’s violence. She knew it was that that had given her the palpitations.⁵ When they were growing up he had never gone for her like he used to go for Harry and Ernest, because she was a girl but latterly⁶ he had begun to threaten her and say what he would do to her only for her dead mother’s sake. And no she had nobody to protect her. Ernest was dead and Harry, who was in the church decorating business, was nearly always down somewhere in the country. Besides, the invariable squabble for money on Saturday nights had begun to weary her unspeakably. She always gave her entire wages—seven shillings—and Harry always sent up what he could but the trouble was to get any money from her father. He said she used to squander the money, that she had no head, that he wasn’t going to give her his hard-earned money to throw about the streets, and much more, for he was usually fairly bad on Saturday night. In the end he would give her the money and ask her had she any intention of buying Sunday’s dinner. Then she had to rush out as quickly as she could and do her marketing, holding her black leather purse tightly in her hand as she elbowed her way through the crowds and returning home late under her load of provisions. She had hard work to keep the house together and to see that the two young children who had been left to her charge went to school regularly and got their meals regularly. It was hard work—a hard life—but now that she was about to leave it she did not find it a wholly undesirable life.

She was about to explore another life with Frank. Frank was very kind, manly, open-hearted. She was to go away with him by the night-boat to be his wife and to live with him in Buenos Ayres where he had a home waiting for her. How well she remembered the first time she had seen him; he was lodging in a house on the main road where she used to visit. It seemed a few weeks ago. He was standing at the gate, his peaked cap pushed back on his head and his hair tumbled forward over a face of bronze. Then they had come to know each other. He used to meet her outside the Stores every evening and see her home. He took her to see *The Bohemian Girl* and she felt elated as she sat in an unaccustomed part of the theatre with him. He was awfully fond of music and sang a little. People knew that they were courting and, when he sang about the lass that loves a sailor, she always felt pleasantly confused. He used to call her Poppens out of fun. First of all it had been an excitement for her to have a fellow and then she had begun to like him. He had tales of distant countries. He had started as a deck boy at a pound a month on a ship of the Allan Line going out to Canada. He told her the names of the ships he had been on and the names of the different services. He had sailed through the Straits of Magellan and he told her stories of the terrible Patagonians. He had fallen on his feet in Buenos Ayres, he said, and had come over to the old country just for a holiday. Of course, her father had found out the affair and had forbidden her to have anything to say to him.

“I know these sailor chaps,” he said.

One day he had quarrelled with Frank and after that she had to meet her lover secretly.

The evening deepened in the avenue. The white of two letters in her lap grew indistinct. One was to Harry; the other was to her father. Ernest had been her favourite but she liked Harry too. Her father was becoming old lately, she noticed; he would miss her. Sometimes he could be very nice. Not long before, when she had been laid up for a day, he had read her out a ghost story and made toast for her at the fire. Another day, when their mother was alive, they had all gone for a picnic to the Hill of Howth. She remembered her father putting on her mother’s bonnet to make the children laugh.

5. **palpitations** (pal-pĩ-tāt´ shəns): rapid beating of the heart.

6. **latterly** (lāt´ ərlē): during a recent period of time.



Her time was running out but she continued to sit by the window, leaning her head against the window curtain, inhaling the odour of dusty cretonne. Down far in the avenue she could hear a street organ playing. She knew the air Strange that it should come that very night to remind her of the promise to her mother, her promise to keep the home together as long as she could. She remembered the last night of her mother's illness; she was again in the close dark room at the other side of the hall and outside she heard a melancholy air of Italy. The organ-player had been ordered to go away and given sixpence. She remembered her father strutting back into the sickroom saying:

"Damned Italians! coming over here!"

As she mused the pitiful vision of her mother's life laid its spell on the very quick of her being—that life of commonplace sacrifices closing in final craziness. She trembled as she heard again her mother's voice saying constantly with foolish insistence:

"Derevaun Seraun! Derevaun Seraun!"⁷

She stood up in a sudden impulse of terror. Escape! She must escape! Frank would save her. He would give her life, perhaps love, too. But she wanted to live. Why should she be unhappy? She had a right to happiness. Frank would take her in his arms, fold her in his arms. He would save her.

She stood among the swaying crowd in the station at the North Wall. He held her hand and she knew that he was speaking to her, saying something about the passage over and over again. The station was full of soldiers with brown baggages. Through the wide doors of the sheds she caught a glimpse of the black mass of the boat, lying in beside the quay wall, with illumined portholes. She answered nothing. She felt her cheek pale and cold and, out of a maze of distress, she prayed to God to direct her, to show her what was her duty. The boat blew a long mournful whistle into the mist. If she went, tomorrow she would be on the sea with Frank, steaming towards Buenos Ayres. Their passage had been booked. Could she still draw back after all he had done for her? Her distress awoke a nausea in her body and she kept moving her lips in silent fervent prayer.

A bell clanged upon her heart. She felt him seize her hand:

"Come!"

All the seas of the world tumbled about her heart. He was drawing her into them: he would drown her. She gripped with both hands at the iron railing.

"Come!"

No! No! No! It was impossible. Her hands clutched the iron in frenzy. Amid the seas she sent a cry of anguish.

"Eveline! Evvy!"

He rushed beyond the barrier and called to her to follow. He was shouted at to go on but he still called to her. She set her white face to him, passive, like a helpless animal. Her eyes gave him no sign of love or farewell or recognition.

7. **Derevaun Seraun:** probably nonsense words, but possibly meant to be broken Gaelic for "the end of pleasure is pain."



1 Which of the following sentences *best* describes Eveline’s work situation?

- A Miss Gavan had recently fired Eveline from her job in the Stores.
- B Eveline had many close friends at work whom she would miss.
- C Eveline had risen to a position of authority in the Stores.
- D Miss Gavan often embarrassed Eveline in front of the customers.

2 The word invariable, used to describe the squabbles for money that Eveline has with her father, means which of the following?

- F infrequent
- G constant
- H minor
- J loud

3 Read the quotation from the passage.

He said she used to squander the money, that she had no head, that he wasn’t going to give her his hard-earned money to throw about the streets, and much more, for he was usually fairly bad on Saturday night. In the end he would give her the money and ask her had she any intention of buying Sunday’s dinner.

What can you infer about Eveline’s father from this quotation?

- A Her father is abusive and does not appreciate Eveline’s help.
- B Her father wants Eveline to attend school and continue her education.
- C Her father wants Eveline to learn how to manage the family’s money.
- D Her father wants to make sure that the family has enough money to live on.

4 What conclusion can you draw about Eveline’s father, taking into account that he forbade Eveline from speaking to Frank?

- F** Eveline’s father was a sailor himself at one time.
- G** Eveline’s father was only looking out for Eveline’s welfare.
- H** Eveline’s father does not care about his daughter’s happiness.
- J** Eveline’s father knew Frank before Eveline met him.

5 Which of the following inferences can you make about Harry and Ernest?

- A** They are Eveline’s brothers.
- B** They are Eveline’s former boyfriends.
- C** They are friends of Eveline’s father.
- D** They are Eveline’s parish priests.

6 All of the following are reasons why Eveline might leave her home and marry Frank *except* which one?

- F** Eveline feels in danger of her father’s violence at home.
- G** Frank treats her kindly and seems to genuinely care about her.
- H** Eveline must fight with her father to receive money to buy food.
- J** Eveline feels it is her duty to take care of two young children.



- 7 Which of the following is a symbol of the promise Eveline made to her dying mother?
- A Frank's words to Eveline as he boards the boat
 - B her squabbles with her father over money
 - C the blackthorn stick that her father used to chase the children
 - D the street organ music that she hears as she sits by the window
- 8 At the end of the passage, the author focuses on the image of Eveline's white, passive face and compares her to a "helpless animal." This particular word choice is effective because it shows which of the following?
- F that Eveline plans to escape from her father's cruelty
 - G that Eveline, like her mother, is unable to escape from her father's cruelty
 - H that Eveline feels no regret in leaving home because she is no longer trapped
 - J that Eveline is capable of making sound decisions and following them through
- 9 All of the following factors influence Eveline's final decision *except* which one?
- A the promise she made to her dying mother
 - B her lack of strong feelings of love for Frank
 - C her love and affection for her father
 - D her familiar surroundings at home
- 10 All of the following are characteristics of the author's style *except* which one?
- F alliteration
 - G indirect quotations
 - H simple vocabulary and sentence structure
 - J lengthy sentences and complex sentence structure

Directions

Read the passage and answer the questions that follow.

The Open Window

by Saki

- 1 “My aunt will be down presently, Mr. Nuttel,” said a very self-possessed young lady of fifteen; “in the mean-time you must try and put up with me.”
- 2 Framton Nuttel endeavored to say the correct something that should duly flatter the niece of the moment without unduly discounting the aunt that was to come. Privately he doubted more than ever whether these formal visits on a succession of total strangers would do much toward helping the nerve cure¹ which he was supposed to be undergoing.
- 3 “I know how it will be,” his sister had said when he was preparing to migrate to this rural retreat; “you will bury yourself down there and not speak to a living soul, and your nerves will be worse than ever from moping. I shall just give you letters of introduction to all the people I know there. Some of them, as far as I can remember, were quite nice.”
- 4 Framton wondered whether Mrs. Sappleton, the lady to whom he was presenting one of the letters of introduction, came into the nice division.
- 5 “Do you know many of the people round here?” asked the niece, when she judged that they had had sufficient silent communion.
- 6 “Hardly a soul,” said Framton. “My sister was staying here, at the rectory,² you know, some four years ago, and she gave me letters of introduction to some of the people here.”
- 7 He made the last statement in a tone of distinct regret.
- 8 “Then you know practically nothing about my aunt?” pursued the self-possessed young lady.
- 9 “Only her name and address,” admitted the caller. He was wondering whether Mrs. Sappleton was in the married or widowed state. An undefinable something about the room seemed to suggest masculine habitation.³
- 10 “Her great tragedy happened just three years ago,” said the child; “that would be since your sister’s time.”
- 11 “Her tragedy?” asked Framton; somehow in this restful country spot tragedies seemed out of place.
- 12 “You may wonder why we keep that window wide open on an October afternoon,” said the niece, indicating a large French window⁴ that opened on to a lawn.
- 13 “It is quite warm for the time of the year,” said Framton; “but has that window got anything to do with the tragedy?”
- 14 “Out through that window, three years ago to a day, her husband and her two young brothers went off for their day’s shooting. They never came back. In crossing the moor to their favorite snipe⁵-shooting ground they were all three engulfed by a treacherous piece of bog. It had been that dreadful wet summer, you know, and places that were safe in other years gave way suddenly without warning. Their bodies were never recovered. That was the dreadful part of it.” Here the child’s voice lost its self-possessed note and became falteringly human. “Poor aunt always thinks that they will come back some day, they and the little brown spaniel that was lost with them, and walk in that window just as they used to do. That is why the window is kept open every evening till it is quite dusk. Poor dear aunt, she has often told me how they

1. **nerve cure:** treatment for nervousness or anxiety

2. **rectory** (rĕk´ təf ē): the parish priest’s house

3. **masculine habitation:** that men lived there

4. **French window:** a pair of windows that extend to the floor and open like doors

5. **snipe** (snīp): a long-billed bird found in marshy areas



went out, her husband with his white waterproof coat over his arm, and Ronnie, her youngest brother, singing ‘Bertie, why do you bound?’ as he always did to tease her, because she said it got on her nerves. Do you know, sometimes on still, quiet evenings like this, I almost get a creepy feeling that they will all walk in through that window—”

15 She broke off with a little shudder. It was a relief to Framton when the aunt bustled into the room with a whirl of apologies for being late in making her appearance.

16 “I hope Vera has been amusing you?” she said.

17 “She has been very interesting,” said Framton.

18 “I hope you don’t mind the open window,” said Mrs. Sappleton briskly; “my husband and brothers will be home directly from shooting, and they always come in this way. They’ve been out for snipe in the marshes today, so they’ll make a fine mess over my poor carpets. So like you menfolk, isn’t it?”

19 She rattled on cheerfully about the shooting and the scarcity of birds, and the prospects⁶ for duck in the winter. To Framton it was all purely horrible. He made a desperate but only partially successful effort to turn the talk on to a less ghastly topic; he was conscious that his hostess was giving him only a fragment of her attention, and her eyes were constantly straying past him to the open window and the lawn beyond. It was certainly an unfortunate coincidence that he should have paid his visit on this tragic anniversary.

20 “The doctors agree in ordering me complete rest, an absence of mental excitement, and avoidance of anything in the nature of violent physical exercise,” announced Framton, who labored under the tolerably widespread delusion that total strangers and chance acquaintances are hungry for the least detail of one’s ailments and infirmities, their cause and cure. “On the matter of diet they are not so much in agreement,” he continued.

21 “No?” said Mrs. Sappleton, in a voice which only replaced a yawn at the last moment. Then she suddenly brightened into alert attention—but not to what Framton was saying.

22 “Here they are at last!” she cried. “Just in time for tea, and don’t they look as if they were muddy up to the eyes!”

23 Framton shivered slightly, and turned toward the niece with a look intended to convey sympathetic comprehension. The child was staring out through the open window with dazed horror in her eyes. In a chill shock of nameless fear Framton swung round in his seat and looked in the same direction.

24 In the deepening twilight three figures were walking across the lawn toward the window; they all carried guns under their arms, and one of them was additionally burdened with a white coat hung over his shoulders. A tired brown spaniel kept close at their heels. Noiselessly they neared the house, and then a hoarse young voice chanted out of the dusk:

25 “I said, Bertie, why do you bound?”

26 Framton grabbed wildly at his stick and hat; the hall door, the gravel drive, and the front gate were dimly noted stages in his headlong retreat. A cyclist coming along the road had to run into the hedge to avoid imminent⁷ collision.

27 “Here we are, my dear,” said the bearer of the white mackintosh, coming in through the window; “fairly muddy, but most of it’s dry. Who was that who bolted out as we came up?”

28 “A most extraordinary man, a Mr. Nuttel,” said Mrs. Sappleton; “could only talk about his illnesses, and dashed off without a word of goodbye or apology when you arrived. One would think he had seen a ghost.”

29 “I expect it was the spaniel,” said the niece calmly; “he told me he had a horror of dogs - He was once hunted into a cemetery somewhere on the banks of the Ganges⁸ by a pack of pariah dogs,⁹ and had to spend the night in a newly dug grave with the creatures snarling and grinning and foaming just above him. Enough to make anyone lose his nerve.” Romance at short notice was her specialty.

6. **prospects:** expectations

7. **imminent** (ɪm' ə-nənt): about to occur

8. **Ganges** (gəŋ' jɛz): a large river in northern India

9. **pariah** (pə-rɪ'ə) **dogs:** dogs that have escaped from their owners and become wild



11 What character trait best describes Framton?

- A ill
- B nervous
- C suspicious
- D sympathetic

12 What conclusion can be drawn about Mrs. Sappleton's niece, Vera?

- F She believes that truthfulness is most important.
- G She feels great affection and sympathy for her aunt.
- H She sympathizes with Framton's condition and wishes to entertain him.
- J She intentionally frightens Framton with her story of the missing hunters.

13 Which of the following turns out to be an ironic aspect of the story?

- A Mrs. Sappleton is Vera's aunt.
- B Vera knew Framton's sister when she lived in the area.
- C Mrs. Sappleton talks about her husband and brothers as if they are still alive.
- D Framton's sister gives him letters of introduction because he is new to the area.

- 14** By the end of the story, you know that Vera asked Framton if he knows her aunt because –
- F Vera was being polite.
 - G Vera thought she recognized Framton.
 - H Vera needed to know if she could trick Framton.
 - J Vera knew Framton’s sister when she lived nearby.

- 15** Which theme is supported in the passage?

- A Hunting is a dangerous sport.
- B A clever child can fool naive adults.
- C Ghosts may be found in unlikely places.
- D Attempts to make new friends are usually successful.

- 16** What does Vera’s explanation of Framton’s sudden departure reveal about her?

- F Vera is lying to her aunt.
- G Vera also has a fear of dogs.
- H Vera has recently traveled to Egypt.
- J Vera has spoken to Framton about dogs in the past.

17 Read the last sentence from the story. Which definition describes romance as it is used in this sentence?

- A** true love
- B** a fantastic fictional story
- C** stories read by ancient Romans
- D** a medieval story of knightly deeds

18 What surprise happens at the story's end?

- F** Framton can run despite doctor's orders against exercise.
- G** Vera looks out the window with dazed horror in her eyes.
- H** Mrs. Sappleton sees the ghosts of her lost husband and brothers.
- J** The three hunters and their spaniel return from their hunting trip.

19 How can readers be sure of what unduly means in paragraph 2?

- A** The prefix *un-* means "not."
- B** The footnote defines the word.
- C** Context makes the meaning clear.
- D** Readers know what the root word *dul-* means.

20 Read this phrase from the selection: tolerably widespread delusion.

What does the author mean by in paragraph 20?

- F** highly contagious disease
- G** people one has never met
- H** widely held but incorrect belief
- J** hard work that must be undertaken



Directions

Read the passage and answer the questions that follow.

A More Closely Knit Society

- 1 What slows down the heartbeat, relaxes the body, and has been called the yoga of the new millennium? Something you thought only your grandmother did: knitting. Actually knitting, like its predecessor, weaving, was at one time an occupation for men alone. While women certainly knitted to clothe their families, only men were gainfully employed in the craft. In fact, at least one historian believes knitting was invented by men in about A.D. 200. Evidently shepherds discovered that by twisting stray clumps of wool, they could make twine. When they looped the lengths of twine together, knitting was born. Others believe knitting evolved from the northern European craft of making fishing nets. Just as tartan plaids identified the clans of Scotland, so sweaters knit with unique patterns were associated with certain families. The unique patterns made it possible to identify sailors who had died at sea. Still others believe the Egyptians invented knitting, based on the earliest knitted pieces ever found: blue and white socks in Egyptian tombs from around A.D. 1200.
- 2 Whether shepherds or pharaohs invented knitting, for much of the 20th century, knitting was seen as a woman's pastime in the United States. The craft increased in popularity during the two world wars, when women were urged to knit hats, gloves, and other items for soldiers on the battlefield. After World War II, however, the popularity of knitting waned as ready-made clothing was mass-produced at affordable prices.
- 3 In the late 1960s and early 1970s, knitting gained popularity with the children and grandchildren of the very women who had knit so patriotically during the great wars. The flower-child generation, intent on discovering their roots and getting back to nature, picked up their maternal relatives' needles and revived the craft. And thankfully so. Had the interest in knitting skipped an entire generation, many of the intricacies of the craft could have been lost.
- 4 Today, knitting is enjoying another resurgence, and not just among women. Many after-school programs offer knitting instruction to both boys and girls, with whom it seems to have gained equal popularity. When asked whether he felt his enjoyment of knitting was unusual, one 11-year-old boy pointed out with indisputable logic that girls can be truckers, so why can't boys be knitters? Not only is knitting popular with kids of both genders, but it's also good for them. Studies have shown that knitting improves hand/eye coordination and strengthens motor skills. One study even suggests that adults who learned to knit as children are less likely to develop Alzheimer's, a disease that attacks the thought, memory, and language areas of the brain.
- 5 Even young men are picking up the sticks as the trend becomes more popular on college campuses and in coffee shops. Snowboarders, in particular, have taken to the craze, knitting their own hats and scarves in an effort to make their own fashion statements on the slopes. There's even a Web site devoted to helping men with knitting projects. Its motto: "Man enough to knit; strong enough to purl."
- 6 There's no denying that knitting is the in thing to do. A survey by the Craft Yarn Council of America (CYCA) showed that the percentage of knitters and crocheters under the age of 45 doubled between 1996 and 2002. But what accounts for the sudden popularity of this ancient handicraft in a society bent on wearing designer clothing? The reasons are as varied as the colors of yarn on the market today. Relaxation and stress relief are the number one benefits, according to the CYCA survey. In a society that often seems to move at breakneck speed, knitting is a deep, cleansing breath that calms the spirit and lowers the blood pressure. Knitting also offers people the double benefit of providing a creative outlet while giving them the satisfaction of wearing—or giving—a product that they personally produced. Many take up knitting for charitable causes, making afghans for displaced persons in warring countries, caps for premature babies, lap robes for the elderly, and even bandages for people afflicted with leprosy. With the finished products comes the satisfaction of knowing that with just two needles and a length of yarn, they are helping to make the world a better place. Finally, knitting is relatively easy to learn, costs only about \$20 to get started, and is conveniently portable, so knitters can take their projects to sporting events, on long car rides, or anywhere else where the rhythmic click of needles is accepted.



- 21 Which of the following sentences best summarizes the article?**
- A** If you haven't tried knitting, now is the time.
 - B** You can knit solo when you feel like being alone or knit in a group.
 - C** Knitting is a great way for guys to meet girls.
 - D** It's nice to know that in a busy, high-tech world, an age-old craft lives on.
- 22 Which of the following best describes the connection readers who already knit might make to this article?**
- F** They might feel as if they know the author very well.
 - G** They might feel that they could have written the article.
 - H** They might feel as if they are included in the context of this article.
 - J** They might feel that the article addresses only people who don't knit.
- 23 How is the recent resurgence in knitting different from previous periods of the craft's popularity?**
- A** Today knitting is more affordable than it was in the past.
 - B** Today people enjoy knitting more than people in the past did.
 - C** Today people are more likely to knit in public places than at home.
 - D** Today people choose to knit while in the past people needed to knit.

24 Read this sentence from paragraph 6.

The reasons [for the new popularity of knitting] are as varied as the colors of yarn on the market today.

The author uses this simile to explain that—

- F there are many reasons why knitting is popular today.
- G many colors of yarn are available to today's knitters.
- H yarn dyes are expensive and limited on today's market.
- J yarn producers understand knitters' need for many colors.

25 Which of the following most clearly shows the author's bias toward knitting?

- A "There's even a Web site devoted to helping men with knitting projects."
- B "Studies have shown that knitting improves hand/eye coordination and strengthens motor skills."
- C "Had the interest in knitting skipped an entire generation, many of the intricacies of the craft could have been lost."
- D "With the finished products comes the satisfaction of knowing that with just two needles and a length of yarn, they are helping to make the world a better place."

26 Read this sentence from paragraph 2.

After World War II, however, the popularity of knitting waned as ready-made clothing was mass-produced at affordable prices.

Context helps you understand that the word waned in this sentence means—

- F increased.
- G decreased.
- H remained the same.
- J disappeared completely.



27 Read this sentence from paragraph 6.

In a society that often seems to move at breakneck speed, knitting is a deep, cleansing breath that calms the spirit and lowers the blood pressure.

Which of the following best describes the author's choice of language in this sentence?

- A The language is to the point and easy to understand.
- B The language has a sing-song rhythm that pleases the ear.
- C The language creates an effective and memorable contrast.
- D The language uses technical words to describe a complex idea.

28 Which detail from the article is not a fact about knitting?

- F Knitting is an inexpensive hobby to learn.
- G Today some schools offer after-school knitting programs.
- H Egyptians invented the craft of knitting.
- J During the world wars, women knitted to provide clothing for soldiers.

29 Why does the writer mention the Craft Yarn Council of America?

- A to inform readers that there are many knitting groups
- B to credit the group as the source for the survey
- C to make the reader believe the article was researched
- D to present another opinion about knitting

30 Of these Web sites, which would be most useful as support for this article?

- F a Web site with information about shepherds
- G a Web site about the history of yarn
- H a Web site dedicated to teaching men how to knit
- J a Web site related to sewing and needlepoint



Directions

Read the passage and answer the questions that follow.

What to the Slave is the Fourth of July?

by Frederick Douglass

- 1 But I fancy I hear some one of my audience say, it is just in this circumstance that you and your brother abolitionists fail to make a favorable impression on the public mind. Would you argue more, and denounce less, would you persuade more and rebuke less, your cause would be much more likely to succeed. But, I submit, where all is plain there is nothing to be argued. What point in the anti-slavery creed would you have me argue? On what branch of the subject do the people of this country need light? Must I undertake to prove that the slave is a man? That point is conceded already. Nobody doubts it. The slaveholders themselves acknowledge it in the enactment of laws for their government. They acknowledge it when they punish disobedience on the part of the slave. There are seventy-two crimes in the state of Virginia, which, if committed by a black man [no matter how ignorant he be], subject him to the punishment of death; while only two of these same crimes will subject a white man to the like punishment. What is this but the acknowledgement that the slave is a moral, intellectual, and responsible being. The manhood of the slave is conceded. It is admitted in the fact that southern statute books are covered with enactments forbidding, under severe fines and penalties, the teaching of the slave to read or write. When you can point to any such laws, in reference to the beasts of the field, then I may consent to argue the manhood of the slave. When the dogs in your streets, when the fowls of the air, when the cattle on your hills, when the fish of the sea, and the reptiles that crawl, shall be unable to distinguish the slave from a brute, then will I argue with you that the slave is a man!
- 2 For the present, it is enough to affirm the equal manhood of the Negro race. Is it not astonishing that, while we are plowing, planting, and reaping, using all kinds of mechanical tools, erecting houses, constructing bridges, building ships, working in metals of brass, iron, copper, silver, and gold; that, while we are reading, writing, and cyphering, acting as clerks, merchants, and secretaries, having among us lawyers, doctors, ministers, poets, authors, editors, orators, and teachers; that, while we are engaged in all manner of enterprises common to other men—digging gold in California, capturing the whale in the Pacific, feeding sheep and cattle on the hillside, living, moving, acting, thinking, planning, living in families as husbands, wives, and children, and, above all, confessing and worshiping the Christian's God, and looking hopefully for life and immortality beyond the grave—we are called upon to prove that we are men!
- 3 Would you have me argue that man is entitled to liberty? that he is the rightful owner of his own body? You have already declared it. Must I argue the wrongfulness of slavery? Is that a question for republicans? Is it to be settled by the rules of logic and argumentation, as a matter beset with great difficulty, involving a doubtful application of the principle of justice, hard to be understood? How should I look to-day in the presence of Americans, dividing and subdividing a discourse, to show that men have a natural right to freedom, speaking of it relatively and positively, negatively and affirmatively? To do so, would be to make myself ridiculous, and to offer an insult to your understanding. There is not a man beneath the canopy of heaven that does not know that slavery is wrong for him.
- 4 What! am I to argue that it is wrong to make men brutes, to rob them of their liberty, to work them without wages, to keep them ignorant of their relations to their fellow-men, to beat them with sticks, to flay their flesh with the lash, to load their limbs with irons, to hunt them with dogs, to sell them at auction, to sunder their families, to knock out their teeth, to burn their flesh, to starve them into obedience and submission to their masters? Must I argue that a system, thus marked with blood and stained with pollution, is wrong? No; I will not. I have better employment for my time and strength than such arguments would imply.



- 5 What, then, remains to be argued? Is it that slavery is not divine; that God did not establish it; that our doctors of divinity are mistaken? There is blasphemy in the thought. That which is inhuman cannot be divine. Who can reason on such a proposition! They that can, may! I cannot. The time for such argument is past.
- 6 At a time like this, scorching irony, not convincing argument, is needed. Oh! had I the ability, and could I reach the nation's ear, I would to-day pour out a fiery stream of biting ridicule, blasting reproach, withering sarcasm, and stern rebuke. For it is not light that is needed, but fire; it is not the gentle shower, but thunder. We need the storm, the whirlwind, and the earthquake. The feeling of the nation must be quickened; the conscience of the nation must be roused; the propriety of the nation must be startled; the hypocrisy of the nation must be exposed; and its crimes against God and man must be proclaimed and denounced.
- 7 What to the American slave is your Fourth of July? I answer, a day that reveals to him, more than all other days in the year, the gross injustice and cruelty to which he is the constant victim. To him, your celebration is a sham; your boasted liberty, an unholy license; your national greatness, swelling vanity; your sounds of rejoicing are empty and heartless; your denunciations of tyrants, brass-fronted impudence; your shouts of liberty and equality, hollow mockery; your prayers and hymns, your sermons and thanksgivings, with all your religious parade and solemnity, are to him mere bombast, fraud, deception, impiety, and hypocrisy—a thin veil to cover up crimes which would disgrace a nation of savages. There is not a nation on the earth guilty of practices more shocking and bloody, than are the people of these United States, at this very hour.
- 8 Go where you may, search where you will, roam through all the monarchies and despotisms of the old world, travel through South America, search out every abuse, and when you have found the last, lay your facts by the side of the every-day practices of this nation, and you will say with me, that, for revolting barbarity and shameless hypocrisy, America reigns without a rival.



31 Read these sentences from paragraph 1.

Must I undertake to prove that the slave is a man? That point is conceded already. Nobody doubts it. The slaveholders themselves acknowledge it in the enactment of laws for their government. They acknowledge it when they punish disobedience on the part of the slave. There are seventy-two crimes in the state of Virginia, which, if committed by a black man [no matter how ignorant he be], subject him to the punishment of death.

This is an example of which persuasive technique?

- A emotional appeal
- B ethical appeal
- C logical appeal
- D parallelism

32 In paragraph 2, the examples Douglass uses to present his point of view are based on which of the following?

- F fact
- G opinion
- H emotional appeal
- J ethical appeal

33 What is the most likely purpose of Douglass's speech?

- A to acknowledge the importance of Independence Day
- B to show that America values freedom for all human beings
- C to express his gratitude for his own personal liberty
- D to point out the hypocrisy of Americans celebrating their freedom while enslaving others

34 In paragraph 6, the word **denounced** means –

- F condemned as evil.
- G ridiculed and belittled.
- H strongly hinted at.
- J argued forcibly.

35 In paragraph 7, Douglass uses which of the following literary devices to make his point about Americans celebrating the Fourth of July?

- A foreshadowing
- B irony
- C understatement
- D parody

36 Which of the following statements from the speech is an example of ethical appeal?

- F “What to the American slave is your Fourth of July?”
- G “What, then, remains to be argued? Is it that slavery is not divine; that God did not establish it; that our doctors of divinity are mistaken? There is blasphemy in the thought. That which is inhuman cannot be divine.”
- H “Oh! had I the ability, and could I reach the nation’s ear, I would to-day pour out a fiery stream of biting ridicule, blasting reproach, withering sarcasm, and stern rebuke. For it is not light that is needed, but fire; it is not the gentle shower, but thunder.”
- J “When the dogs in your streets, when the fowls of the air, when the cattle on your hills, when the fish of the sea, and the reptiles that crawl, shall be unable to distinguish the slave from a brute, then will I argue with you that the slave is a man!”



- 37 Which of the following is the best description of the author's use of language?
- A gentle
 - B monotonous
 - C fiery
 - D ambiguous
- 38 In paragraph 4, the best description of the type of information that Douglass presents is—
- F jargon.
 - G logical fallacy.
 - H essential.
 - J nonessential.
- 39 In paragraph 1, Douglass uses a literary device to make a point about laws that ban teaching slaves how to read or write. Read this sentence from paragraph 1.

When the dogs in your streets, when the fowls of the air, when the cattle on your hills, when the fish of the sea, and the reptiles that crawl, shall be unable to distinguish the slave from a brute, then will I argue with you that the slave is a man!

This is an example of which literary device?

- A rhetorical question
 - B parallelism
 - C logical appeal
 - D emotional appeal
- 40 Read this part of a sentence from paragraph 7.

your prayers and hymns, your sermons and thanksgivings, with all your religious parade and solemnity, are to him mere bombast, fraud, deception, impiety, and hypocrisy—a thin veil to cover up crimes which would disgrace a nation of savages.

This statement is an example of which literary device?

- F metaphor
- G personification
- H flashback
- J exaggeration



Direction

Read the passage and answer the questions that follow.

Surfboard Rental Procedures

- 1 Follow the procedures below for renting a surfboard to a customer. Ensure that the steps marked Required are followed steadfastly.
- 2 No one under 18 is allowed to rent a surfboard. Legitimate proof of age is required.
- 3 In order to rent a surfboard, the customer must be 18 years of age and have a valid driver's license or state I.D. card, as well as one of the following additional forms of identification: a credit card, Social Security card, or passport. If the customer has none of these additional forms of identification, he or she must put down a cash security deposit of \$150.00, which will be given back to the customer when the surfboard is returned.
- 4 Before renting a surfboard to a customer, read the warning message aloud. Read the customer the following message verbatim:
 - 5 "WARNING: Surfboards should not be rented by anyone who has a physical condition that might make it dangerous or difficult to surf. These conditions may include, but are not limited to, the following: broken bones, muscle spasms, back pain, pregnancy, heart condition, strained muscles, vision problems, headaches, and major and minor ailments. Anyone who surfs should be a good swimmer. Use caution at all times."
 - 6 Every customer MUST hear this warning message before acquiring a surfboard. There are absolutely NO EXCEPTIONS, even if the person is a "regular customer" who has rented a surfboard on previous occasions.
- 7
 - Step 1.** Read the customer the warning message (Required).
 - Step 2.** Have the customer fill out the Identification Form (Required).
 - Step 3.** Have the customer carefully read and sign the Release Form (Required).
 - Step 4.** Review for the customer the rental rates: \$20 for the first hour and \$7 for each additional hour, up to six hours. Rentals of seven hours or more will be charged for the All-Day Rate of \$60.
 - Step 5.** Have all first-time surfers watch the "Safety in the Ocean" videotape (Required).
 - Step 6.** After the surfing session is over and the customer returns, ask him or her to place the surfboard in the cleaning area beside the beach walkway.
 - Step 7.** Collect the customer's money (Required).
 - Step 8.** Print out a customer receipt by touching "Block 8" on the computer touch-screen or pressing keyboard command "8" (Required).
 - Step 9.** Politely ask the customer to fill out a Survey Form.
 - Step 10.** Explain the other great services that are available at O'Sullivan's. Ask the customer if he or she would like to eat in the vegetarian cafe, swim in the Olympic-size pool, take a refreshing sauna, use the state-of-the-art workout facility, or make an appointment with a licensed massage therapist.
 - Step 11.** Thank the customer for visiting O'Sullivan's, and give him or her the Beachfront Surf & Spa promotional brochure (Required).



41 If the store were unusually crowded and an employee wanted to serve customers faster, which of the following procedures would be the most appropriate one to skip?

- A having customers fill out the Survey Form
- B having first-time surfers watch the videotape
- C having customers fill out the Identification Form
- D having customers carefully read and sign the Release Form

42 How much would it cost to rent a surfboard from 11:00 a.m. to 3:00 p.m.?

- F \$28
- G \$41
- H \$55
- J \$60

43 Why do you think the warning message is printed in the employee handbook?

- A so that customers will be persuaded to surf for additional hours
- B so that employees will read the message exactly the same way every time
- C so that customers who have a heart condition will not use the workout facility
- D so that employees can recognize the difference between a muscle spasm and a strained muscle

- 44 Which of the following is probably the best source for explaining the basics of riding a surfboard?
- F the Survey Form
 - G the Identification Form
 - H the "Safety in the Ocean" videotape
 - J the Beachfront Surf & Spa promotional brochure
- 45 Based on the information in the selection, why is it necessary to follow Step 7 before Step 8?
- A Customers must clean their surfboards before paying the rental fee.
 - B Customers should not swim in the pool until they have been given a receipt.
 - C Both the touch-screen and the keyboard can be used to print out a customer receipt.
 - D The employee should not print out a receipt until the customer has paid the rental fee.
- 46 Customers who rent surfboards do not need to bring cash with them *unless* –
- F they are first-time surfers.
 - G they are under the age of 18.
 - H they are planning to rent a surfboard for seven hours or more.
 - J they do not have a credit card, Social Security card, or passport.

- 47 Read this sentence from paragraph 1.

Ensure that the steps marked Required are followed steadfastly.

What is the meaning of the word steadfastly as used in this sentence?

- A immediately
- B in random order
- C in a faithful manner
- D if customers are present



Directions

Read the passage. Then answer the questions that follow.

The Declaration of Independence

by Thomas Jefferson

- 1 When, in the course of human events, it becomes necessary for one people to dissolve the political bands which have connected them with another, and to assume, among the powers of the earth, the separate and equal station to which the laws of nature and of nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel¹ them to the separation.
- 2 We hold these truths to be self-evident:—That all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of happiness. That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness. Prudence, indeed, will dictate that governments long established should not be changed for light and transient causes; and, accordingly, all experience hath shown that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But, when a long train of abuses and usurpations, pursuing invariably the same object, evinces a design to reduce them under absolute despotism, it is their right, it is their duty, to throw off such government, and to provide new guards for their future security. Such has been the patient sufferance of these colonies; and such is now the necessity that constrains them to alter their former systems of government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having, in direct object, the establishment of an absolute tyranny over these States. To prove this, let facts be submitted to a candid world.
- 3 He has refused his assent to laws the most wholesome and necessary for the public good.
- 4 He has forbidden his Governors to pass laws of immediate and pressing importance, unless suspended in their operation till his assent should be obtained; and, when so suspended, he has utterly neglected to attend to them.
- 5 He has refused to pass other laws for the accommodation of large districts of people, unless these people would relinquish the right of representation in the legislature—a right inestimable to them, and formidable to tyrants only.
- 6 He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public records, for the sole purpose of fatiguing them into compliance with his measure.
- 7 He has dissolved representative houses repeatedly, for opposing, with manly firmness, his invasions on the rights of the people.
- 8 He has refused, for a long time after such dissolutions, to cause others to be elected; whereby the legislative powers, incapable of annihilation, have returned to the people at large for their exercise; the State remaining, in the meantime, exposed to all dangers of invasion from without, and convulsions within.

1. **impel:** (im-pĕl') v. to drive forward; force



9 He has endeavored to prevent the population of these States; for that purpose obstructing the laws for the naturalization of foreigners; refusing to pass others to encourage their migration hither, and raising the conditions of new appropriations of lands.

10 He has obstructed the administration of justice, by refusing his assent to laws for establishing judiciary powers.

11 He has made judges dependent on his will alone for the tenure of their offices, and the amount and payment of their salaries.

12 He has erected a multitude of new offices, and sent hither swarms of officers to harass our people and eat out their substance.

13 He has kept among us, in times of peace, standing armies, without the consent of our legislatures.

14 He has affected to render the military independent of, and superior to, the civil power.

15 He has combined with others to subject us to a jurisdiction foreign to our constitutions, and unacknowledged by our laws; giving his assent to their acts of pretended legislation:

16 For quartering large bodies of armed troops among us;

17 For protecting them, by a mock trial, from punishment for any murders which they should commit on the inhabitants of these States;

18 For cutting off our trade with all parts of the world;

19 For imposing taxes on us without our consent;

20 For depriving us, in many cases, of the benefits of trial by jury;

21 For transporting us beyond the seas, to be tried for pretended offenses;

22 For abolishing the free system of English laws in a neighboring province, establishing there an arbitrary² government, and enlarging its boundaries, so as to render it at once an example and fit instrument for introducing the same absolute rule into these colonies;

23 For taking away our charters, abolishing our most valuable laws, and altering, fundamentally, the forms of our governments;

24 For suspending our own legislatures, and declaring themselves invested with power to legislate for us in all cases whatsoever.

25 He has abdicated³ government here, by declaring us out of his protection, and waging war against us.

26 He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the lives of our people.

27 He is at this time transporting large armies of foreign mercenaries⁴ to complete the works of death, desolation, and tyranny, already begun with circumstances of cruelty and perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the head of a civilized nation.

28 He has constrained our fellow citizens, taken captive on the high seas, to bear arms against their country, to become the executioners of their friends and brethren, or to fall themselves by their hands.

29 He has excited domestic insurrection⁵ amongst us, and has endeavored to bring on the inhabitants of our frontiers the merciless Indian savages, whose known rule of warfare is an undistinguished destruction of all ages, sexes, and conditions.

2. **arbitrary:** (är'бі-trēr'ē) adj. based on unpredictable decisions rather than on reason or law

3. **abdicate:** (äb'dī-kāt') v. to give up responsibility for

4. **mercenary:** (mûr'sə-nēr'ē) n. a professional soldier hired to fight in a foreign army

5. **insurrection:** (in'sə-rĕk'shən) n. rebellion



30 In every stage of these oppressions we have petitioned for redress, in the most humble terms; our repeated petitions have been answered only by repeated injury. A prince whose character is thus marked by every act which may define a tyrant is unfit to be the ruler of a free people.

31 Nor have we been wanting in our attentions to our British brethren. We have warned them, from time to time, of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity; and we have conjured them, by the ties of our common kindred, to disavow these usurpations, which would inevitably interrupt our connections and correspondence.

32 They, too, have been deaf to the voice of justice and of consanguinity. We must, therefore, acquiesce in the necessity which denounces our separation; and hold them, as we hold the rest of mankind, enemies in war, in peace friends.

33 We, Therefore, the Representatives of the United States of America, in General Congress assembled, appealing to the Supreme Judge of the world for the rectitude of our intentions, do, in the name and by the authority of the good people of these colonies, solemnly publish and declare, that these United Colonies are, and of right ought to be, Free and Independent States; that they are absolved from all allegiance to the British crown, and that all political connection between them and the state of Great Britain is, and ought to be, totally dissolved; and that, as free and independent states, they have full power to alliances, establish commerce, and to do all other acts and things which independent states may of right do. And, for the support of this declaration, with a firm reliance on the protection of Divine Providence, we mutually pledge to each other our lives, our fortunes, and our sacred honor.

48 Which of the following is *not* one of the things that Jefferson disapproves of regarding the king’s colonial governors?

- F** The governors bribed juries in court.
- G** The governors dissolved assemblies.
- H** The governors refused to pass needed laws.
- J** The governors called for meetings at inconvenient places.

49 The bulk of The Declaration of Independence consists of –

- A** military strategies for war.
- B** a list of complaints against the king.
- C** an appeal to a higher power to help the colonists.
- D** an explanation as to why the colonists left Great Britain.

50 Read this excerpt from The Declaration of Independence.

That, to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed; that, whenever any form of government becomes destructive of these ends, it is the right of the people to alter or to abolish it, and to institute a new government, laying its foundation on such principles, and organizing its powers in such form, as to them shall seem most likely to effect their safety and happiness.

Which of the following best paraphrases the main idea of this excerpt?

- F** People should vote so that they are represented by the government in power.
- G** People should overthrow any government that destroys the basic rights of the people.
- H** In a true democracy, proposals for laws that protect the rights and safety of all citizens should be included on voters’ ballots.
- J** A new government may have similar problems to an old government, but as long as people are safe and happy, they should support the new leaders.



Directions

Read the passage in each box. Read each question after the passage. Choose the best answer. Then mark the space in the answer booklet for the answer you have chosen.

SAMPLE A

An Influential Leader

Jonah’s history teacher assigns the students to write an essay that states an opinion about who was the most influential leader in United States history.

Which of these would *best* help Jonah begin to write his description of the most influential leader in United States history?

- A Interviewing his parents
- B Making a list of major accomplishments by leaders in the United States
- C Browsing through an encyclopedia
- D Asking his friends for their opinions

SAMPLE B

Here is the first part of Jonah’s rough draft.

DRAFT A

(1) An influential leader in United States history was our second president. (2) This man was Thomas Jefferson. (3) He set the stage for liberty and set the stage for democratic thinking in the early days of our country.

How are sentences 1 and 2 *best* combined?

- F An influential leader in United States history was Thomas Jefferson, our second president.
- G An influential leader in United States history was Thomas Jefferson, he was our second president.
- H In United States history, an influential leader was our second president, his name was Thomas Jefferson.
- J Our second president Thomas Jefferson, he was an influential leader in United States history.

SAMPLE C

Jonah has written a second draft of the first part of his essay.

DRAFT B

(1) An influential leader in United States history was our second president.
 (2) This man was Thomas Jefferson.
 (3) He set the stage for liberty and democratic thinking in the early days of our country.

In rewriting sentence 3 of Draft A, how has Jonah improved sentence 3 of Draft B?

- A He has corrected a sentence fragment.
- B He has added more support for his topic sentence.
- C He has expressed the idea more concisely by combining sentences.
- D He has shifted the point of view.

SAMPLE D

Here is the next part of Jonah’s rough draft.

(4) The most influential thing about Thomas Jefferson was that he lived his life by the democratic principles he spoke and wrote about. (5) He practiced what he preached.

In sentence 4, he lived is correctly written

- F he is living
- G he lives
- H he has lived
- J as it is



Directions: Read the following passage and answer the questions that follow.

A Change in My Point of View

Tim's history teacher asks the students to write an essay about an experience that changed the way they view a subject or an idea.

Tim decides to write about his experience in Germany and makes this chart. Use it to answer questions 1 and 2.

| Before Germany | In Germany | After Germany |
|-------------------------------------|--|---|
| one Canadian parent | for Germans, our 213th birthday nothing special (newspaper) | Fourth of July and being American are special |
| never celebrated the Fourth of July | for us, school holiday, picnic, flag on castle, picture-taking with flag | pride and happiness for what we have |
| not very patriotic | food was heavy and salty | don't take education or other opportunities for granted |

- 1 Based on what Tim has recorded here, what is likely to be the focus of his essay?
- A the changing German viewpoint of the Fourth of July
 - B his changed ideas about holidays in Germany
 - C his own changed viewpoint of being American
 - D how his diet changed after his visit to Germany
- 2 Which of the following items is *not* in the chart, but would be useful in Tim's essay as background?
- F the when and why of his visit to Germany
 - G details about Canadian holidays
 - H population statistics of Germany compared to America
 - J details about holidays celebrated in Germany

Directions: Here is the first part of Tim’s rough draft. Use it to answer questions 3–5.

(1) “I am an American.” (2) That sentence has been written and spoken proudly many times over the past two hundred years. (3) Rarely has it been used to illustrate its broad sense of citizenship; instead it has been used to relate a person to the many symbols of America—democracy, diversity, hard work, power, and freedom. (4) In most contexts, “I am an American” is used to relate a person to some of these symbols of which he or she is proud.

(5) I am not a very patriotic person. (6) I don’t shiver when I see the American flag or when I hear the national anthem. (7) One of my parents is Canadian. (8) They have never served in the armed forces or anything like that, so they have raised me as just an average person with no obviously deep feelings for America. (9) The Fourth of July, perhaps America’s proudest day, hasn’t meant much to me either. (10) My parents always took me to fireworks displays, but we never did much else that made the Fourth special to me. (11) Before last summer, I had no deep feelings toward America.

- 3 Which of the following *best* describes the central idea of the first part of Tim’s draft?**
- A** Tim doesn’t understand what it means to be an American because his freedom has never been threatened.
 - B** Tim takes for granted all of the benefits America offers its citizens.
 - C** Because one of Tim’s parents is Canadian, he was raised to appreciate more than one culture.
 - D** Tim never really thought about what it meant to be an American until recently.
- 4 Tim develops paragraph 2 of his rough draft by—**
- F** defining important terms
 - G** providing personal examples of how he is not patriotic
 - H** providing a chronological account of his trip to Germany
 - J** contrasting his parents’ view of being American with his own.
- 5 How can Tim *best* combine sentences 7 and 8 without changing their meaning?**
- A** My parents—one of them is Canadian—have never served in the armed forces or anything like that, so they have raised me as just an average person with no obviously deep feelings for America.
 - B** My parents have never served in the armed forces or anything like that, so they have raised me as just an average person with no obviously deep feelings for America.
 - C** Because one of my parents is Canadian, they have never served in the armed forces or anything like that, so they have raised me as just an average person with no obviously deep feelings for America.
 - D** My parents have never served in the armed forces or anything like that, so they have raised me as just an average person with no obviously deep feelings for America, and one of them is Canadian.



Directions: Read the next part of Tim’s rough draft and use it to answer questions 6–10. This section has groups of underlined words. The questions ask about these groups of underlined words.

(12) Then last summer my attitude toward America changed. (13) For eight weeks of the summer I lived in Germany. (14) Unless you’ve been out of the United States, it is difficult imagine a democratic industrialized nation so different from America. (15) For example, after the fourth grade, students are separated into three different kinds of schools according to their scores on a test: an apprenticeship school in a trade or industry; a school that trains students for a clerical career; or a university or higher-level position in business or government. (16) In addition, all males eighteen or over must serve fifteen months with the armed forces. (17) These differences helped me gain a new appreciation for American life, but it was the Fourth of July in Germany that really made me realize how intensely American I am.

(18) The morning newspaper had a small article in the back reporting the 213th birthday of the United States. (19) To my host family, and other Germans, the day was nothing special. (20) But the group of American students I was with took the day off from school and toured a small castle. (21) Our tour ended on top of one of the towers, and as we looked down to the lawn, we saw that an American flag had been set up. (22) I don’t think there was one of us who didn’t take a picture of the American flag from the tower. (23) Later, we American students continued celebrating by getting together and chatting. (24) We reminisced about our American hometowns and talked about how lucky we were to be Americans. (25) Our patriotism grew, we felt good about ourselves and what we had at home. (26) It was by far the best Fourth of July I’ve ever had, and it happened in a foreign country.

(27) I had been an American who took life in America for granted—my education, my opportunities, even what I could buy. (28) Experience a different type of life in Germany. I realized that it is something special to be an American. (29) I too can now proudly say, “I am an American.”

6 In sentence 16, how is a new appreciation correctly written?

- F new to appreciate
- G a new appreciative
- H newly appreciated
- J As it is

7 In sentence 14, imagine is correctly written—

- A have imagined
- B to imagine
- C imagination
- D As it is

8 How is sentence 25 correctly written?

- F Our patriotism had growth, we felt good about ourselves and what we had at home.
- G Our patriotism grown, we felt good about ourselves and what we had at home.
- H Our patriotism growing, we felt good about ourselves and what we had at home.
- J As it is



- 9 In sentence 28, Experience a different type of life in Germany, is correctly written—
- A Experiencing a different type of life in Germany,
 - B Have experienced a different type of life in Germany,
 - C The experience a different type of life in Germany,
 - D As it is

- 10 In sentence 28, how is to be an American is correctly written?
- F to have been an American
 - G is being an American
 - H I was an American
 - J As it is

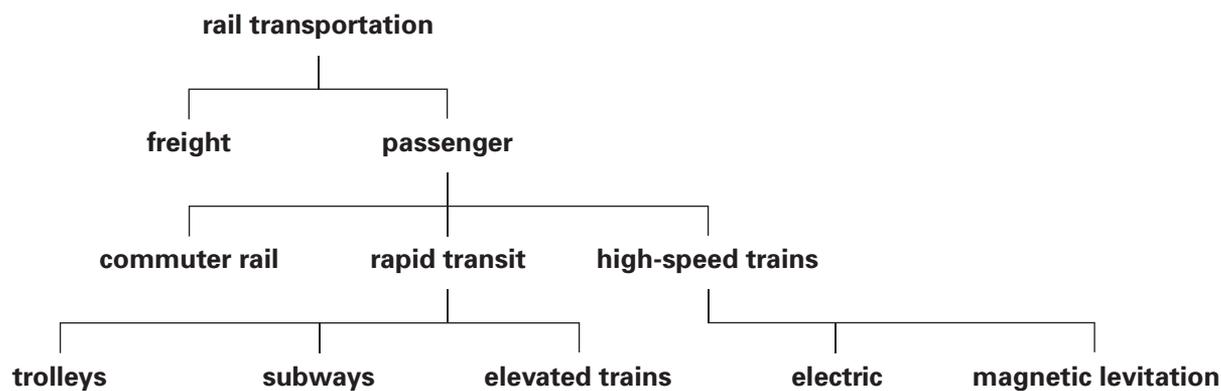
High-Speed Trains: The Future is Now

Nina's history teacher asks the students to write an essay that describes a recent technological innovation.

11 Which of the following would be *least* useful to Nina in identifying a topic?

- A** her own experience with technology
- B** her history book
- C** current issues of popular technology magazines
- D** the technology section of the Sunday newspaper

Nina decides on a topic and makes the following chart. Use it to answer question 12.



12 This chart will help Nina do all of the following *except*—

- F** narrow her focus
- G** identify sources for information
- H** understand where her topic fits in a larger context
- J** be aware of other types of technology in the same area

Directions: Here is the draft of the first part of Nina’s report. Use it to answer questions 13–15.

(1) Imagine gliding along the countryside at a speed of more than 300 miles per hour inside a sleek, modern railroad car. (2) That dream is already a reality in other countries. (3) Even though the United States is supposed to be so advanced, other countries seem to obtain technology much more quickly than the United States. (4) It seems clear that one day the technology for high-speed rail transportation will come to the United States.

(5) High-speed trains of two types, electric and magnetic levitation. (6) These already speed passengers to their destinations in Japan and Europe. (7) They provide an efficient alternative to auto, plane, and conventional rail transportation for trips of between 100 and 500 miles.

(8) Electric trains known as “bullet” trains are powered by electric locomotives that receive electricity from an overhead wire system. (9) These trains travel at speeds greater than 125 mph. (10) These trains have operated in Japan since 1964. (11) The French, too, have a high-speed electric train. (12) It is the *train à grande vitesse* or TGV. (13) The TGV *Atlantique* has reached a record speed of 199.5 mph, and it regularly cruises at a more conservative speed of 186 mph.

13 Which sentence, if removed, will improve the focus of the first paragraph?

- A sentence 1
- B sentence 2
- C sentence 3
- D sentence 4

14 How can Nina *best* combine sentences 9 and 10 without changing meaning?

- F These trains travel at speeds greater than 125 mph, and they have operated in Japan since 1964.
- G These trains operate in Japan since 1964, and travel at speeds greater than 125 mph.
- H These trains, which travel at speeds greater than 125 mph, have operated in Japan since 1964.
- J These trains, travel at speeds greater than 125 mph, and have operated in Japan since 1964

15 Which sentence will need to be revised because it is a fragment?

- A sentence 5
- B sentence 8
- C sentence 12
- D sentence 13



Directions: Read the next part of Nina’s draft and use it to answer questions 16–19. This section has groups of underlined words. The questions ask about these groups of underlined words.

(14) In addition to speed, these electric trains provide other advantages over conventional diesel-electric trains. (15) They are less noisy and do not pollute the air with smoke, slower trains operating on diesel oil.

(16) Despite the advantages of the bullet trains, the other type of high-speed train, the “maglev,” may be the train of the future. (17) Magnetic levitation, or maglev, is the term used to describe a train that floats, or levitates, on the air just inches above a steel guardrail. (18) An extremely powerful magnetic field supports the train as it rides an electromagnetic wave that propels it forward. (19) Two countries, Japan and West Germany, have already developed maglevs that have reached speeds of up to 300 mph on test tracks. (20) Like electric-bullet trains, maglevs are less pollution than conventional diesel-electric trains, and they could be virtually soundless as they whisper by.

(21) Maglevs are still in the testing stage, but during the next ten years they could begin whooshing between cities in Japan, Europe, and the United States. (22) Along with the bullet trains, they represent important transportation alternatives to our overcrowded roads and airways.

16 How is sentence 15 correctly written?

- F** They are less noisy and do not pollute the air with smoke, and slower trains operating on diesel oil.
- G** They are less noisy and do not pollute the air with smoke, by slower trains operating on diesel oil.
- H** They are less noisy and do not pollute the air with smoke, as do slower trains operating on diesel oil
- J** As it is

17 In sentence 18, how is An extremely powerful magnetic field supports the train as it rides correctly written?

- A** An extremely powerful magnetic field supported the train as it rode
- B** An extremely powerful magnetic field supports the train as it rode
- C** An extremely powerful magnetic field supported the train as it rides
- D** As it is



18 In sentence 20, how is pollution correctly written?

F polluting

G polluted

H pollute

J As it is

19 In sentence 22, how is represent correctly written?

A representing

B represented

C have represented

D As it is

Directions: Read the following passage and answer the questions that follow.

Buckle Up!

Gina’s social studies teacher asks the students to write an essay that argues for the passing or repealing of a particular law.

Gina decides to freewrite on the topic of seat-belt laws, and composes the following:

It angers me that so many of my friends just laugh off things like seat-belt laws. They say it’s nobody’s business whether they wear them or not. They make me feel like some goody-goody when I tell them to put one on. But I know what can happen to people. I saw how my neighbor’s life was ruined. And it’s not just a personal decision. The cost of medical bills and the loss of someone’s abilities hurts us all. I know that sometimes government regulations go overboard, but I don’t think this is one of those times.

20 This freewriting will help Gina to do which of the following?

- F** develop an introduction, body and conclusion for her article
- G** examine the opposing viewpoint
- H** become clearer about her own ideas on the topic
- J** cite factual evidence in her article

Gina begins drafting, and composes the following:

One night recently, my neighbor had an accident on the way to his girlfriend’s house. The accident caused permanent brain damage. If he had been wearing a safety belt, his injuries would have been much less severe.

21 This piece of a first draft is effective at which of the following writing techniques?

- A** catching the reader’s attention with real-life detail about young people in automobile accident
- B** engaging the reader with action and suspense
- C** establishing credibility with research citations
- D** offering varying viewpoints for reader’s to make up their own minds



22 Which of the following sentences would be *least* useful for Gina to add to this part of her draft for provoking interest in her readers?

- F** When she saw him later, he was barely clinging to life after sustaining a head injury.
- G** Doctors say he is unlikely to be able to return to work, or even to live independently.
- H** He was taken to the nearest hospital, which was about ten minutes away.
- J** One decision that might not have seemed important at the time changed his life.

Directions: Here is the first part of Gina’s rough draft. Use it to answer questions 23–25.

(1) On a warm June evening nearly a year ago, my twenty-one-year-old neighbor got into his sports car and set off for his girlfriend’s house. (2) He never arrived. (3) When she saw him later that evening, he was in the intensive care unit of the local hospital, barely clinging to life after sustaining a severe head injury in a collision with another car. (4) His doctors say that he has permanent brain damage and is unlikely ever to be able to return to work, or even to live independently. (5) The doctors also say that if he had been wearing a safety belt, his injuries would have been much less severe.

(6) Our state is one of those that does not currently have a law requiring motorists to wear safety belts. (7) I strongly believe that the state legislature should pass such a law as soon as possible.

(8) Statistics show that safety belts are used on a regular basis by less than 20 percent of American motorists. (9) It is estimated that the universal use of safety belts could save as many as 16,000 lives per year and could substantially reduce the number of moderate to critical injuries. (10) According to the National Highway Traffic Safety Administration (NHTSA), the likelihood of serious or fatal injuries is reduced by between 40 and 55 percent when safety belts are used. (11) In addition, NHTSA surveys have found that safety-belt use is substantially higher in areas that have laws mandating the use of such belts.

(12) The universal use of safety belts would save lives and reduce injuries, and it would save society a great deal of money. (13) Traffic accidents cost an estimated \$8.5 billion per year. (14) Universal safety-belt use could reduce this amount substantially by lowering the cost of medical benefits paid on behalf of accident victims as well as reducing the amount of time injured motorists are absent from work. (15) In addition, universal safety-belt use would result in a general reduction in motor-vehicle insurance premiums, since insurance companies would pay out less money in medical claims.



23 Gina’s argument in paragraph 4 is *most* likely meant to appeal to—

- A medical professionals
- B consumers
- C parents
- D lawyers

24 How is sentence 12 *best* revised to provide a better transition between paragraphs?

- F The universal use of safety belts would save lives and reduce injuries. It would also save society a great deal of money.
- G The universal use of safety belts would not only save lives and reduce injuries, but would also save society a great deal of money.
- H The universal use of safety belts would save lives, reduce injuries, and save society a great deal of money.
- J Not only saving lives and reducing injuries, the universal use of safety belts also saves society a great deal of money.

25 Which of the following methods of persuasion does Gina use *most* effectively in this part of the draft?

- A facts and figures about the use of safety belts
- B testimony from experts to support her viewpoint
- C emotional appeal from victims of automobile accidents
- D criticism of the opposing viewpoint

Directions: Read the next part of Gina’s rough draft and use it to answer questions 26–30. This section has groups of underlined words. The questions ask about these groups of underlined words.

(16) Opponents of safety-belt laws say that such laws infringe on an individual’s freedom of choice. (17) Citing their right to civil liberties, they feel that the government has no right to impose its will on people in a situation that affects only the individual who makes the choice. (18) Further, they say it is not the role of government to protect people from themselves and the consequences of the choices they make. (19) However, as the evidence cited above demonstrates, an individual’s decision not to wear a safety belt can affect society at large. (20) Public funds sometimes have to be used in paying for the care of motorists who sustain serious injuries in traffic accidents—injuries that are likely to be much more severe if the victim is not wearing a safety belt. (21) If everyone would “buckle up,” there is a general reduction in motor-vehicle insurance premiums.

(22) In addition, society suffered the loss of human productivity and potential as the result of motorists who did not wear safety belts. (23) The case of my disabled neighbor illustrates how society pays when people refuse to wear seat belts. (24) My neighbor’s hospital bills have been so high that his medical benefits soon will be exhausted. (25) Unable to care for himself, the family cannot afford to pay for private nursing care. (26) He soon will be placed in a state-supported nursing home.

(27) The evidence showing that safety belts reduce traffic fatalities and the severity of injuries is clear and convincing. (28) It is also clear that safety-belt use is substantially higher in states with laws mandating their use. (29) Society’s interest in reducing traffic-related deaths and injuries far outweighs the individual’s right to freedom of choice in this matter. (30) I strongly urge you to write to your state legislators to voice your support for passage of a law mandating the use of safety belts. (31) You can obtain the names and addresses of your legislators by calling your local library or town hall.

26 In sentence 17, how is Citing their right to civil liberties, correctly written?

- F They cited their right to civil liberties,
- G Cited their right to civil liberties,
- H Their right to civil liberties,
- J As it is

27 In sentence 21, how is there is correctly written?

- A there are
- B there was
- C there would be
- D As it is

28 How is sentence 22 correctly written?

- F In addition, society has suffered the loss of human productivity and potential as the result of motorists who do not wear safety belts.
- G In addition, society suffers the loss of human productivity and potential as the result of motorists who do not wear safety belts.
- H In addition, society suffered the loss of human productivity and potential as the result of motorists who are not wearing safety belts.
- J As it is



29 How is sentence 25 correctly written?

- A** He is unable to care for himself, and the family cannot afford to pay for private nursing care.
- B** Unable to care for himself, unable to afford to pay for private nursing care.
- C** The family is unable to care for himself, and cannot afford to pay for private nursing care.
- D** As it is

30 In sentence 30, how is to write to correctly written?

- F** written to
- G** writing to
- H** to have written to
- J** As it is

EOC English: Writing

Direct Writing Component

In the direct writing component, students write a composition about a topic presented to them in a writing prompt. The writing prompt page also includes a “Checklist for Writers” that lists points for students to keep in mind as they write. Writing compositions are scored in each of the following domains:

- Composing
- Written Expression
- Usage/Mechanics

Scores in the Composing and Written Expression domains are reported as part of the Reporting Category called **Plan, Compose, and Revise Writing in a Variety of Forms for a Variety of Purposes**. Scores in the Usage/Mechanics domain are reported as part of the Reporting Category called **Edit for Correct Use of Language, Capitalization, Punctuation, and Spelling**. A sample writing prompt is on the following page.

PROMPT

If you were able to choose any person to speak at your high school graduation, who would you choose? Write an essay in which you try to persuade other students to agree with your choice.

CHECKLIST FOR WRITERS

- _____ I planned my paper before writing.
- _____ I revised my paper to be sure that
 - _____ the introduction to my paper captures the reader’s attention
 - _____ my central idea is supported with specific information and examples that will interest my reader;
 - _____ the content of my paper relates to my central idea;
 - _____ my writing is organized in a logical manner;
 - _____ my sentences are varied and read smoothly;
 - _____ my word choice develops my purpose and tone; and
 - _____ the conclusion brings my ideas together without restating.
- _____ I edited my paper to be sure that
 - _____ correct grammar is used;
 - _____ words are capitalized when appropriate;
 - _____ sentences are constructed and punctuated correctly; and
 - _____ words are spelled correctly.
- _____ I reviewed my paper to make sure that it accurately reflects my intentions.



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Directions

Read the passage in each box. Read each question after the passage. Choose the best answer. Then mark the space in the answer booklet for the answer you have chosen.

SAMPLE A

An Influential Leader

Jonah’s history teacher assigns the students to write an essay that states an opinion about who was the most influential leader in United States history.

Which of these would *best* help Jonah begin to write his description of the most influential leader in United States history?

- A Interviewing his parents
- B Making a list of major accomplishments by leaders in the United States
- C Browsing through an encyclopedia
- D Asking his friends for their opinions

SAMPLE B

Here is the first part of Jonah’s rough draft.

DRAFT A

(1) An influential leader in United States history was our second president. (2) This man was Thomas Jefferson. (3) He set the stage for liberty and set the stage for democratic thinking in the early days of our country.

How are sentences 1 and 2 *best* combined?

- F An influential leader in United States history was Thomas Jefferson, our second president.
- G An influential leader in United States history was Thomas Jefferson, he was our second president.
- H In United States history, an influential leader was our second president, his name was Thomas Jefferson.
- J Our second president Thomas Jefferson, he was an influential leader in United States history.

SAMPLE C

Jonah has written a second draft of the first part of his essay.

DRAFT B

(1) An influential leader in United States history was our second president.
 (2) This man was Thomas Jefferson.
 (3) He set the stage for liberty and democratic thinking in the early days of our country.

In rewriting sentence 3 of Draft A, how has Jonah improved sentence 3 of Draft B?

- A He has corrected a sentence fragment.
- B He has added more support for his topic sentence.
- C He has expressed the idea more concisely by combining sentences.
- D He has shifted the point of view.

SAMPLE D

Here is the next part of Jonah’s rough draft.

(4) The most influential thing about Thomas Jefferson was that he lived his life by the democratic principles he spoke and wrote about. (5) He practiced what he preached.

In sentence 4, he lived is correctly written

- F he is living
- G he lives
- H he has lived
- J as it is



Exploration of the New World

Brian’s history teacher asks the students to choose a topic that would fall under this category and write a short report.

- 1 **Brian isn’t sure what he should write about. All of these will help him focus on a topic idea *except*—**
- A browsing the shelf in the library with books on early explorers
 - B reading the daily newspaper delivered to his home
 - C scanning the index of his history textbook
 - D brainstorming with classmates

Brian gathers information about his topic and makes this chart. Use it to answer question 2.

| | Ship: the <i>Atocha</i> |
|----------------|---|
| Purpose | guard galleon for fleets |
| Passengers | nobility, government officials, wealthy merchants |
| Destroyed | shipwrecked on September 6, 1622 |
| Casualties | 260 crew members |
| Survivors | 5: two black slaves and three seamen |
| Current Status | 1985: major treasure recovered |

- 2 **Based on his research, this chart will help him do all of the following *except* —**
- F decide on an organizational structure for his paper
 - G stay focused on his topic
 - H determine how many pages his report will be
 - J identify information he still might need



Directions: Here is the first part of Brian’s rough draft. Use it to answer questions 3–6.

(1) When Christopher Columbus returned to Queen Isabella in Spain to tell her of the news of a “New World,” he inspired the minds, imaginations, and greeds of Spanish priests and treasure hunters alike. (2) These men, who were driven by ambition, partiotism, and religious fervor, conquered ancient civilizations and their gold and silver mines of untold wealth. (3) Throughout the following decades, ships traveled back and forth from South America to Spain. (4) The ships traveling back and forth carried gold, silver, emeralds, and other precious commodities discovered in the New World. (5) A mountain alone proved to be the richest silver mine in history, producing 60 million pounds of gold and silver in just 50 years. (6) Emeralds and pearls from Columbia and Venezuela poured forth by the shipload. (7) A treasure trove discovered and looted.

(8) To transport this enormous volume of treasure, was no easy feat. (9) Huge ships were built to sail the various oceans to gather the riches of these lands to bring back to Spain. (10) The Atocha was built in 1620 in Havana, Cuba. (11) The Atocha was designed not as a treasure fleet, but as a guard galleon for fleets. (12) However, her sophisticated accommodations made her the choice of nobility, government officials, and wealthy merchants who came aboard for the return voyage back to Spain the ship became severely overcrowded with people, gold, silver, jewels, and precious personal belongings. (13) Wealthy merchants sold linens, porcelain, jewelry, and a variety of other goods in the 1600s.

3 Sentence 1 is *best* revised with which of the following phrases?

- A minds, imagination, and greediness
- B minds, imaginations, and greedy
- C minds, imaginations, and greed
- D minding, imagining, and greed

4 Read the following sentences from Brian’s rough draft:

(3) Throughout the following decades, ships traveled back and forth from South America to Spain. (4) The ships traveling back and forth carried gold, silver, emeralds, and other precious commodities discovered in the New World.

How can Brian *best* combine these sentences without changing their meaning?

- F Ships traveled back and forth from South America to Spain throughout the following decades they carried gold, silver, emeralds, and other precious commodities discovered in the New World.
- G Ships traveled back and forth carrying many goods from the New World.
- H Gold, silver, emeralds, and other precious commodities, were carried back and forth, from South America to Spain, throughout the following decades discovered in the New World.
- J Throughout the following decades, ships traveled back and forth from South American to Spain, carrying gold, silver, emeralds, and other precious commodities discovered in the New World.

5 Brian develops paragraph 2 of his rough draft by—

- A defining important terms
- B describing the background of the Atocha
- C comparing the Atocha to other famous ships of the time
- D describing the different ways of transporting goods



6 When Brian reviews his draft, he notes the following sentence:

(12) However, her sophisticated accommodations made her the choice of nobility, government officials, and wealthy merchants who came aboard for the return voyage back to Spain the ship became severely overcrowded with people, gold, silver, jewels, and precious personal belongings.

Which of the following is the *best* way to correct the error?

- F However, her sophisticated accommodations made her the choice of nobility, government officials, and wealthy merchants who came aboard for the return voyage back to Spain so the ship became severely overcrowded with people, gold, silver, jewels, and precious personal belongings.
- G However, her sophisticated accommodations made her the choice of nobility, government officials, and wealthy merchants who came aboard for the return voyage back to Spain, which the ship became severely overcrowded with people, gold, silver, jewels, and precious personal belongings.
- H However, her sophisticated accommodations made her the choice of nobility, government officials, and wealthy merchants. When these passengers came aboard for the return voyage back to Spain, the ship became severely overcrowded with people, gold, silver, jewels, and precious personal belongings.
- J However, her sophisticated accommodations made her the choice of nobility, government officials, and wealthy merchants. Who came aboard for the return voyage back to Spain, the ship became severely overcrowded with people, gold, silver, jewels, and precious personal belongings.

Directions: Read the next part of Brian’s rough draft and use it to answer questions 7–11. This section has groups of underlined words. The questions ask about these groups of underlined words.

(14) On September 6, 1622, just two days after leaving port, six ships including the Atocha was swept by gale forces to the Florida Keys. (15) One by one these ships were grounded and wrecked, including the gallant Atocha, and the private galleon Nuestra Senora del Rosario, the Santa Margarita, and a Portuguese slaver, and a small ship serving as the fleet’s tender. (16) Two slaves and three seamen were the only left of the Atocha. (17) They described the wreck in harrowing detail: With her foremast gone and the sails tattered, the high stern castle caught the wind and sped the ship backwards through the seas. (18) Lifted high on a wave, the Atocha smashed violently down onto a coral reef, ripping great holes in her hull. (19) As much as two hundred sixty crew members and passengers were killed when the ship quickly sank. (20) Only five men, who had tied themselves to the riggings, were saved.

(21) For seventy years, Spain tried unsuccessfully to rescue the treasure lost from the Atocha, but it would not be until 1985, almost 363 years later, that her treasure would be brought from the ocean’s sandy bottom. (22) After searching for 16 years, Mel Fischer and his crew found, 40 miles off the coast of Key West, millions of dollars in gems, silver, gold coins and bars, and untold artifacts valuing over millions of dollars. (23) One emerald alone was valued at two million dollars.

7 In sentence 14, was swept is correctly written—

- A were swept
- B was sweeping
- C is swept
- D As it is

8 In sentence 16, left is better replaced by—

- F survivors
- G leftovers
- H people
- J As it is

9 In sentence 18, smashed is correctly written—

- A smashing
- B has been smashing
- C was smashing
- D As it is

- 10 In sentence 19, As much as can be improved by replacing it with which of the following phrases, without changing the meaning?
- F as many as
 - G more than
 - H at least
 - J As it is
-
- 11 In sentence 15, the gallant *Atocha*, and the private galleon *Nuestra Senora del Rosario*, the *Santa Margarita*, and a Portuguese slaver, and a small ship serving as the fleet's tender is correctly written—
- A the gallant *Atocha* and the private galleon *Nuestra Senora del Rosario* and the *Santa Margarita* and a Portuguese slaver and a small ship serving as the fleet's tender.
 - B the gallant *Atocha*, the private galleon *Nuestra Senora del Rosario*, the *Santa Margarita*, a Portuguese slaver, and a small ship serving as the fleet's tender.
 - C the gallant *Atocha*, the private galleon *Nuestra Senora del Rosario*, the *Santa Margarita*, a Portuguese slaver, a small ship serving as the fleet's tender.
 - D As it is



Applying for a Job

Susan has been given a lead on a job at a car dealership. She decides to write a letter to apply for the position.

- 12** Given Susan's purpose for writing, which of these will she need to do in her letter?
- F** Support her opinion about the different types of cars the dealership sells
 - G** Explore her thoughts about a career in sales
 - H** Provide evidence that she is a good person for the job
 - J** Persuade the manager to hire more high school students

Directions: Here is the draft of the first part of Susan’s letter. Use it to answer questions 13–16.

April 18, 2005

Ms. Angela Carson, Dealership Manager

Dave Mann’s Auto Plus

Tempe, AZ 88523

Dear Ms. Carson:

(1) Recently, I met Bob Carroll, a member of your sales staff, when he spoke to my class at Allemande High School. (2) I told him about my interest in working in the auto industry after I graduate next year. (3) Although I know you have not been advertising for help, I am confident that I could bring valuable skills to your dealership I am very interested in the industry. (4) I am a hard worker and am willing to do anything possible to get a start at your dealership, from washing cars to posting flyers to making photocopies for the sales staff. (5) Bob Carroll recommended that I get in touch with you about possible job openings at your dealership. (6) Last summer, I worked part-time at Sudzy’s Sue’s Car wash, so I have related experiences and references. (7) Many of my friends and neighbors would bring their cars there to take advantage of the great specials in the spring. (8) Also, I am an avid amateur mechanic.

13 Sentence 5 in Susan’s draft is out of sequence. Susan should place it—

- A before sentence 1
- B after sentence 2
- C before sentence 6
- D after sentence 8

14 Which of the following will Susan need to revise because it is a run-on sentence?

- F sentence 3
- G sentence 4
- H sentence 5
- J sentence 6

15 Which sentence does *not* belong in Susan’s draft?

- A sentence 3
- B sentence 5
- C sentence 6
- D sentence 7

16 Which sentence could Susan add after sentence 8 to provide more details?

- F Obviously this makes me highly qualified for a position in your company.
- G My science teacher told me that I have a mind like a scientist.
- H I am particularly good at filter replacement.
- J I have always enjoyed taking things apart, ever since I was a little kid.



Directions: Read the next part of Susan’s rough draft and use it to answer questions 17–20. This section has groups of underlined words. The questions ask about these groups of underlined words.

(9) My experience at the car wash taught me a great deal about the way a business is run.

(10) For example, it is important to let customers know that the most important thing you can do is to provide them with the service they need, and to do so with care, attention, and quality.

(11) Having got some experience by working at Sudzy Sue’s Car Wash last summer, I am enthusiastic about learning as much as I can about the auto industry. (12) I am looking for a position where I can learn as well as contributing my skills. (13) Me and Mr. Carroll both think that I would be an asset to Dave Mann’s Auto Plus.

(14) I will call you next week to follow-up on any part-time openings that you might have.

(15) In the meantime, thank you for your consideration, and I look forward to talking with you soon.

Sincerely,

Susan Monroe

Susan Monroe



17 In sentence 11, how is having got some experience correctly written?

- A By having getting some experience
- B Having had got some experience
- C Having obtained some experience
- D As it is

18 In sentence 11, how is enthusiastic correctly written?

- F enthusiastic
- G inthusiastic
- H enthusiastac
- J As it is

19 In sentence 12, how is where I can learn as well as contributing my skills correctly written?

- A where I can learning as well as contributing my skills
- B where I can learn as well as contribute my skills
- C where I can have learned as well as contributed my skills
- D As it is

20 In sentence 13, how is Me and Mr. Carroll correctly written?

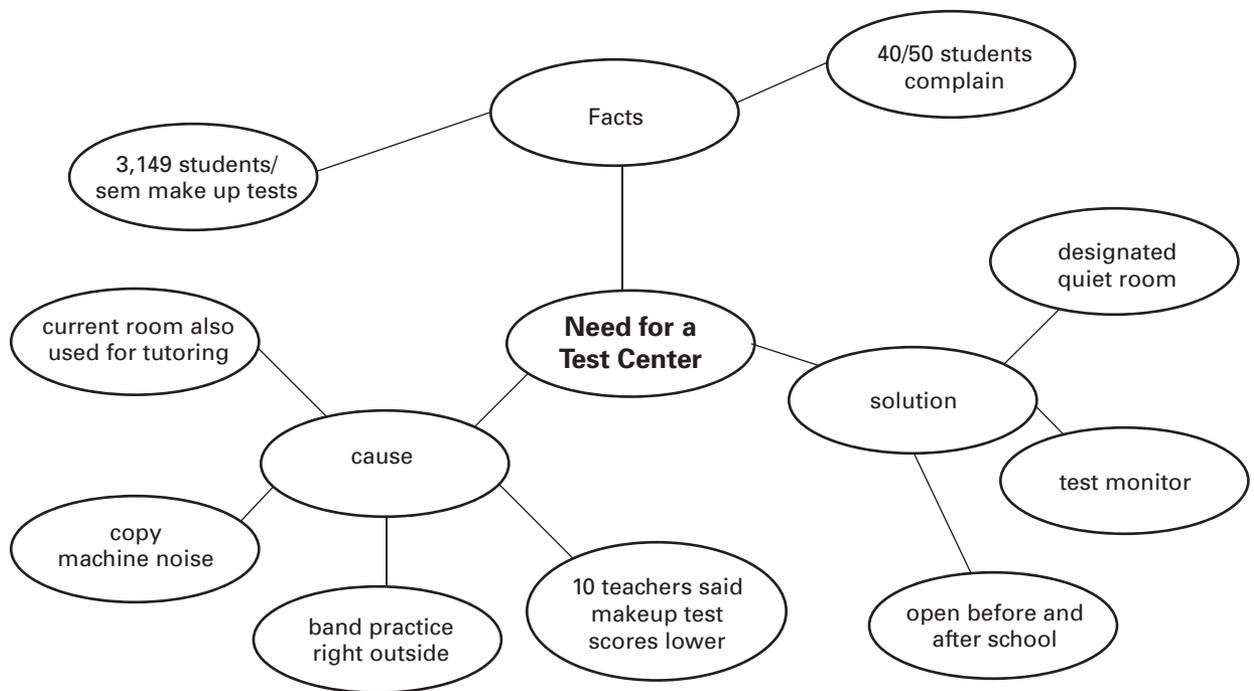
- F Mr. Carroll and me
- G Mr. Carroll and myself
- H Mr. Carroll and I
- J As it is

Directions: Read the following passage and answer the questions that follow.

The Need for a Test Center

Chris writes a column for the school newspaper. In his next article, he wants to point out the need for a test center for students at his school.

- 21 Which of the following would *best* help Chris gather evidence to support his topic?
- A Looking over all the tests he has done poorly on in the past
 - B Finding out how many students per day or week need to make up a test
 - C Reading up on study and test-taking skills for students
 - D Doing research on the changes in class sizes over the years



22 As he prepares to write, Chris will need to move which of the following to a different category on his web?

- F copy machine noise
- G 3,149 students per semester make up tests
- H 10 teachers asked said scores on make-up tests were lower
- J designated quiet room

Directions: Here is the first part of Chris’s rough draft. Use it to answer questions 23–25.

(1) So you’re just getting over being sick, and you have to make up that all-important test. (2) You take out your number-two pencil and start. (3) All of a sudden another student comes in for help, so a teacher starts going over yesterday’s lessons. (4) You then try to block that out when an aide walks in and runs off 100 copies. (5) Then, off in the background, the noise from band practice right outside the window thrums in your head. (6) Making so much noise, now you can’t concentrate, you’re going to fail the test.

(7) Many students are being hurt by being forced to take tests in a noisy room. (8) Last semester, over 3,149 students had to make up tests in room D200 alone. (9) There is also far too great a number of students calling in sick each day. (10) The atmosphere in D200, where students get tutored and make up tests, is less than ideal for this purpose. (11) This poses a problem: you may be taking a calculus test while only ten feet away from you, well within hearing range, a student is being tutored in geometry. (12) Finally, the constant noise of the copy machine churning out copies also is not conducive to test taking. (13) Forty out of the fifty students asked said that the room was too distracting to concentrate on taking a test. (14) Ten teachers asked said that student scores on make-up tests were lower than they expected.



23 Which of these sentences does *not* belong in Chris’s draft?

- A Sentence 5
- B Sentence 7
- C Sentence 9
- D Sentence 11

24 How is sentence 6 *best* rewritten to make it clearer?

- F You can’t concentrate, making so much noise, you are going to fail the test.
- G You’re going to fail the test. Making so much noise, you can’t concentrate.
- H Making so much noise, concentrating, you’re going to fail the test.
- J People are making so much noise, now you can’t concentrate, and you’re going to fail the test.

25 The reader can tell that the tone of Chris’s draft is personal because—

- A the topic pertains to many students
- B Chris mentions classes that many students take
- C Chris cites statistics to support his point
- D Chris speaks directly to the reader

Directions: Read the next part of Chris’s rough draft and use it to answer questions 26–30. This section has groups of underlined words. The questions ask about these groups of underlined words.

(15) We in no way mean to criticize the efforts of the secretaries or teachers, it is not their fault. (16) The problem is that there should be a designated room where students can make up tests or quizzes for any class. (17) This room would be kept absolutely quiet and a test monitor could be stationed in that room to administer tests. (18) Also, this room could be open before school and after school, giving student ample time to make up tests.

(19) In the past, we have pointed out the need for a student lounge, but another problem in terms of space has risen. (20) Students need a test make-up center, and we challenge the administration to find a room to set up this much-needed facility. (21) There fore, students will do better on their make-up tests.

26 How is sentence 15 is correctly written?

- F We in no way mean to criticize the efforts of the secretaries or teachers it is not their fault.
- G We in no way mean to criticize the efforts of the secretaries or teachers; it is not their fault.
- H We in no way mean to criticize the efforts of the secretaries or teachers: it is not their fault.
- J As it is

27 How is sentence 17 correctly written?

- A This room would be kept absolutely quiet and a test monitor could be stationed in the room to administer tests.
- B That room would be kept absolutely quiet and a test monitor could be stationed in this room to administer tests.
- C This room would be kept absolutely quiet and a test monitor could be stationed in a room to administer tests.
- D As it is

28 In sentence 18, how is giving student ample time to make up tests correctly written?

- F giving students ample time to make up tests.
- G giving students ample time to make up test.
- H giving student ample time to make up test.
- J As it is

29 In sentence 20, how is challenge correctly written?

- A challengge
- B challenge
- C challengge
- D As it is

30 In sentence 21, how is there fore correctly written?

- F There Fore
- G Therefore
- H Therfor
- J As it is

EOC English: Writing

Direct Writing Component

In the direct writing component, students write a composition about a topic presented to them in a writing prompt. The writing prompt page also includes a “Checklist for Writers” that lists points for students to keep in mind as they write. Writing compositions are scored in each of the following domains:

- Composing
- Written Expression
- Usage/Mechanics

Scores in the Composing and Written Expression domains are reported as part of the Reporting Category called **Plan, Compose, and Revise Writing in a Variety of Forms for a Variety of Purposes**. Scores in the Usage/Mechanics domain are reported as part of the Reporting Category called **Edit for Correct Use of Language, Capitalization, Punctuation, and Spelling**. A sample writing prompt is on the following page.

PROMPT

If you could change one thing about your school, what would it be? Explain why you would like to make this change.

CHECKLIST FOR WRITERS

- _____ I planned my paper before writing.
- _____ I revised my paper to be sure that
 - _____ the introduction to my paper captures the reader’s attention
 - _____ my central idea is supported with specific information and examples that will interest my reader;
 - _____ the content of my paper relates to my central idea;
 - _____ my writing is organized in a logical manner;
 - _____ my sentences are varied and read smoothly;
 - _____ my word choice develops my purpose and tone; and
 - _____ the conclusion brings my ideas together without restating.
- _____ I edited my paper to be sure that
 - _____ correct grammar is used;
 - _____ words are capitalized when appropriate;
 - _____ sentences are constructed and punctuated correctly; and
 - _____ words are spelled correctly.
- _____ I reviewed my paper to make sure that it accurately reflects my intentions.



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Answer Sheets

| PLEASE NOTE |
|--|
| • Use only a no. 2 pencil.  |
| • Example: (A) <input checked="" type="radio"/> (C) (D) |
| • Erase changes COMPLETELY. |

Grade 11 Reading Practice Test 1

Mark one answer for each question.

- | | | |
|---------------------|---------------------|---------------------|
| 1. (A) (B) (C) (D) | 21. (A) (B) (C) (D) | 41. (A) (B) (C) (D) |
| 2. (F) (G) (H) (J) | 22. (F) (G) (H) (J) | 42. (F) (G) (H) (J) |
| 3. (A) (B) (C) (D) | 23. (A) (B) (C) (D) | 43. (A) (B) (C) (D) |
| 4. (F) (G) (H) (J) | 24. (F) (G) (H) (J) | 44. (F) (G) (H) (J) |
| 5. (A) (B) (C) (D) | 25. (A) (B) (C) (D) | 45. (A) (B) (C) (D) |
| 6. (F) (G) (H) (J) | 26. (F) (G) (H) (J) | 46. (F) (G) (H) (J) |
| 7. (A) (B) (C) (D) | 27. (A) (B) (C) (D) | 47. (A) (B) (C) (D) |
| 8. (F) (G) (H) (J) | 28. (F) (G) (H) (J) | 48. (F) (G) (H) (J) |
| 9. (A) (B) (C) (D) | 29. (A) (B) (C) (D) | 49. (A) (B) (C) (D) |
| 10. (F) (G) (H) (J) | 30. (F) (G) (H) (J) | 50. (F) (G) (H) (J) |
| 11. (A) (B) (C) (D) | 31. (A) (B) (C) (D) | 51. (A) (B) (C) (D) |
| 12. (F) (G) (H) (J) | 32. (F) (G) (H) (J) | |
| 13. (A) (B) (C) (D) | 33. (A) (B) (C) (D) | |
| 14. (F) (G) (H) (J) | 34. (F) (G) (H) (J) | |
| 15. (A) (B) (C) (D) | 35. (A) (B) (C) (D) | |
| 16. (F) (G) (H) (J) | 36. (F) (G) (H) (J) | |
| 17. (A) (B) (C) (D) | 37. (A) (B) (C) (D) | |
| 18. (F) (G) (H) (J) | 38. (F) (G) (H) (J) | |
| 19. (A) (B) (C) (D) | 39. (A) (B) (C) (D) | |
| 20. (F) (G) (H) (J) | 40. (F) (G) (H) (J) | |

Answer Sheets

| PLEASE NOTE | |
|--|--|
| • Use only a no. 2 pencil.  | |
| • Example: (A) <input checked="" type="radio"/> (C) (D) | |
| • Erase changes COMPLETELY . | |

Grade 11 Reading Practice Test 2

Mark one answer for each question.

- | | | |
|---------------------|---------------------|---------------------|
| 1. (A) (B) (C) (D) | 21. (A) (B) (C) (D) | 41. (A) (B) (C) (D) |
| 2. (F) (G) (H) (J) | 22. (F) (G) (H) (J) | 42. (F) (G) (H) (J) |
| 3. (A) (B) (C) (D) | 23. (A) (B) (C) (D) | 43. (A) (B) (C) (D) |
| 4. (F) (G) (H) (J) | 24. (F) (G) (H) (J) | 44. (F) (G) (H) (J) |
| 5. (A) (B) (C) (D) | 25. (A) (B) (C) (D) | 45. (A) (B) (C) (D) |
| 6. (F) (G) (H) (J) | 26. (F) (G) (H) (J) | 46. (F) (G) (H) (J) |
| 7. (A) (B) (C) (D) | 27. (A) (B) (C) (D) | 47. (A) (B) (C) (D) |
| 8. (F) (G) (H) (J) | 28. (F) (G) (H) (J) | 48. (F) (G) (H) (J) |
| 9. (A) (B) (C) (D) | 29. (A) (B) (C) (D) | 49. (A) (B) (C) (D) |
| 10. (F) (G) (H) (J) | 30. (F) (G) (H) (J) | 50. (F) (G) (H) (J) |
| 11. (A) (B) (C) (D) | 31. (A) (B) (C) (D) | |
| 12. (F) (G) (H) (J) | 32. (F) (G) (H) (J) | |
| 13. (A) (B) (C) (D) | 33. (A) (B) (C) (D) | |
| 14. (F) (G) (H) (J) | 34. (F) (G) (H) (J) | |
| 15. (A) (B) (C) (D) | 35. (A) (B) (C) (D) | |
| 16. (F) (G) (H) (J) | 36. (F) (G) (H) (J) | |
| 17. (A) (B) (C) (D) | 37. (A) (B) (C) (D) | |
| 18. (F) (G) (H) (J) | 38. (F) (G) (H) (J) | |
| 19. (A) (B) (C) (D) | 39. (A) (B) (C) (D) | |
| 20. (F) (G) (H) (J) | 40. (F) (G) (H) (J) | |

Answer Sheets

| PLEASE NOTE | |
|--|--|
| • Use only a no. 2 pencil.  | |
| • Example: (A)  (C) (D) | |
| • Erase changes COMPLETELY . | |

End of Course Writing Practice Test 1

Mark one answer for each question.

- | | |
|---------------------|---------------------|
| 1. (A) (B) (C) (D) | 21. (A) (B) (C) (D) |
| 2. (F) (G) (H) (J) | 22. (F) (G) (H) (J) |
| 3. (A) (B) (C) (D) | 23. (A) (B) (C) (D) |
| 4. (F) (G) (H) (J) | 24. (F) (G) (H) (J) |
| 5. (A) (B) (C) (D) | 25. (A) (B) (C) (D) |
| 6. (F) (G) (H) (J) | 26. (F) (G) (H) (J) |
| 7. (A) (B) (C) (D) | 27. (A) (B) (C) (D) |
| 8. (F) (G) (H) (J) | 28. (F) (G) (H) (J) |
| 9. (A) (B) (C) (D) | 29. (A) (B) (C) (D) |
| 10. (F) (G) (H) (J) | 30. (F) (G) (H) (J) |
| 11. (A) (B) (C) (D) | |
| 12. (F) (G) (H) (J) | |
| 13. (A) (B) (C) (D) | |
| 14. (F) (G) (H) (J) | |
| 15. (A) (B) (C) (D) | |
| 16. (F) (G) (H) (J) | |
| 17. (A) (B) (C) (D) | |
| 18. (F) (G) (H) (J) | |
| 19. (A) (B) (C) (D) | |
| 20. (F) (G) (H) (J) | |

Answer Sheets

| PLEASE NOTE | |
|-------------------------------------|---|
| • Use only a no. 2 pencil. |  |
| • Example: | (A) <input checked="" type="radio"/> (C) (D) |
| • Erase changes COMPLETELY . | |

End of Course Writing Practice Test 2

Mark one answer for each question.

- | | |
|---------------------|---------------------|
| 1. (A) (B) (C) (D) | 21. (A) (B) (C) (D) |
| 2. (F) (G) (H) (J) | 22. (F) (G) (H) (J) |
| 3. (A) (B) (C) (D) | 23. (A) (B) (C) (D) |
| 4. (F) (G) (H) (J) | 24. (F) (G) (H) (J) |
| 5. (A) (B) (C) (D) | 25. (A) (B) (C) (D) |
| 6. (F) (G) (H) (J) | 26. (F) (G) (H) (J) |
| 7. (A) (B) (C) (D) | 27. (A) (B) (C) (D) |
| 8. (F) (G) (H) (J) | 28. (F) (G) (H) (J) |
| 9. (A) (B) (C) (D) | 29. (A) (B) (C) (D) |
| 10. (F) (G) (H) (J) | 30. (F) (G) (H) (J) |
| 11. (A) (B) (C) (D) | |
| 12. (F) (G) (H) (J) | |
| 13. (A) (B) (C) (D) | |
| 14. (F) (G) (H) (J) | |
| 15. (A) (B) (C) (D) | |
| 16. (F) (G) (H) (J) | |
| 17. (A) (B) (C) (D) | |
| 18. (F) (G) (H) (J) | |
| 19. (A) (B) (C) (D) | |
| 20. (F) (G) (H) (J) | |

