

**OKLAHOMA END-OF-INSTRUCTION ENGLISH III
PREPARATION AND PRACTICE WORKBOOK**



**Aligned with the Oklahoma
Priority Academic Student Skills**

**GLENCOE LANGUAGE ARTS
GRADE 11**

This helpful workbook provides

- Lessons and practice exercises
- Test-taking strategies and tips
- Steps for responding to a writing prompt
- Rubrics for scoring essays
- A full-length practice test

TEACHER ANNOTATED EDITION

**OKLAHOMA END-OF-INSTRUCTION ENGLISH III
PREPARATION AND PRACTICE WORKBOOK**



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GRADE 11**



Glencoe

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INTRODUCTION

This workbook was developed to help prepare students for the End-of Instruction English III test. This test is based on the Oklahoma PASS (Priority Academic Student Skills) statements. You will find a copy of the PASS statements that are covered on the English III test on pages T3–T8 of this introduction.

ABOUT THE STUDENT EDITION

The Student Edition of this workbook reviews the skills students will need to successfully complete the English III test.

The Student Edition contains the following sections:

- The **Introduction** gives information on what students can expect on the English III test, explains how the workbook is organized, and explains how each exercise is organized.
- The **Test-Taking Strategies** section outlines general test-taking strategies that students can apply as they complete the exercises.
- The **Exercises** provide a systematic approach for reviewing the skills necessary for answering the questions on the English III test. Seventeen exercises focus on multiple-choice items that test the skills outlined in the Oklahoma PASS statements. Three exercises present techniques for producing an effective response to a writing prompt.
- The **Practice Test** contains a writing prompt, reading passages, and multiple-choice items similar to the ones that may be found on the actual English III test.

ABOUT THE TEACHER ANNOTATED EDITION

The Teacher Annotated Edition of this workbook includes the Student Edition, plus

- the **Teacher Introduction**, which provides suggestions on how to use the workbook
- red **annotations** of the Student Edition pages that include
 - **circles** around correct answers for the multiple-choice items
 - extra **annotations** to provide useful information
 - **annotations** in the Practice Test to indicate which PASS standard each question assesses and its depth-of-knowledge level.
- Oklahoma Priority Academic Student Skills
- **rubrics** for scoring essays
- **diagnostic charts** to help you identify students' strengths and weaknesses

TEACHING THE EXERCISES

Once you have reviewed the Student Introduction with the class, you are ready to start the exercises. There are 20 exercises in all. They are designed to encourage active student participation.

Each exercise is divided into two parts. The first 17 exercises deal with multiple-choice items.

- The teaching section introduces a type of question and provides step-by-step guidance on how to answer it.
- The practice section allows students to apply their knowledge to similar items.

The final three exercises focus on three crucial stages of writing a response to a writing prompt—prewriting, drafting, and revising and editing.

- The teaching section discusses the stage in the writing process and suggests skills to use in completing that stage.
- The practice section asks students to respond to a writing prompt one stage at a time, using skills discussed in the exercise.

ADMINISTERING THE PRACTICE TEST

Encourage students to take the Practice Test seriously. Explain that this will give them experience in responding to writing prompts and answering multiple-choice items for the English III test. Like the English III test, the Practice Test is divided into three sections. The first section includes a writing prompt. The second and third sections include multiple-choice items. After students complete the Practice Test, take time to gather feedback. Ask them what they found challenging about the test and discuss which test tips were most useful to them. For multiple-choice items, make sure that students understand why one answer choice is correct and the other three are not.

Timing Guidelines

The English III test is not strictly timed, but each section should take about 60 minutes to complete, including giving directions for taking the test. Allow a few minutes to go over the general instructions and sample questions with students before they begin each section of the test. Be sure they understand how to take the test. To simulate test-taking conditions, administer each section of the test over the course of two or three days.

Materials

Have students use the Answer Forms on pages 125–126 of the Student Edition and mark their answers to the multiple-choice items in the bubbles, using a No. 2 pencil, as they will on the actual test. Remind students that their answers to the multiple-choice items must appear on the answer form, not on the pages of the Practice Test.

PRIORITY ACADEMIC STUDENT SKILLS

The list below identifies the Priority Academic Student Skills (PASS) that are measured in the English III test. These are the Language Arts Oklahoma Core Curriculum standards that apply to the English III course and that can be assessed in a statewide testing program. They are arranged in two strands—Reading/Literature and Writing/Grammar/Usage and Mechanics—with standards and related objectives. A complete list of the PASS standards for English III appears on the Web site for the Oklahoma State Department of Education.

READING/LITERATURE: The student will apply a wide range of strategies to comprehend, interpret, evaluate, appreciate and respond to a wide variety of texts.

Standard 1: VOCABULARY: The student will expand vocabulary through word study, literature, and class discussion.

1. Apply a knowledge of Greek, Latin, and Anglo-Saxon roots, and word parts to draw inferences about the meaning of scientific and mathematical terminology.
2. Use reference material such as glossary, dictionary, thesaurus, and available technology to determine precise meaning and usage.
3. Analyze the meaning of analogies encountered, analyzing specific comparisons as well as relationships and inferences.
4. Rely on context to determine meanings of words and phrases such as figurative language, connotations and denotations of words, analogies, idioms, and technical vocabulary.
5. Use word meanings within the appropriate context and verify these meanings by definition, restatement, example, and analogy.

Standard 2: COMPREHENSION: The student will interact with the words and concepts on the page to understand what the writer has said.

Read and understand grade-level appropriate material. Analyze the organizational patterns and evaluate authors' argument and position. At Grade 11, in addition to regular classroom reading, read a wide variety of classic and contemporary literature, poetry, magazines, newspapers, reference materials, and online information.

1. Literal Understanding
 - a. Identify the structures and format of various informational documents and explain how authors use the features to achieve their purpose.
 - b. Select and explain specific devices an author uses to accomplish purpose (persuasive techniques, style, literary forms or genre, portrayal of themes, language).
 - c. Use study strategies such as note taking, outlining, and using study guide questions to better understand texts.
 - d. Construct images such as graphic organizers based on text descriptions and text structures.

2. Inferences and Interpretation
 - a. Interpret the possible inferences of the historical context on literary works.
 - b. Describe the development of plot and identify conflict and how they are addressed and resolved.
 - c. investigate influence on a reader’s response to text (e.g., personal experience and values; perspective shaped by age, gender, class, or nationality).
 - d. Make reasonable assertions about an author’s arguments by using elements of the text to defend and clarify interpretations.
3. Summary and Generalization
 - a. Determine the main idea, locate and interpret minor or subtly stated details in complex passages.
 - b. Use text features and elements to support inferences and generalizations about information.
 - c. Summarize and paraphrase complex, implicit hierarchic structures in informational texts, including relationships among concepts and details in those structures.
4. Analysis and Evaluation
 - a. Compare and contrast aspects of texts such as themes, conflicts, and allusions, both within and across texts.
 - b. Analyze the structure and format of informational and literary documents and explain how authors use the features to achieve their purposes.
 - c. Examine the way in which clarity of meaning is affected by the patterns of organization, repetition of the main ideas, organization of language, and word choice in the text.
 - d. Analyze the way in which authors have used archetypes (universal modes or patterns) drawn from myth and tradition in literature, film, political speeches, and religious writings.

Standard 3: LITERATURE: The student will read, construct meaning, and respond to a wide variety of literary forms.

1. Literary Genres—Demonstrate a knowledge of and an appreciation for various forms of literature.
 - a. Analyze the characteristics of genres including short story, novel, drama, narrative and lyric poetry, and essay.
 - b. Analyze the characteristics of subgenres including allegory and ballad.
2. Literary Elements—Demonstrate knowledge of literary elements and techniques and show how they affect the development of a literary work.
 - a. Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
 - b. Analyze the way in which irony, tone, mood, the author’s style, and the “sound” of language achieve specific rhetorical (communication) or aesthetic (artistic) purposes or both.

- c. Analyze characters' traits by what the characters say about themselves in narration, dialogue, and soliloquy (when they speak out loud to themselves).
 - d. Evaluate the significance of various literary devices and techniques, including imagery, irony, tone, allegory (the use of fictional figures and actions to express truths about human experiences), and symbolism (the use of symbols to represent an idea or theme), and explain their appeal.
 - e. Evaluate the author's purpose and the development of time and sequence, including the use of complex literary devices, such as foreshadowing (providing clues to future events) or flashbacks (interrupting the sequence of events to include information about an event that happened in the past).
3. Figurative Language and Sound Devices—Identify and use figurative language and sound devices in writing and recognize how they affect the development of a literary work.
 - a. Identify and use figurative language such as analogy, hyperbole, metaphor, personification, and simile.
 - b. Identify and use sound devices, including alliteration and rhyme.
 - c. Analyze the melodies of literary language, including its use of evocative words, rhythms, and rhymes.
 4. Literary Works—Read and respond to historically and culturally significant works of literature.
 - a. Analyze and evaluate works of literature and the historical context in which they were written.
 - b. Analyze and evaluate literature from various cultures to broaden cultural awareness.
 - c. Compare works that express the recurrence of archetypal (universal) characters, settings, and themes in literature, and provide evidence to support the ideas expressed in each work.
 - d. Analyze the clarity and consistency of political assumptions in a selection of literary works or essays on a topic.

Standard 4: RESEARCH AND INFORMATION: The student will conduct research and organize information.

1. Accessing Information—Select the best source for a given purpose.
 - a. Access information from a variety of primary and secondary sources.
 - c. Use organizational strategies as an aid to comprehend increasingly difficult content material (e.g., compare/contrast, cause/effect, problem/solution, sequential order).
2. Interpreting Information—Analyze and evaluate information from a variety of sources.
 - a. Summarize, paraphrase, and/or quote relevant information.
 - b. Determine the author's viewpoint to evaluate source credibility and reliability.
 - c. Synthesize information from multiple sources to draw conclusions that go beyond those found in any of the individual studies.
 - d. Identify complexities and inconsistencies in the information and the different perspectives found in each medium, including almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents, or Internet sources.

WRITING/GRAMMAR/USAGE AND MECHANICS: The student will express ideas effectively in written modes for a variety of purposes and audiences.

Standard 1: WRITING PROCESS: The student will use the writing process to write coherently.

1. Use a writing process to develop and refine composition skills. Students are expected to:
 - a. use prewriting strategies to generate ideas such as brainstorming, using graphic organizers, keeping notes and logs.
 - b. develop multiple drafts both alone and collaboratively to categorize ideas organizing them into paragraphs, and blending paragraphs into larger text.
 - c. organize and reorganize drafts and refine style to suit occasion, audience, and purpose.
 - d. proofread writing for appropriateness of organization, content, and style.
 - e. edit for specific purposes such as to ensure standard usage, varied sentence structure, appropriate word choice, mechanics, and spelling.
 - f. refine selected pieces frequently to publish for general and specific audiences.
2. Demonstrate an understanding of the elements of discourse, such as purpose, speaker, audience, and form when completing narrative, expository, persuasive, or descriptive writing assignments.
3. Use language in creative and vivid ways to establish a specific tone.
4. Use point of view, characterization, style, and related elements for specific rhetorical (communication) and aesthetic (artistic) purposes.
5. Structure ideas and arguments in a sustained and persuasive way and support them with precise and relevant examples.
6. Evaluate own and others' writing to highlight the individual voice, improve sentence variety and style, and enhance subtlety of meaning and tone in ways that are consistent with the purpose, audience, and form of writing.

Standard 2: MODES AND FORMS OF WRITING: The student will write for a variety of purposes and audiences using narrative, descriptive, expository, persuasive, and reflective modes.

1. Write fictional, biographical, or autobiographical narratives or short stories that:
 - a. narrate a sequence of events and communicate their significance to the audience.
 - b. identify scenes and incidents in specific places.
 - c. describe with specific details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the character; use interior monologue (what character says silently to self) to show the character's feelings.
 - d. Present action segments to accommodate changes in time or mood.

Example: Read several short essays by writers on the practice of writing, such as an excerpt from Anne Lamott's *Bird by Bird* or essays by Wallace Stegner or other authors on writing. Write an essay on how reading and/or writing have been significant in your life.

2. Write job applications and resumes that:
 - a. provide clear and purposeful information and address the intended audience appropriately.
 - b. indicate varied levels, patterns, and types of language to achieve intended effects and aid comprehension.
 - c. modify the tone to fit the purpose and audience.
 - d. follow the conventional style for that type of document (resume, cover letter of application) and use page format, fonts (typeface), and spacing that contribute to the readability and impact of the document.

Example: Write a resume outlining job experience, extracurricular activities, and other skills. Format the document so that the information is clearly represented for the intended audience.
3. Write historical investigations that:
 - a. use exposition, narration, description, argumentation, or some combination of rhetorical strategies to support the main argument.
 - b. analyze several historical records of a single event, examining critical relationships between elements of the topic.
 - c. explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.
 - d. include a formal bibliography.

Example: Compose an essay on Alexis de Tocqueville's 1830's observations on American political and social life. Examine other historical documents to determine how accurate the de Tocqueville analysis was, and how his views of society reflect the United States today.
4. Write reflective compositions that may address one of the following purposes:
 - a. explore the significance of personal experiences, events, conditions, or concerns, by using rhetorical strategies, including narration, description, exposition, and persuasion.
 - b. draw comparisons between specific incidents and broader themes that illustrate the writer's important beliefs or generalizations about life.
 - c. maintain a balance in describing individual incidents and relate those incidents to more general and abstract ideas.

Example: Select a quotation that is particularly meaningful. Explain the significance of the quotation.
5. Write responses to literature that:
 - a. demonstrate a comprehensive understanding of the significant ideas in works or passages.
 - b. analyze the use of imagery, language, universal themes, and unique aspects of the text.
 - c. support important ideas and viewpoints through accurate and detailed reference to the text or other works.
 - d. demonstrate an understanding of author's style and an appreciation of the effects created.
 - e. identify and assess the impact of ambiguities, nuances, and complexities within the text.

Example: After reading *The Fall of the House of Usher*, by Edgar Allan Poe, (an example of observer narration), *The Prison* by Bernard Malamud (an example of a single character point of view), and *The Boarding House* by James Joyce (an example of the multiple character point of view), analyze in an essay how the authors' choices of literary narrator made a difference in the response of the reader. Reference examples from throughout the works in support of a position.

6. Write for different purposes and to a specific audience or person, adjusting tone, style, and voice as necessary to make writing interesting.

Example: Write stories, reports, and letters showing a variety of word choices, or review a favorite book or film.

7. Write documented papers incorporating the techniques of Modern Language Association (MLA) or similar parenthetical styles.

Standard 3: GRAMMAR/USAGE AND MECHANICS: The student will demonstrate appropriate practices in writing by applying Standard English conventions of the revising and editing stages of writing.

1. Standard English Usage—The student will demonstrate correct use of Standard English in speaking and writing.
 - a. Distinguish commonly confused words (e.g., *there, their, they're; two, too, to; accept, except; affect, effect*).
 - b. Use correct verb forms and tenses.
 - c. Use correct subject-verb agreement.
 - d. Distinguish active and passive voice.
 - e. Use correct pronoun/antecedent agreement and clear pronoun reference.
 - f. Use correct forms of comparative and superlative adjectives.
2. Mechanics and Spelling—The student will demonstrate appropriate language mechanics in writing.
 - a. Demonstrate correct use of capitals.
 - b. Use correct formation of plurals.
 - c. Demonstrate correct use of punctuation and recognize its effect on sentence structure.
 - d. Distinguish correct spelling of commonly misspelled words and homonyms.
3. Sentence Structure—The student will demonstrate appropriate sentence structure in writing.
 - a. Use parallel structure.
 - b. Correct dangling and misplaced modifiers.
 - c. Correct run-on sentences.
 - d. Correct fragments.
4. Apply appropriate manuscript conventions in writing, including title page presentation, pagination, spacing and margins, and integration of sources and support material, by citing sources within the text, using direct quotations, and paraphrasing.

TEST BLUEPRINT FOR THE ENGLISH III TEST

The test blueprint displays the degree to which each PASS Standard and Objective is represented on the English III test. The overall distribution of items reflects the percentages indicated on the chart below.

PASS Standards & Objectives	Number of Items	Ideal Percentage of Test	Number of Items on Practice Test
Reading/Literature			
Vocabulary (1.0)	4–8	9%	6 items: #3, #10, #19, #28, #44, #60
Comprehension (2.0)	16–20	24%	
Literal Understanding (2.1)	4		4 items: #9, #17, #22, #26
Inferences and Interpretation (2.2)	4		4 items: #6, #16, #23, #25
Summary and Generalization (2.3)	4		4 items: #5, #58, #59, #66
Analysis and Evaluation (2.4)	4		4 items: #15, #18, #21, #24
Literature (3.0)	16–20	31%	
Literary Genres (3.1)	4		4 items: #2, #30, #53, #64
Literary Elements (3.2)	6		8 items: #27, #32, #34, #37, #41, #42, #43, #46
Figurative Language (3.3)	5		5 items: #1, #7, #36, #38, #40
Literary Works (3.4)	5		5 items: #4, #33, #35, #39, #45
Research and Information (4.0)	4–6	9%	6 items: #8, #20, #29, #31, #56, #57
Writing/Grammar/Usage and Mechanics			
Writing (1.0/2.0)	1 (6 points)	9%	
Writing Prompt	1		
Grammar/Usage and Mechanics	12	18%	
Standard Usage (3.1)	4		6 items: #12, #13, #49, #50, #61, #62
Mechanics and Spelling (3.2)	4		4 items: #47, #48, #51, #54
Sentence Structure (3.3)	4		4 items: #11, #14, #52, #63
Total	61 (66 points)	100%	

LEVELS OF DEPTH-OF-KNOWLEDGE

The Oklahoma State Board of Education identifies 4 levels that describe the depth-of-knowledge that each item on the English III test assesses.

READING/LITERATURE

- Level 1 requires students to recall, observe, question, or represent facts, demonstrating only surface understanding of the text.
- Level 2 requires students to go beyond recall and observation, ordering and classifying text as well as identifying patterns, relationships, and main points.
- Level 3 requires students to go beyond the text, explaining, generalizing, and connecting ideas.
- Level 4 requires students to display extended higher order processing, applying information to a new task or generating hypotheses and complex analyses and connections among texts.

WRITING/GRAMMAR/USAGE AND MECHANICS

- Level 1 requires students to use appropriate grammar, punctuation, capitalization, and spelling.
- Level 2 requires students to connect ideas in writing, using organizational strategies and compound sentences.
- Level 3 requires students to develop multiple-paragraph compositions that reflect synthesis and analysis and that deploy complex sentence structures.
- Level 4 requires students to synthesize and analyze complex ideas or themes in multiple-paragraph compositions.

This chart shows the distribution of the test items on the English III test according to the levels of depth-of-knowledge:

Depth-of-Knowledge	Percent of Items Required	Number and Percent of Items on Practice Test
Level 1—Recall	20–25%	13 or 13/66 = 19%
Level 2—Skill/Concept	60–65%	38 or 38/66 = 57%
Level 3—Strategic Thinking Level 4—Extended Thinking	10–15%	16 or 16/66 = 24%

SCORING WRITTEN RESPONSES

Each response to the writing prompt receives five analytic scores that focus on specific aspects of writing. The following are the scoring rubrics used to assign the five analytic scores.

Score	Ideas and Development
4	<ul style="list-style-type: none"> The content is well suited for the audience and purpose The main idea or thesis is clear Ideas are fully developed and elaborated using details, examples, reasons, or evidence The writer expresses an insightful perspective towards the topic
3	<ul style="list-style-type: none"> The content is adequate for the audience and purpose The main idea is evident but may lack clarity Ideas are developed using some details, examples, reasons, and/or evidence The writer sustains his/her perspective toward the topic throughout most of the composition
2	<ul style="list-style-type: none"> The content is inconsistent with the audience and purpose The main idea is not focused and leaves the reader with questions and making inferences to understand the main idea Ideas are minimally developed with few details May simply be a list of ideas The writer has difficulty expressing his/her perspective toward the topic
1	<ul style="list-style-type: none"> The content is irrelevant to the audience and purpose The composition lacks a central idea Ideas lack development or may be repetitive The writer has little or no perspective on the topic

Score	Organization, Unity, and Coherence
4	<ul style="list-style-type: none"> Introduction engages the reader Sustained or consistent focus on the topic Logical and appropriate sequencing and balanced with smooth, effective transitions Order and structure are strong and move the reader through the text Conclusion is satisfying
3	<ul style="list-style-type: none"> Evident introduction to the topic Adequate focus Adequate sequencing Stays on topic with little digression Uses limited but effective transitions Order and structure are present Conclusion is appropriate

Scoring Written Responses

Score	Organization, Unity, and Coherence
2	<ul style="list-style-type: none"> • May lack a clear organizational structure • Weak evidence of unity • Little or limited sequencing and/or transitions • Details may be randomly placed
1	<ul style="list-style-type: none"> • Lacks logical direction • No evidence of organizational structure

Score	Word Choice
4	<ul style="list-style-type: none"> • Appropriate word choice which conveys the correct meaning and appeals to the audience in an interesting, precise, and natural way • The writing may be characterized by, but not limited to <ul style="list-style-type: none"> Lively verbs Vivid nouns Imaginative adjectives Figurative language Dialogue • No vague, overused, repetitive language is used (a lot, great, very, really) • Words that evoke strong images such as sensory language • Ordinary words used in an unusual way
3	<ul style="list-style-type: none"> • Words generally convey the intended message • The writer uses a variety of words that are appropriate but do not necessarily energize the writing • The writing may be characterized by <ul style="list-style-type: none"> Attempts at figurative language and dialogue Some use of lively verbs, vivid nouns, and imaginative adjectives Few vague, overused, and repetitive words are used
2	<ul style="list-style-type: none"> • Word choice lacks precision and variety or may be inappropriate to the audience and purpose • May be simplistic and/or vague • Relies on overused or vague language (a lot, great, very, really) • Few attempts at figurative language and dialogue • Word choice is unimaginative and colorless with images that are unclear or absent
1	<ul style="list-style-type: none"> • Word choice indicates an extremely limited or inaccurate vocabulary • No attempts at figurative language • General, vague words that fail to communicate meaning • Text may be too short to demonstrate variety

Score	Sentences and Paragraphs
4	<ul style="list-style-type: none"> • Writing clearly demonstrates appropriate sentence structure • Writing has few or no run-on or fragment errors • Writing has a rich variety of sentence structure, types, and lengths • Ideas are organized into paragraphs that blend into larger text • Evidence of appropriate paragraphing
3	<ul style="list-style-type: none"> • Writing adequately demonstrates appropriate sentence structure • Writing may contain a small number of run-on or fragment errors that do not interfere with fluency • Writing has adequate variety of sentence structure • Ideas are organized into paragraphs
2	<ul style="list-style-type: none"> • Writing demonstrates lack of control in sentence structure • Writing contains errors such as run-ons and fragments that interfere with fluency • Writing has limited variety of sentence structure • Writing may show little or no attempt at paragraphing
1	<ul style="list-style-type: none"> • Inappropriate sentence structure • Many errors in structure (run-ons, fragments) • No variety in structure • No attempt at paragraphing

Score	Grammar, Usage, and Mechanics
4	<ul style="list-style-type: none"> • The writer demonstrates appropriate use of correct Spelling Punctuation Capitalization Grammar Usage • Errors are minor and do not affect readability
3	<ul style="list-style-type: none"> • The writer demonstrates adequate use of correct Spelling Punctuation Capitalization Grammar Usage • Errors may be more noticeable but do not significantly affect readability

Scoring Written Responses

Score	Grammar, Usage, and Mechanics
2	<ul style="list-style-type: none"> • The writer demonstrates minimal use of correct Spelling Punctuation Capitalization Grammar Usage • Errors may be distracting and interfere with readability
1	<ul style="list-style-type: none"> • The writer demonstrates very limited use of correct Spelling Punctuation Capitalization Grammar Usage • Errors are numerous and severely impede readability

COMPOSITE SCORE

The composite score reflects how well the student can integrate writing skills to produce a strong piece of writing. This score is determined by assigning weights to the five analytic traits, based on the importance of each trait.

Analytic Traits	Weights
Ideas and Development	30%
Organization, Unity, and Coherence	25%
Word Choice	15%
Sentences and Paragraphs	15%
Grammar, Usage, and Mechanics	15%

The resulting score is then adjusted to a 6-point scale.

ANSWER KEY

English III				
Item	Answer	Strand	Standard/ Objective/ Subskill	Depth-of- Knowledge
Writing Task	N/A	Writing/Grammar/Usage and Mechanics	1.0/2.0	3
1.	C	Reading/Literature	3.3a	1
2.	G	Reading/Literature	3.1a	2
3.	D	Reading/Literature	1.5	2
4.	H	Reading/Literature	3.4a	3
5.	A	Reading/Literature	2.3a	3
6.	G	Reading/Literature	2.2b	2
7.	C	Reading/Literature	3.3a	1
8.	J	Reading/Literature	4.1a	2
9.	B	Reading/Literature	2.1b	1
10.	H	Reading/Literature	1.5	1
11.	D	Writing/Grammar/Usage and Mechanics	3.3a	2
12.	F	Writing/Grammar/Usage and Mechanics	3.1b	1
13.	B	Writing/Grammar/Usage and Mechanics	3.1f	2
14.	H	Writing/Grammar/Usage and Mechanics	3.3b	2
15.	C	Reading/Literature	2.4d	3
16.	F	Reading/Literature	2.2a	2
17.	B	Reading/Literature	2.1a	2
18.	F	Reading/Literature	2.4a	3
19.	A	Reading/Literature	1.4	2
20.	H	Reading/Literature	4.1b	2
21.	A	Reading/Literature	2.4b	3
22.	F	Reading/Literature	2.1b	1
23.	D	Reading/Literature	2.2d	3
24.	G	Reading/Literature	2.4b	3
25.	C	Reading/Literature	2.3b	2
26.	J	Reading/Literature	2.1d	2
27.	D	Reading/Literature	3.2d	2
28.	G	Reading/Literature	1.1	1
29.	A	Reading/Literature	4.1a	1
30.	H	Reading/Literature	3.1b	1
31.	B	Reading/Literature	4.1a	2

Answer Key

32.	B	Reading/Literature	3.2d	2
33.	H	Reading/Literature	3.4c	2
34.	C	Reading/Literature	3.2a	2
35.	J	Reading/Literature	3.4b	3
36.	B	Reading/Literature	3.3b	2
37.	F	Reading/Literature	3.2b	2
38.	A	Reading/Literature	3.3a	2
39.	J	Reading/Literature	3.4d	3
40.	C	Reading/Literature	3.3a	2
41.	D	Reading/Literature	3.2e	2
42.	F	Reading/Literature	3.2d	2
43.	D	Reading/Literature	3.2d	2
44.	G	Reading/Literature	1.5	1
45.	C	Reading/Literature	3.4a	2
46.	J	Reading/Literature	3.2e	3
47.	B	Writing/Grammar/Usage and Mechanics	3.2b	2
48.	F	Writing/Grammar/Usage and Mechanics	3.2c	2
49.	A	Writing/Grammar/Usage and Mechanics	3.1d	2
50.	G	Writing/Grammar/Usage and Mechanics	3.1b	2
51.	C	Writing/Grammar/Usage and Mechanics	3.2a	2
52.	G	Writing/Grammar/Usage and Mechanics	3.3a	2
53.	A	Reading/Literature	3.1a	2
54.	J	Writing/Grammar/Usage and Mechanics	3.2d	2
55.	C	Reading/Literature	2.3a	2
56.	H	Reading/Literature	4.1c	2
57.	B	Reading/Literature	4.1a	1
58.	H	Reading/Literature	2.3b	3
59.	C	Reading/Literature	2.3b	3
60.	G	Reading/Literature	1.4	1
61.	B	Writing/Grammar/Usage and Mechanics	3.1a	1
62.	H	Writing/Grammar/Usage and Mechanics	3.1a	2
63.	B	Writing/Grammar/Usage and Mechanics	3.3d	2
64.	J	Reading/Literature	3.1a	2
65.	C	Reading/Literature	3.3a	3
66.	F	Reading/Literature	2.3a	3

USING THE DIAGNOSTIC CHARTS

You will find diagnostic charts on the following three pages. These charts can assist you in reviewing the Practice Tests with your class and will also help you assess your students' strengths and weaknesses in the PASS Reading and Language Arts standards.

STUDENT DIAGNOSTIC CHART

To analyze the results of individual Practice Tests, use the Student Diagnostic Chart on pages T18 and T19. Make a copy of the chart for each student in the class. Grade each student's test, using the answers provided in the "Answer" column of the Student Diagnostic Chart. In the unshaded standard box to the right of each answer, mark "1" when a question is answered correctly and "0" when a question is answered incorrectly. Then use the "Total" row to tally the scores. To translate tallies into percent scores, divide the tallies by the highest raw score possible (shown as denominators in the chart) and multiply by 100. Record the percent scores in the bottom row.

Distribute the completed Student Diagnostic Charts to your students and review each question. The scores in each column allow you and your students to see which standards are challenging for them. You can then guide your students to related lessons for further review.

CLASS DIAGNOSTIC CHART

To assess the strengths and weaknesses of your class as a whole, use the Class Diagnostic Chart on page T20. Write each student's name in the column marked "Student Name." Record the score each student received in the five standards as well as the overall score. To obtain class averages, add the scores in each column and divide each sum by the number of students in the class. Record the class averages in the bottom row.

Name: _____

Date: _____

STUDENT DIAGNOSTIC CHART FOR THE PRACTICE TEST

Question	Answer	Reading/Literature				Writing/ Grammar/ Usage and Mechanics
		Vocabulary	Comprehension	Literature	Research and Information	
1.	C					
2.	G					
3.	D					
4.	H					
5.	A					
6.	G					
7.	C					
8.	J					
9.	B					
10.	H					
11.	D					
12.	F					
13.	B					
14.	H					
15.	C					
16.	F					
17.	B					
18.	F					
19.	A					
20.	H					
21.	A					
22.	F					
23.	D					
24.	G					
25.	C					
26.	J					
27.	D					
28.	G					
29.	A					
30.	H					
31.	B					

Question	Answer	Reading/Literature				Writing/ Grammar/ Usage and Mechanics
		Vocabulary	Comprehension	Literature	Research and Information	
32.	B					
33.	H					
34.	C					
35.	J					
36.	B					
37.	F					
38.	A					
39.	J					
40.	C					
41.	D					
42.	F					
43.	D					
44.	G					
45.	C					
46.	J					
47.	B					
48.	F					
49.	A					
50.	G					
51.	C					
52.	G					
53.	A					
54.	J					
55.	C					
56.	H					
57.	B					
58.	H					
59.	C					
60.	G					
61.	B					
62.	H					
63.	B					
64.	J					
65.	C					
66.	F					
Total		/6	/17	/23	/6	/14
Percent Score						

CLASS DIAGNOSTIC CHART FOR THE PRACTICE TEST

Student Name	Vocabulary	Compre- hension	Literature	Research and Information	Writing/ Grammar/ Usage and Mechanics
1.					
2.					
3.					
4.					
5.					
6.					
7.					
8.					
9.					
10.					
11.					
12.					
13.					
14.					
15.					
16.					
17.					
18.					
19.					
20.					
21.					
22.					
23.					
24.					
25.					
26.					
27.					
28.					
29.					
30.					
Class Average					

About the English III Test

The English III test consists of three sections administered over the course of two or three days. The sections are not strictly timed. Students in Oklahoma must pass this test to receive a high school diploma. They take this test in the 11th grade and may retake it once prior to graduation.

Section 1

Section 1 consists of a prompt that requires you to write a short personal essay. This section accounts for 6 of the 66 points on the test.

Sections 2 and 3

Sections 2 and 3 assess reading comprehension, vocabulary, research skills, knowledge of literature, and understanding of grammar, usage, and mechanics.

Each section consists of approximately 30 multiple-choice items followed by 4 answer choices. These sections account for 60 of the 66 points on the test.

About This Book

Reading the test-taking strategies, completing the exercises, and taking the practice test in this workbook will help you do better on the English III test in two ways. First, you will become familiar with the types of questions found on the test. Second, you can learn and practice the skills and techniques of smart test taking.

There are three major sections of this book: Test-Taking Strategies, Exercises, and the Practice Test.

Test-Taking Strategies

In this part of the book, you will learn general tips on how to prepare for the test. You will also learn how to respond to a writing prompt and to multiple-choice items.

Exercises

There are twenty exercises in this book. The first seventeen exercises have two sections.

- The first section begins by introducing a question type to you. Then, you will learn how to answer this type of question by following a step-by-step process. This section also provides a test tip that applies to the question type taught in the lesson.
- The second section provides practice questions so that you can apply the test-taking techniques and skills found in the sample question in the first section.

The final three exercises focus on three crucial stages of writing an essay in response to a prompt—prewriting, drafting, and revising and editing.

- The first section discusses each stage in the writing process and suggests skills to use in completing that stage.
- The second section asks you to respond to a writing prompt one stage at a time, using the skills discussed in the exercise.

Practice Test

The Practice Test, which is modeled on the English III test, enables you to put together and apply everything you learned in the previous sections of this book. The experience you gain from taking the Practice Test will help you know what to expect when you take the actual test. Knowing what to expect will help you feel relaxed, confident, and ready to perform well.

TEST-TAKING STRATEGIES

When you take the Practice Test, allow about 60 minutes to complete each section (although you may request extra time if you need it). It is a good idea to practice pacing yourself so that you have enough time to answer every question within the suggested time limits. Use the strategies listed below so that you will be familiar with them when you take the English III test and other standardized tests.

Before the test

- Develop a positive attitude about the test. Be confident that you will do your best.
- Get a good night's rest so that you will be alert and clearheaded.
- Wake up early to avoid hurrying to get ready for school.
- Eat a nutritious meal so that you will have plenty of energy.

During the test

- Stay calm so that you can do your best.
- Listen carefully to instructions. Ask questions if you do not understand something.
- Read directions carefully and completely.
- Consider each item carefully to determine what it is really asking.
- Read all the answer choices carefully.
- Pace yourself. If you come to a difficult passage or set of questions, it may be better to skip it and go on and then come back and really focus on the difficult section.

After the test

- If you have time, check your answers before you turn in the test. Do not change an answer unless you are certain that it is incorrect.
- Make sure that you have answered every item.
- For multiple-choice items, make sure that you have clearly marked your answer sheet with a No. 2 pencil. Erase any stray marks.
- Once you have turned in the test, don't worry about it. Focus on your other schoolwork and activities.

This workbook prepares you for all three sections of the English III test.

SECTION 1

Section 1 of the English III test requires that you write a response to a writing prompt. A top-scoring response directly addresses the topic of the writing task, reflects a clear awareness of the audience and the purpose for writing, develops a central idea or several ideas, and is unified and well-organized. The response also displays a variety of sentence structures, effective word choice, tone, and voice and observes the conventions of standard English.

To write an effective response to a writing prompt, use a systematic approach. Complete each of the stages in the writing process:

Plan

Before you write:

- Read the writing prompt carefully and identify key words.
- Consider the topic, task, and audience.
- Jot down some ideas. Then organize them in a list, web, or outline on the planning page of your test booklet.

Write

- Respond fully to the writing prompt.
- Include specific details, such as examples and reasons.
- Organize your writing logically, using an introduction, a body, and a conclusion.
- Use complete sentences, varied in structure and length.

Revise, Edit, and Proofread

- Make sure that your ideas are supported with specific details.
- Check to be sure that the tone, voice, and point of view are consistent.
- Correct all errors in capitalization, spelling, punctuation, grammar, and usage.

SECTIONS 2 AND 3

In these sections of the English III, you will be asked to do the following:

- read stories, essays, articles, and poems and answer multiple-choice items about each selection
- read student passages and answer multiple-choice items that require you to identify and correct errors in grammar, usage, and mechanics.

The test includes at least one set of paired selections that allow you to connect texts.

When answering multiple-choice items that test comprehension, you can use your time effectively by previewing the set of items first and then reading the selection with a focus on the main ideas and a sense of what to look for.

Previewing the Items

Preview, or look over, the set of items that follows each reading selection. Pay attention to the number of items and the information to look for.

Reading the Selection

Read to find the main idea of the selection, paying close attention to the title and the first and last sentences of each paragraph. You can highlight the text or make marginal notes on ideas that relate to the multiple-choice items.

Multiple-choice Items

Here are a few guidelines for answering multiple-choice items:

- Read the item carefully before you try to select an answer.
- First, decide on an answer without considering the answer choices. Then look at the answer choices to see which one best matches your answer.
- As you mark your answers, fill in the circles completely and neatly, erasing any stray marks.
- Frequently check to make sure that you are filling in the correct answer circles. It is easy to skip a line, recording the answer for item 9, for example, in the answer circle for item 10.
- When you are uncertain about an answer, you can improve your chances of guessing correctly by using the process of elimination.

The Process of Elimination

The process of elimination is a method that you can use to rule out wrong answer choices. Here are the steps to follow:

1. Highlight key words in the item and the answer choices. Then look for related text in the selection. The highlighting you did while reading the selection may help you quickly find the passage you need.
2. Review the related text to find helpful information.
3. Eliminate the answer choices that you know are wrong.
4. Choose the best answer from the remaining answer choices.

Following the passage below, you will see an example of a multiple-choice item that is similar to those found on the English III test. Study this example and then follow the steps to learn how to use the process of elimination to determine the correct answer.

In 1770 Phillis Wheatley became the first African American, and the third woman in the British colonies in America, to publish a book of poems. She achieved international fame, and notable social and political figures often called upon her. Her literary gifts, intelligence, and piety were a striking example to her English and American audiences of the triumph of human capacities over the circumstances of birth. Only one line of her poetry hints at the injustice she likely felt: “Some view our sable race with scornful eye.” It would be almost a hundred years before another writer of color would drop the mask of convention and write openly about the African American experience.

The author suggests that Phillis Wheatley’s chief claim to fame is that

- A she was the first woman to write openly about the African American experience.
- B she was the first American woman to be visited by notable social and political figures.
- C she was the first African American to publish a book of poems.
- D she was the first African American woman to write about injustice.

Step 1

Read the multiple-choice item before you read the passage. From reading the answer-choices, you can determine that Phillis Wheatley became famous because she was the first to do something.

Step 2

Identify the main idea in the passage by asking what Phillis Wheatley was the first to do and why she became famous. The first sentence indicates that she was the first African American, and the third colonial woman, to publish a book of poems. The second sentence implies that this accomplishment made her famous.

Step 3

You can now determine the correct answer by using the process of elimination. Key words that you might have highlighted in the answer choices are *first*, *woman*, and *African American*. Answer choice A can be eliminated because the passage does not state that Wheatley was the *first woman* to write openly about the African American experience. Choice B can be eliminated because, although the passage states that “notable social and political figures” visited Wheatley, it does not state that she was the *first American woman* to be so honored. Choice D can be eliminated because the passage does not state that Wheatley was the *first African American woman* to write about injustice.

Step 4

You are left with choice C, which is clearly the correct answer because it is the only choice that contains the main idea that Phillis Wheatley became famous by being the *first African American* to publish a book of poems.



Exercises



Exercise

1

Vocabulary: Words in Context

The English III test may ask you to determine the meaning of vocabulary words used in reading selections. You can often determine the meaning of a word by its context — the words that come before and after the unknown word and help to explain it. Learn how to answer questions about vocabulary words in context by completing the following sample questions.

Yesterday Sam was despondent, but today he's cheerful.

1▶ In this sentence, the word *despondent* means

- A angry.
- B joyous.
- C** sad.
- D unpleasant.

Test Tip

Try replacing the italicized word in the sentence with each answer choice. The word that makes the most sense in the sentence is most likely the correct answer choice.

Step 1

Read the sentence carefully. What is the vocabulary word you are asked to define in the sentence?

despondent

Step 2

What words in the sentence are context clues that provide hints about the meaning of the vocabulary word?

The word cheerful is an antonym of despondent.

Step 3

Now look at each answer choice. Which answer choices are not supported by the context clues you found in Step 2?

A, B, and C

Step 4

Which answer choice is probably the most accurate definition of *melancholy*? Why?

C is the best answer choice because it is an antonym of cheerful.

The indolent boy decided that he would spend the entire day sleeping in a hammock instead of doing his chores.

2▶ In this sentence, the word *indolent* means

- A** lazy.
- B** spirited.
- C** brilliant.
- D** ill.

Step 1

Read the sentence carefully. What is the vocabulary word you are asked to define in the sentence?

indolent

Step 2

What words in the sentence are context clues that provide hints about the meaning of the vocabulary word?

spend entire day sleeping in hammock instead of doing his chores

Step 3

Now look at each answer choice. Which answer choices are not supported by the context clues you found in Step 2?

B and C

Step 4

How might you describe a boy who decides to spend his day lying in a hammock instead of doing chores?

lazy and irresponsible

Step 5

Which answer choice is probably the most accurate definition of *indolent*? Why?

A is the best answer choice because a person who avoids chores by sleeping in a hammock is probably not ill

but lazy.

Practice

Directions

Read the selection and identify the best answers to the questions that follow.

One Prank Too Many

My sister, Lakena, and I were very competitive. We were always trying to get the best of each other. You may think that we were athletes competing on a soccer field or a baseball diamond, but in fact, we were competitive pranksters. Once Lakena decorated my face with lipstick while I was sleeping. So I retaliated by squirting shaving cream at her as she left the bathroom.

We were tiring of this seemingly endless series of small pranks, so one afternoon we figured that we would combine our prank-playing abilities and plot one grand joke on an unsuspecting victim. We unwisely decided that the victim should be our mother.

My accomplice and I spent the greater portion of one rainy Saturday morning preparing the prank. When we were ready, I began to shout “Mom! Mom!” throughout the house.

“What is it, David?” Mom queried, already out of her seat. “What’s the matter?”

“It’s Lakena!” I said. “She was reaching for her soccer ball on the shelf in the basement, and the ball must have been in front of a hole because—because—well, come look!”

I stood by and watched our mother race frantically down the steps. The entire basement floor was covered with frogs! Frogs jumping, frogs resting, frogs leaping on the workbench, frogs peeking out of dusty old boxes. There were also thick trails of mud all over the floor. Lakena and I had spent the entire morning collecting frogs in the rain.

“Oh!” Mother gasped, as a frog leaped from a lampshade and landed at her feet. “A little practical joke is one thing, but you kids have gone too far this time. These jokes have gotten out of hand. Your pranks are not funny anymore.”

It was quite a chore collecting all of those squirmy little amphibians and cleaning mud out of every crevice in the basement. From that moment on, Lakena and I abstained from playing pranks—on each other or on others.

- 1 So I retaliated by squirting shaving cream at her as she left the bathroom.

In this sentence from the passage, what does the word *retaliated* mean?

- A surrendered
- B repaid in kind
- C returned
- D walked away

- 2 My accomplice and I spent the greater portion of one rainy Saturday morning preparing the prank.

In this sentence from the passage, what does the word *accomplice* mean?

- F enemy
- G leader
- H partner
- J brother

- 3 “What is it, David?” Mom queried, already out of her seat.

In this sentence from the passage, what does the word *queried* mean?

- A screamed
- B explained
- C wept
- D asked

- 4 I stood by and watched our mother race frantically down the steps.

In this sentence from the passage, what does the word *frantically* mean?

- F randomly
- G timidly
- H intelligently
- J crazily

- 5 From that moment on, Lakena and I abstained from playing pranks — on each other or on others.

In this sentence from the passage, what does the word *abstained* mean?

- A indulged
- B refrained
- C ensured
- D responded

Exercise

2

Comprehension: Organization

The English III test may ask you questions about how an author has organized a text. Organization is the way that the author has decided to arrange the text's ideas, details, and events. Learn how to answer questions about organization by completing the sample questions that follow each selection.

Llamas probably do not immediately come to mind as good pets. Because they are not indigenous to the United States, llamas can be difficult to acquire. In addition, they are quite large and require a shed or barn and a couple of acres of land in which to roam. However, if these needs can be met, llamas, in certain circumstances, make ideal pets. Campers and hikers, for instance, might benefit from their service as pack animals. Extremely sure-footed, llamas can easily ascend steep, rough trails while bearing hundreds of pounds of supplies. Other advantages are that feeding llamas costs just 50 to 75 cents a day and that llamas like people. As one llama owner says, they “intuitively sense need in people. They can be very comforting.”

1▶ What is the **main** organizational pattern used by the author of this selection?

- A sequential order **B** cons and pros
 C cause and effect D compare and contrast

Step 1

Read the selection carefully. What is discussed in it?

The reasons that people do not immediately consider llamas as possible pets and the conditions under which llamas make excellent pets.

Step 2

On the basis of your answers to Step 1, which answer choices are **definitely** incorrect?

A and D

Step 3

Which answer choice is the **best** description of how the selection is organized? Why?

B is the best answer choice because the author first gives reasons why llamas could be difficult to keep as pets but then provides several reasons why they make good pets.

Test Tip

Always read the selection thoroughly and then skim it in its entirety to determine how it is organized.

At Home in Any Language

“Hey Vincent! Wait up!”

Vincent’s friend Carol hurried toward him wildly waving a sheet of paper. “Look,” she said breathlessly. “Here’s how you can participate in that summer foreign language program the school office has posted.”

“I already checked it out,” Vincent cut in. “It costs too much.”

“Not if you have a scholarship,” Carol countered. “I heard the secretary talking about a testing program for kids who have an aptitude for language. If you perform well, the institute will waive your tuition. The exam ought to be simple for you because you learned to speak, read, and write German fluently after just a few months in Austria while your dad was on business there.”

“Wow, a scholarship would be fantastic,” Vincent said eagerly.

“Then why hesitate?” asked Carol. “Start filling out the application!”

2► What is the main organizational pattern used by the author of this selection?

- A** cause and effect
- B** sequential order
- C** problem and solution
- D** compare and contrast

Step 1

Read the selection carefully. What is its main point?

The main point is how Vincent can fulfill his desire to attend an expensive summer foreign language program.

Step 2

On the basis of your answer to Step 1, which answer choices are definitely incorrect?

A, B, and D

Step 3

Which answer choice is the best description of how the selection is organized? Why?

C is the best answer choice because the cost of the summer program is the problem, and the scholarship examination offers a possible solution.

Practice

Directions

Read the selections and identify the best answers to the questions that follow.

The Brontës: A Family of Writers

The Brontë family was unquestionably a talented lot. Sisters Charlotte, Emily, and Anne were all among the best known 19th-century English writers. Their brother, Branwell, though he failed to live up to expectations, was also a talented writer and painter. However, with one exception, all of the Brontë siblings knew much failure in their working lives.

Charlotte was best known for her novel *Jane Eyre*, which was published in 1846. Prior to her career as a novelist, however, Charlotte worked as both a governess and a teacher. She did not last long in either job and complained that her pupils “had not intellect or politeness or good-nature or good feeling.”

Emily, who penned *Wuthering Heights*, proved an equally poor teacher. After just six months as an instructor at a school known as Law Hill, she surrendered to homesickness and gave up the position.

Surprisingly, it was Anne, the author of *Agnes Grey* and *The Tenant of Wildfell Hall*, and often considered the least talented writer of the three, who performed best as an employee. Between 1839 and 1845, she served successfully in two governess positions and drew greatly on these experiences in her writing.

Probably the greatest similarity among the sisters, though, was in their writing. All included male characters who were violent and intense. These characters may have been based on their only brother, who was known for his extreme behavior.

- 1 What is the main organizational pattern used by the author of this selection?
- A cause and effect
 - B spatial order
 - C** compare and contrast
 - D problem and solution

Internet Safety

The Internet is a great tool for teens, especially when searching for information. Many resources, including newspaper and magazine articles, encyclopedias, book reviews, statistics, and maps, are available via the World Wide Web. However, the Internet can present dangers to teens as well. Thus, it is important to follow these safety tips whenever using the Internet.

Probably the most important step to ensure safety when using the Internet is never to reveal personal details such as your address (home or e-mail), telephone number, or other identifying information. It is also advisable to stick to chat rooms that are accessible only to people whom you know. If someone unknown to you should contact you, immediately use the block feature to prevent the person from communicating with you in the future. Never open e-mail from any address that you do not recognize.

In some situations, you may access a site that produces a pop-up advertisement or notice. Never click on these pop-ups because they may carry viruses that could infect and badly damage your computer.

- 2 What is the main organizational pattern used by the author of this selection?
- A argument analysis
 - B problem and solution
 - C compare and contrast
 - D** steps in order of importance

Comprehension: Main Idea

The English III test may ask you to determine the main idea of various selections. Learn how to answer questions about the main idea by completing the sample questions that follow each selection.

Around the World in 13 Years

Apparently it takes a little longer than the “80 days” to travel around the world that Jules Verne depicted in his novel. At least it does if the traveler is depending on human power alone. This was the goal of 40-year-old British adventurer Jason Lewis, whose 46,000-mile, round-the-world journey took a full 13 years to complete.

On October 7, 2007, Lewis arrived in London by way of the Thames River conveyed by a 26-foot pedal boat. On this same boat, he crossed oceans and never once used wind-powered sails. Other human-powered conveyances that he used during the long trip, which he started and finished at the Meridian Line at Greenwich, included a bicycle, a kayak, and rollerblades.

1 ► What is the **main** idea of this selection?

- A In real life it takes far more than 80 days to travel all the way around the world.
- B** An adventurer achieves his goal of traveling around the world by human power alone.
- C The best place to start an around-the-world trip is at the Meridian Line in Greenwich.
- D It is possible to cross oceans using a pedal boat without the benefit of wind-powered sails.

Test Tip

To identify the main idea of a selection, think about the one idea that relates to all the details in the selection.

Step 1

Read the selection, including the title, carefully. Write what this selection describes.

It describes how British adventurer Jason Lewis managed to travel around the world using only human-powered machines.

Step 2

Which answer choices are not supported by the summary you created for Step 1? C and D

Step 3

Which answer choice best states the main idea of the selection? Why?

B best states the main idea because the time it took for Jason Lewis to travel around the world is less important than the way he chose to do so.

If ever anyone appreciated the saying “timing is everything,” it would be the inventor Elisha Gray. On February 14, 1876, Gray headed to the U.S. Patent office to file a caveat for an invention. A caveat declares intent to file for a patent, which grants inventors ownership of their inventions. Gray was filing the caveat for a machine “for transmitting vocal sounds telegraphically” or, in a word, a telephone.

Unfortunately for Gray, earlier in the day, Alexander Graham Bell also visited the U.S. Patent Office to register his final patent for, of course, the telephone. A long legal battle between the two ensued, with well-known results.

Ironically, it turns out that the telephone design Gray described in his caveat was workable. The one Bell described in his patent was not.

2► Which of the following would be the **best** title for this selection?

- A “A Step in Time”
- B** “Timing Trumps Quality”
- C “Wrong Man Awarded Patent”
- D “In the Matter of Gray versus Bell”

Step 1

Read the selection carefully. Consider each sentence and note the important details.

Inventor Elisha Gray files intent to patent telephone, Bell registers same day for telephone patent, outcome of legal battle well-known, Gray's design works while Bell's doesn't.

Step 2

Now look at the important details you wrote. Then write the main idea of this selection in your own words.

Even though Gray's telephone design worked and Bell's didn't, Gray lost the patent because Bell filed for his patent just hours before Gray did.

Step 3

Consider the answer choices. On the basis of your answer in step two, which titles do not indicate the main idea of the selection? A and C

Step 4

Which answer choice is the **best** title for the selection? Why?

B is the best title because it shows that timing really is very important since Bell's submitting his patent application before Gray proved more important than the fact that his design lacked the quality of Gray's.

Practice

Directions

Read the selections and identify the best answers to the questions that follow.

A Bicycle Built for Four

I thought Dad was crazy when he presented the idea for our recent family vacation. There are two things my father considers of ultimate importance—regular, strenuous exercise and spending time together as a family. He also enjoys tinkering with anything mechanical. His vacation scheme encompassed all three. The family would take a cross-country tour on a cycling contraption built for four (which he had spent the spring building from old bicycle parts).

At first, the rest of the family was resistant. The trip would extend all summer. I asked myself whether that much family togetherness and exercise would really be good for anyone. Dad lobbied, however, until everyone finally agreed. We were glad we did. There were moments when we ached everywhere from pedaling miles uphill or when we got on each other's nerves. Yet it was wonderful sharing so many fascinating sights with the people I love best. By the end of the trip, I am sure that not a family in the world could match ours in physical fitness. Sometimes fathers really do know best!

I **What is the main idea of this selection?**

- A Having a dad who can build unusual machines can be an advantage.
- B** Dad's crazy vacation idea turned out to be enjoyable for the whole family.
- C Biking across the country proved to be a good way for a family to get in shape.
- D Family members should always be willing to consider each other's suggestions.

A Winning Argument

I finally joined the twenty-first century by getting my own cell phone. Many of my friends had one by middle school, but despite endless pleading, my parents denied me one. They believed constant calls and text messages would distract me from my responsibilities, such as schoolwork, chores, and my part-time job. Additionally, cell phones are expensive—especially if minute or text message allowances are exceeded.

Eventually, I stopped whining, acknowledged their concerns, and rationally presented the pros and cons of having my own cell phone, taking care to stack the deck in favor of the pros.

With my hectic schedule, for instance, a cell phone would enhance communication between my parents and me. Its alarm, calendar, and notes features could also help me remember assignments and appointments. Cell phones also have many safety features such as a 911 service and global positioning systems, which I promised to keep activated, so that my parents could always locate me. I also pledged never to use it while driving and to track my minutes and messages online so as not to exceed allowances. If I went over, I would pay the extra cost and hang up my phone for a month. I won them over and learned that a mature, rational approach works better than adolescent whining.

2 Which of these would be the best alternate title for this selection?

- A** Reason Prevails Over Whining
- B** Why Cell Phones are Good for Kids
- C** How to Use a Cell Phone Responsibly
- D** Cell Phone Advantages Outweigh Disadvantages

Exercise

4

Comprehension: Inferences

The English III test may ask you to make inferences. You make inferences by drawing conclusions that are based on information provided in reading selections. Learn how to answer questions about making inferences by completing the sample questions that follow each selection.

Making Sand from Recycled Glass

Glass and beaches do not mix. No barefoot bather wants to stumble on a shard of glass hidden in the sand. Therefore, it will probably surprise many to learn that recycled glass may soon replace eroding sand on some Florida beaches. Yet, the idea makes more sense than it seems. When superheated, sand actually melts into a liquid that is used to form glass. As a result, say proponents of the recycling idea, restoring beaches with glass is just reversing the process. Of course, the glass that is deposited on these eroding beaches is highly processed. First, it is run through separating and crushing machines that mince it into the tiniest grains. In this state, no one will be able to tell whether the stuff sifting between their toes is glass or sand.

1 ► What can be inferred from this selection?

- A** The crushing process turns glass back into sand.
- B** Glass used for restoring beaches poses no threat of injury.
- C** One day beaches will be totally covered in ground glass.
- D** Sand-like glass is ideal for being turned back into glass products.

Test Tip

When drawing inferences and conclusions, do not make assumptions that cannot be supported.

Make sure that the selection provides enough evidence to support your conclusions.

Step 1

Read the selection carefully. Write key points about recycling glass into sand that you find in the selection.

Glass is made from sand; recycled glass used on beaches is broken into

miniscule granules.

Step 2

Which answer choices can be eliminated on the basis of your response to Step 1? **C and D**

Step 3

Which answer choice is the best choice? Why?

B is the best choice because the selection does not say that crushed glass is the same as sand as A suggests. If no one can tell the difference between the recycled glass and sand, the glass must not be harmful.

A Natural Writer

It took praise from British writers H. G. Wells and Sir Hugh Seymour Walpole for the works of American novelist Theodore Dreiser to finally be appreciated by his own country. A one-time reporter, Dreiser pioneered a new literary style known as naturalism. Characters in his works were depicted as victims of uncontrollable forces. As a result, they make no apologies for certain bad behaviors and are not disciplined or penalized for them. Such portrayals in his first novel, *Sister Carrie*, which was published in 1900, prompted the publisher to prevent its public sale. Thanks to the influence of the likes of Wells and Walpole, however, his later books were eventually accepted. One of them, *An American Tragedy*, which was based on the true events of a murder case, was even made into the movie “A Place in the Sun.”

2► This selection suggests that Theodore Dreiser

- A** gained great fame with his first book.
- B** was a better reporter than a novelist.
- C** spent time writing and publishing books in Britain.
- D** was a ground-breaker in the field of American literature.

Step 1

Read the selection carefully. Write key words that you find in the selection.

pioneered, new literary style, characters depicted as victims

Step 2

Which answer choices can be eliminated on the basis of your response to Step 1?

A, B, and C

Step 3

Which answer choice is the best choice? Why?

D is the best choice because it is clear that Dreiser presented a kind of writing and ideas that had never been published before.

Practice

Directions

Read the selection and identify the best answers to the questions that follow.

Riding the Rails

- 1 Traveling in America is becoming increasingly difficult. The interstate highway system is aging and in need of repair and frequently so congested that traffic stalls for hours. Equally dismal is air travel in which rising demand for flights has made the skies nearly as crowded as the highways. Flights are delayed as planes queue in long lines awaiting runway availability.
- 2 While other countries face similar problems, they have one favorable alternative—train travel. In Spain, for instance, high-speed trains have transported people between Madrid and cities to its south for years.
- 3 Train travel makes sense in ways other than speed, too. Trains use a fraction of the energy that cars do, and unlike automobiles and airplanes, they are rarely hindered by inclement weather.
- 4 In America, though, traveling by train is as bad as or worse than traveling by car or plane. For 40 or more years, funding has favored the highway and skyway systems. Railroad equipment and infrastructure are antiquated and incapable of meeting passengers' needs. Available routes continue to shrink.
- 5 As Europe's successful rail system shows, though, the time has come to invest in bringing American train travel into the twenty-first century. Recent increases in train usage support this argument. In the one area (Washington, D.C. to New York City) where higher-speed trains have been introduced, train commuting has increased from 45 percent to 54 percent.
- 6 At last the United States government may be taking steps in this direction. Legislation for the development of high-speed intercity railroad routes much like those that run throughout Europe has been presented to Congress.

- 1 Which statement is suggested by the second paragraph?**
- A** Spain has the most expansive railroad routes.
 - B** Most European travelers prefer to travel by train.
 - C** France is attempting to break the speed record for trains.
 - D** European countries have modernized their railroad systems.
- 2 Which statement can be inferred from the third paragraph?**
- A** Increased train travel can reduce fuel usage.
 - B** Traveling by train is faster than traveling by plane.
 - C** Driving and flying in poor weather are life-threatening risks.
 - D** Train travel offers the same advantages as car and air travel.
- 3 From this selection, what can be said to have been the greatest obstacle to improving train travel?**
- A** Lack of financial and government support
 - B** People's desire not to be dependent on set travel schedules
 - C** Lack of technological ability to develop new rail technology
 - D** Overuse of equipment that has prevented maintenance and repairs
- 4 Based on this selection, what adjective could be used to describe the train systems of Europe?**
- A** aggravating
 - B** efficient
 - C** pleasant
 - D** uncomfortable
- 5 Which statement is suggested by this selection?**
- A** Americans love the independence that cars provide.
 - B** Air travel is nearing a state of paralysis and collapse.
 - C** Improved train travel could solve America's transportation crisis.
 - D** The United States government wants a rail system that will rival Europe's.
- 6 From this selection, the reader can tell that its author**
- A** rides trains a lot.
 - B** has traveled in Europe.
 - C** favors revitalizing America's rail system.
 - D** is a representative of the railroad industry.

Exercise

5

Literature: Genre

The English III test may ask you to identify and to determine the characteristics of literary genres. A genre is the category of a literary work in a particular form or style, such as poetry, fiction, nonfiction, and drama. Learn how to answer questions about genre by completing the sample questions that follow the selection.

Invisible Fathers

by MARY CROW DOG AND RICHARD ERDOES

Our people have always been known for their strong family ties, for people within one family group caring for each other, for the “helpless ones,” the old folks and especially the children, the coming generation. Even now, among traditionalists, as long as one person eats, all other relatives eat too. Nobody saves up money because there is always some poor relative saying, “Kanji, I need five bucks for food and gas,” and he will not be refused as long as there is one single dollar left. Feeding every comer is still a sacred duty, and Sioux women seem always to be cooking from early morning until late at night. Fourth and fifth cousins still claim relationship and the privileges that go with it. Free enterprise has no future on the res.

1 ► **To which genre does the selection belong?**

- A drama
- B fiction
- C nonfiction
- D poetry

Test Tip

Dialogue may be a clue that a selection is a work of fiction. The use of stanzas, rhyme, or rhythm may be a clue that a selection that tells a story is a poem rather than fiction. Nonfiction selections generally inform the reader about real people and events or about historical and scientific discoveries. References to facts and dates may be clues that a selection is a work of nonfiction.

Step 1

Read the selection carefully. Is it telling a fictional story or is it telling factual information?

It is telling factual information.

Step 2

Is the selection written in prose, or does it employ elements such as rhyme, rhythm, or stanzas to tell the story?

The story is written in prose.

Step 3

Which answer choices can be eliminated on the basis of your answers to Step 1 and step 2?

A, B, and D

Step 4

Which answer choice is the best choice? Why?

C is the best choice because the narrator is recalling actual events and

memories from her own life.

Practice

Directions

Read the selection and identify the best answer to the questions that follow.

from **Anna Karenina**

by LEO TOLSTOY

Happy families are all alike; every unhappy family is unhappy in its own way. Everything was in confusion in the Oblonskys' house. The wife had discovered that the husband was carrying on an intrigue with a French girl, who had been a governess in their family, and she had announced to her husband that she could not go on living in the same house with him. This position of affairs had now lasted three days, and not only the husband and wife themselves, but all the members of their family and household, were painfully conscious of it. Every person in the house felt that there was no sense in their living together, and that the stray people brought together by chance in any inn had more in common with one another than they, the members of the family and household of the Oblonskys. The wife did not leave her own room, the husband had not been at home for three days. The children ran wild all over the house; the English governess quarreled with the housekeeper, and wrote to a friend asking her to look out for a new situation for her; the man-cook had walked off the day before just at dinner-time; the kitchen-maid, and the coachman had given warning.

- | | |
|---|--|
| 1 The excerpt from this novel is narrated from which point of view? | 2 The mood of the Oblonskys' household could be described as |
| A first person | A peaceful. |
| B second person | B strained. |
| C third-person limited | C mournful. |
| D third-person omniscient | D happy. |

Practice

Directions

Read the selection and identify the best answer to the questions that follow.

from “Young Goodman Brown”

by NATHANIEL HAWTHORNE

Young Goodman Brown came forth at sunset into the street at Salem village; but put his head back, after crossing the threshold, to exchange a parting kiss with his young wife. And Faith, as the wife was aptly named, thrust her own pretty head into the street, letting the wind play with the pink ribbons of her cap while she called to Goodman Brown.

“Dearest heart,” whispered she, softly and rather sadly, when her lips were close to his ear, “prithee¹ put off your journey until sunrise and sleep in our own bed to-night. A lone woman is troubled with such dreams and such thoughts that she’s afeared of herself sometimes. Pray tarry with me this night, dear husband, of all nights in the year.”

“My love and my Faith,” replied young Goodman Brown, “of all nights in the year, this one night must I tarry² away from thee. My journey, as thou callest it, forth and back again, must needs be done ’twixt³ now and sunrise. What, my sweet, pretty wife, dost thou doubt me already, and we but three months married?”

“Then God bless you!” said Faith, with the pink ribbons; “and may you find all well when you come back.”

“Amen!” cried Goodman Brown. “Say thy prayers, dear Faith, and go to bed at dusk, and no harm will come to thee.”

So they parted; and the young man pursued his way until, being about to turn the corner by the meeting-house, he looked back and saw the head of Faith still peeping after him with a melancholy⁴ air, in spite of her pink ribbons.

1 Which of the following details from the story provides a clue to the conflict?

- A** Goodman Brown must leave his wife alone one night.
- B** Goodman Brown and Faith are newlyweds.
- C** Faith is a pretty young wife.
- D** Faith wears a cap with pink ribbons

2 The narrator characterizes Faith as

- A** trusting and kind.
- B** weak and fearful.
- C** evil and cunning.
- D** suspicious and distrustful.

¹I pray that you ²stay ³between ⁴sad

Exercise

6

Literature: Author's Purpose

The English III test may ask you questions about an author's purpose for writing a selection. Learn how to answer questions about the author's purpose by completing the sample question that follows the selection.

from Up from Slavery

by BOOKER T. WASHINGTON

I had no schooling whatever while I was a slave, though I remember on several occasions I went as far as the schoolhouse door with one of my young mistresses to carry her books. The picture of several dozen boys and girls in a schoolroom engaged in study made a deep impression upon me, and I had the feeling that to get into a schoolhouse and study in this way would be about the same as getting into paradise.

So far as I can now recall, the first knowledge that I got of the fact that we were slaves, and that freedom of the slaves was being discussed, was early one morning before day, when I was awakened by my mother kneeling over her children and fervently praying that Lincoln and his armies might be successful, and that one day she and her children might be free. In this connection I have never been able to understand how the slaves throughout the South, completely ignorant as were the masses so far as books or newspapers were concerned, were able to keep themselves so accurately and completely informed about the great National questions that were agitating the country. From the time that Garrison, Lovejoy¹, and others began to agitate for freedom, the slaves throughout the South kept in close touch with the progress of the movement. Though I was a mere child during the preparation for the Civil War and during the war itself, I now recall the many late-at-night whispered discussions that I heard my mother and the other slaves on the plantation indulge in. These discussions showed that they understood the situation, and that they kept themselves informed of events by what was termed the "grape-vine" telegraph.

¹Newspapermen who worked to abolish slavery

- 1 ▶ The author probably wrote this selection to show**
- A** the conditions under which slaves lived.
 - B** why slaves had a desire to become educated.
 - C** how the events of the war affected the lives of the enslaved people.
 - D** that lack of education did not keep slaves from being informed.

Step 1

Read the selection carefully. Then write down what you think the author's purpose was in writing the selection.

to show how surprising he found it that the slaves learned so much about national issues without being able to read books or newspapers.

Test Tip

Underline key words while reading the selection and then review them for clues about how the author feels about the subject and about why the author wrote the selection.

Step 2

On the basis of what you wrote in Step 1, which answer choices are definitely incorrect? Eliminate them.

A, B, and C

Step 3

Which answer choice best explains the reason that the author wrote this selection? Why?

D is the best answer choice because the author states that he was unable to understand how the slaves knew as much as they did about the agitators who helped bring about the war and details of the war itself without the assistance of newspapers but just by passing information through the "grape-vine" telegraph.

Practice

Directions

Read the selection and identify the best answers to the questions that follow.

Unfolding Bud

by NAOSHI KORIYAMA

One is amazed
By a water-lily bud
Unfolding
With each passing day,
Taking on a richer color
And new dimensions.¹

One is not amazed,
At a first glance,²
By a poem,
Which is as tight-closed
As a tiny bud.

Yet one is surprised
To see the poem
Gradually unfolding,
Revealing³ its rich inner self,
As one reads it
Again
And over again.

¹dimensions: size and shape

²glance: quick look

³revealing: showing

- 1 The speaker in this poem considers a poem surprising because it**
- A** is similar to a flower.
 - B** is enticing enough to read repeatedly.
 - C** offers more insight than it first appears to.
 - D** looks different from other types of writing.
- 2 The speaker compares a poem to a water-lily bud because**
- A** both reveal more of themselves over time and inspection.
 - B** the stanzas of a poem are like the parts of a flower.
 - C** both of them bring a special kind of beauty to the world.
 - D** poems are often about aspects of nature such as flowers.
- 3 Why does the speaker enjoy poetry?**
- A** It makes him feel smart and intuitive.
 - B** Its often sing-song quality is soothing.
 - C** Its messages are not always obvious and immediate.
 - D** It takes no longer to read than it does to admire a flower.
- 4 The author's main purpose in writing this poem is to**
- A** find meaning in poetry.
 - B** encourage an appreciation of poetry.
 - C** explain the different forms of poetry.
 - D** write a poem about a water-lily bud.

Exercise

7

Literature: Theme

The English III test may ask you to identify the theme of a selection. The theme is the central message of a work of literature. Learn how to answer questions about the theme by completing the sample question that follows the selection.

“Sonnet 43”

by ELIZABETH BARRETT BROWNING

How do I love thee? Let me count the ways.
I love thee to the depth and breadth and height
My soul can reach, when feeling out of sight
For the ends of Being and ideal Grace.
I love thee to the level of every day’s
Most quiet need by sun and candlelight.
I love thee freely, as men strive for Right;
I love thee purely, as they turn from Praise.
I love thee with the passion put to use
In my old griefs, and with my childhood’s faith.
I love thee with a love I seemed to lose
With my lost saints—I love thee with the breath,
Smiles, tears, of all my life!—and, if God choose,
I shall but love thee better after death.

1 Which of the following is the best statement of the theme of this poem?

- A** Where there is love, there is happiness.
- B** Love extends into many aspects of life.
- C** Many hardships can be overcome by love.
- D** Romantic love is consuming and everlasting.

Step 1

Read the poem carefully. Write down the message that you think the speaker is trying to convey to the reader.

The speaker is saying that true love is deeply felt and that it extends beyond mortal life.

Test Tip

When trying to determine the theme of a selection, ask yourself the question, "What is the author trying to tell me that I can apply to my own life, the lives of others, and the world?" Look for details and examples that convey the author's message.

Step 2

On the basis of what you wrote in Step 1, which answer choices are definitely incorrect?

A and C

Step 3

Which answer choice is the best statement of the theme of the poem? Why?

D is the best answer choice because it goes further than B by saying that

romantic love not only can be felt in every part of a person but also that it

will never end.

Practice

*D*irections

Read the selections and identify the best answers to the questions that follow.

In Blackwater Woods

by MARY OLIVER

Look, the trees
are turning
their own bodies
into pillars

of light,
are giving off the rich
fragrance of cinnamon
and fulfillment,

the long tapers
of cattails¹
are bursting and floating away over
the blue shoulders

of the ponds,
and every pond,
no matter what its
name is, is

nameless now.
Every year
everything
I have ever learned

¹ wetland plants having sausage-shaped seed heads at the top of tall stems

In my lifetime
leads back to this: the fires
and the black river of loss
whose other side

is salvation,
whose meaning
none of us will ever know.
To live in this world

you must be able
to do three things:
to love what is mortal;
to hold it

against your bones knowing
your own life depends upon it;
and when the time comes to let it go,
to let it go.

- 1 **What does the speaker mean when she says, “Look, the trees / are turning / their own bodies / into pillars / of light”?**
- A The loss of leaves allows sunlight to shine through the branches.
 - B** The trees are dying and losing branches so only the trunk remains.
 - C As they grow, trees reach up and spread their branches into the sunlight.
 - D With branches outstretched, trees resemble humans.
- 2 **Which image in the poem is most closely related to the idea of separation?**
- A blue shoulders
 - B bones
 - C** black river
 - D pillars of light
- 3 **Which of the following is the best statement of the theme of this poem?**
- A No one knows the meaning of salvation.
 - B It is important to live life as it comes and enjoy its gifts and blessings.
 - C** People must love with all their heart and yet be willing to accept loss.
 - D Trees, cattails, and ponds are reflections of Nature’s glory.

SNOW-FLAKES

by HENRY WADSWORTH LONGFELLOW

Out of the bosom of the Air,
 Out of the cloud-folds of her garments shaken,
Over the woodlands brown and bare,
 Over the harvest-fields forsaken,
 Silent, and soft, and slow
 Descends the snow.

Even as our cloudy fancies take
 Suddenly shape in some divine expression,
Even as the troubled heart doth make
 In the white countenance confession,
 The troubled sky reveals
 The grief it feels.

This is the poem of the air,
 Slowly in silent syllables recorded;
This is the secret of despair,
 Long in its cloudy bosom hoarded,
 Now whispered and revealed
 To wood and field.

- 4 Which of the following is the **best** statement of the theme of this poem?
- A The troubles of the year fall as snow and melt away with it.
 - B** Snow quietly and softly suggests the sky's distress.
 - C The snows of winter are a protective blanket over the sleeping land.
 - D Snowfall slowly and quietly prepares fields and forests for spring.

Exercise

8

Literature: Literary Elements and Techniques

The English III test may ask you questions about literary elements and techniques. Learn how to answer questions about literary elements and techniques by completing the sample question that follows the selection.

From “A Horseman in the Sky”

by AMBROSE BIERCE

His first feeling was a keen artistic delight. On a colossal pedestal, the cliff,-- motionless at the extreme edge of the capping rock and sharply outlined against the sky,--was an equestrian statue of impressive dignity. The figure of the man sat the figure of the horse, straight and soldierly, but with the repose of a Grecian god carved in the marble which limits the suggestion of activity. The gray costume harmonized with its aërial background; the metal of accoutrement¹ and caparison² was softened and subdued by the shadow; the animal's skin had no points of high light. A carbine strikingly foreshortened lay across the pommel of the saddle, kept in place by the right hand grasping it at the “grip”; the left hand, holding the bridle rein, was invisible. In silhouette against the sky the profile of the horse was cut with the sharpness of a cameo³; it looked across the heights of air to the confronting cliffs beyond. The face of the rider, turned slightly away, showed only an outline of temple and beard; he was looking downward to the bottom of the valley. Magnified by its lift against the sky and by the soldier's testifying sense of the formidableness⁴ of a near enemy the group appeared of heroic, almost colossal, size.

¹a soldier's outfit

²an ornamental covering for a horse

³a small piece of sculpture on a stone or shell cut in relief in one layer with another contrasting layer serving as a background

⁴fearsomeness

1 ► Which literary element is most important in this selection?

- A characterization
- B dialogue
- C flashback
- D** description

Test Tip

To answer questions about literary elements, you must understand the terminology and the concepts that govern them. Look up such terms as *plot*, *point of view*, *tone*, and *characterization* and discuss them with your classmates.

Step 1

Read the selection carefully. Are there any choices that are definitely incorrect? Eliminate them.

B and C

Step 2

Write down what is occurring in the selection and what effect it has on you.

The author presents a vivid description of a soldier on horseback that helps

the reader develop a picture that is impressive and admirable.

Step 3

Based on what you wrote in Step 2, which answer choice is the best choice? Why?

D is the best answer choice because the author uses sensory details to help

the reader visualize the soldier.

Practice

Directions

Read the selections and identify the best answers to the questions that follow.

From The Tell-Tale Heart

by EDGAR ALLAN POE

True!—nervous—very, very dreadfully nervous I had been and am; but why *will* you say that I am mad? The disease had sharpened my senses—not destroyed—not dulled them. Above all was the sense of hearing acute. I heard all things in the heaven and the earth. I heard many things in hell. How, then, am I mad? Hearken! and observe how healthily—how calmly I can tell you the whole story.

It is impossible to say how first the idea entered my brain; but once conceived, it haunted me day and night. Object there was none. Passion there was none. I loved the old man. He had never wronged me. He had never given me insult. For his gold I had no desire. I think it was his eye! yes, it was this! He had the eye of a vulture—a pale blue eye, with a film over it. Whenever it fell upon me, my blood ran cold; and so by degrees—very gradually—I made up my mind to take the life of the old man, and thus rid myself of the eye forever.

1 What narrative point of view does the author use in this selection?

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

2 In this selection, the author creates a mood of

- A boredom.
- B caution.
- C irritation.
- D obsession.

From “The Gentleman of Rio en Medio”

by JUAN A. A. SEDILLO

It took months of negotiation to come to an understanding with the old man. He was in no hurry. What he had the most of was time. He lived up in Rio en Medio, where his people had been for hundreds of years. He tilled the same land they had tilled. His house was small and wretched, but quaint. The little creek ran through his land. His orchard was gnarled¹ and beautiful.

The day of the sale he came into the office. His coat was old, green and faded. I thought of Senator Catron, who had been such a power with these people up there in the mountains. Perhaps it was one of his old Prince Alberts². He also wore gloves. They were old and torn and his fingertips showed through them. He carried a cane, but it was only a skeleton of a worn-out umbrella. Behind him walked one of his innumerable³ kin—a dark young man with eyes like a gazelle⁴.

The old man bowed to all of us in the room. Then he removed his hat and gloves, slowly and carefully. Chaplin⁵ once did that in a picture, in a bank—he was the janitor. Then he handed his things to the boy, who stood obediently behind the old man’s chair.

3 The main conflict in this story concerns

- A reaction to poverty.
- B** reaching an agreement.
- C appropriate care of property.
- D determining the old man’s identity.

4 Which pair of words best describes the character of the old man?

- A mean and vain
- B cruel and mocking
- C shy and quiet
- D** cordial and respectful

¹twisted

²a long double-breasted coat

³many

⁴a deer-like animal

⁵Charlie Chaplin, a silent screen actor

Exercise

9

Literature: Figurative Language

The English III test may ask you questions about figurative language. Figurative language expresses an idea that is beyond the literal level of meaning. Learn how to answer questions about figurative language by completing the sample question that follows the selection.

Fences

by PAT MORA

Mouths full of laughter,
the *turistas* come to the tall hotel
with suitcases full of dollars.
Every morning my brother makes
the cool beach sand new for them.
With a wooden board he smooths
away all footprints.
I peek through the cactus fence
and watch the women rub oil
sweeter than honey into their arms and legs
while their children jump waves
or sip drinks from long straws,
coconut white, mango yellow.
Once my little sister
ran barefoot across the hot sand
for a taste.
My mother roared like the ocean,
“No. No. It’s their beach.
It’s their beach.”

1▶ The speaker says “My mother roared like the ocean.” This is an example of

- A alliteration.
- B personification
- C metaphor.
- D simile.**

Step 1

Read the poem carefully, especially line seventeen.

Test Tip

To answer questions about figurative language, you need to know the terms used for the various types and their definitions. Look up terms such as *imagery*, *metaphor*, *simile*, *symbol*, and *personification* and discuss them with your classmates.

Step 2

Now consider each answer choice.

(A): Is *alliteration* used in this line? If so, how?

No.

(B): Is *personification* used in this line? If so, how?

No.

(C): Is *metaphor* used in this line? If so, how?

No.

(D): Is *simile* used in this line? If so, how?

Yes, the mother’s roaring is compared to the ocean and the comparison contains the word *like*.

Step 3

On the basis of your answers to step 2, which answer choices can be eliminated?

A, B, and C

Step 4

Which answer choice is the best choice? Why?

D is the best choice because simile is the type of figurative language used in line seventeen.

Practice

Directions

Read the selections and identify the best answers to the questions that follow.

There is No Frigate Like a Book

by EMILY DICKINSON

There is no Frigate like a Book
To take us Lands away
Nor any Coursers like a Page
Of prancing Poetry—

This Traverse may the poorest take
Without oppress of Toll—
How frugal is the Chariot
That bears the Human soul.

- | | |
|--|--|
| <p>1. The line “There is no frigate like a book” provides an example of</p> <ul style="list-style-type: none">A hyperbole.B imagery.C oxymoron.D simile. | <p>2. “How frugal is the Chariot / That bears the Human soul” is an example of</p> <ul style="list-style-type: none">A hyperbole.B simile.C metaphor.D understatement. |
|--|--|

Barter

by SARA TEASDALE

Life has loveliness to sell,
 All beautiful and splendid things,
 Blue waves whitened on a cliff,
 Soaring fire that sways and sings,
 And children's faces looking up,
 Holding wonder like a cup.

Life has loveliness to sell,
 Music like a curve of gold,
 Scent of pine trees in the rain,
 Eyes that love you, arms that hold,
 And for your spirit's still delight,
 Holy thoughts that star the night.

Spend all you have for loveliness,
 Buy it and never count the cost;
 For one white singing hour of peace
 Count many a year of strife well lost,
 And for a breath of ecstasy
 Give all you have been, or could be.

3. **“Soaring fire that sways and sings,” is an example of**

- A simile.
- B** alliteration.
- C symbolism.
- D assonance.

4. **The lines “And for your spirit's still delight, / Holy thoughts that star the night” include an example of**

- A** rhyme.
- B oxymoron.
- C onomatopoeia.
- D hyperbole.

Exercise

10

Literature: Comparing Two Selections

The English III test may ask you to answer questions based on the comparison of two selections. Learn how to answer these questions by completing the sample questions that follow the selections.

Leaves

by H. S. HAMOD
for my children, David and Laura

Tonight, Sally and I are making stuffed grapeleaves,¹ we get out a package, it's drying out, I've been saving it in the freezer, it's one of the last things my father ever picked in this life—they're over five years old and up to now we just kept finding packages of them in the freezer, as if he were still picking them somewhere packing them carefully to send to us making sure they didn't break into pieces

“To my Dar Garnchildn
Davd and Lura
From Thr Jido”
Twisted on tablet paper
Between the lines
In this English lettering
Hard for him to even print,

I keep this small torn record,
this piece of paper stays in the upstairs storage,
one of the few pieces of American my father ever wrote. We find his Arabic letters all over the place, even in the files we find letters to him in English, one I found from Charles Atlas² Telling him in 1932, Of course, Mr. Hamod, you too can build muscles like mine....”

Last week my mother told me, when I was asking why I became a poet, “But don't you remember, your father made up poems, don't you remember him singing in the car as we drove—those were poems”
Even now, at night, I sometimes get out the Arabic grammar book though it seems so late.

¹stuffed grape leaves: a dish made by wrapping grape leaves around a meat filling

²a famous bodybuilder whose courses were advertised in many popular magazines

Mother

by BEA EXNER LIU

I wish that I could talk with her again.
That's what I thought of when I thought of
home,
Always supposing I had a home to come to.
If she were here, we'd warm the Chinese pot¹
To brew a jasmine²-scented elixir,³And I would
tell her how my life has been—
All the parts that don't make sense to me—
And she would let me talk until the parts
Fitted together.

That will never be.
She couldn't wait for me to come to her—
Ten years away. I couldn't wish for her

To wait, all blind and helpless as she was.
So now I have come home to emptiness.

No silly welcome-rhyme, no happy tears,
No eager questioning. No way to get
An answer to my questions. Silence fills
The rooms that once were cheery with her song,
And all the things I wanted to talk out
With her are locked forever in my heart.

I wander through the rooms where she is not.
Alone I sit on the hassock by her chair,
And there, at last, I seem to hear her voice:
“You're a big girl now. You can work things out.”

Test Tip

When answering comparison questions, look for subjects, themes, and literary techniques that link the two selections. Ask yourself the following questions: “What do these two authors agree on?” “How do they view the world in the same way?” “How do they express themselves in similar language?” As you read, jot down these key points in the margins of both selections.

1 ▶ Which of the following is the **best** statement of the theme that these two poems have in common?

- A** Loyalty to one's mother is paramount.
- B** Children are affected deeply by the loss of a parent.
- C** Mothers are a guiding light in the lives of their children.
- D** A house is not a home when a family member is missing.

Step 1 Read both poems carefully. Write down the theme that you think both poems share.

Both poems express a child's sadness at losing a parent.

Step 2 On the basis of your answer to Step 1, are there any answer choices that are definitely incorrect? Eliminate them.

Answer choices **A** and **C** can be eliminated.

Step 3 Which answer choice is the best? Why?

B is the best answer choice because both poems express the lonely feelings of children who have lost a parent. **D** is incorrect because it expresses an opinion not supported by the poems.

¹pot: teapot ²jasmine: flower used as a tea ³elixir: drink that restores or preserves health

Practice

*D*irections

Read both selections and identify the best answers to the questions that follow.

Mother to Son

by LANGSTON HUGHES

Well, son, I'll tell you:
 Life for me ain't been no crystal stair.
 It's had tacks in it,
 And splinters,
 And boards torn up,
 And places with no carpet on the floor—
 Bare.
 But all the time
 I've been a-climbin' on,
 And reachin' landin's,
 And turnin' corners,
 And sometimes goin' in the dark
 Where there ain't been no light.
 So boy, don't you turn back.
 Don't you set down on the steps
 'Cause you finds it's kinder hard.
 Don't you fall now—
 For I've still goin', honey,
 I've still climbin',
 And life for me ain't been no crystal stair.

Life

by PAUL LAURENCE DUNBAR

A crust of bread and a corner to sleep in,
 A minute to smile and an hour to weep in,
 A pint of joy to a peck¹ of trouble,
 And never a laugh but the moans come double;
 And that is life!

A crust and a corner that love makes precious,
 With a smile to warm and the tears to refresh us;
 And joy seems sweeter when cares come after,
 And a moan is the finest of foils² for laughter;
 And that is life!

¹a dry U.S. measurement that equals eight quarts

²something that contrasts with something else

1. **What is the implied subject of both poems?**
 - A the nature of life
 - B the essence of strength
 - C the importance of effort
 - D the comparison of joy and sadness

2. **What is the predominant tone of both poems?**
 - A dedication
 - B pessimism
 - C defiance
 - D acceptance

3. **What literary technique is employed in both poems?**
 - A first-person point of view
 - B oxymoron
 - C personification
 - D refrain

4. **Which is the best statement of the common themes in both poems?**
 - A Life presents challenges, but we must persevere.
 - B Life is unfair.
 - C Life is a gift that we often take for granted.
 - D Life should be enjoyed to the fullest.

Exercise

11**Research: Accessing Information**

The English III test may ask you questions about accessing information. Learn how to answer questions about accessing information by completing the questions that follow each selection.

Saving Our Environment

People often forget that saving Earth's environment is up to everyone. There is much that each of us can do to protect and help keep all aspects of the environment clean. Many of these efforts can be made in our homes by conserving energy, reducing pollution, generating less trash, and conserving water. To play a part in these environmental efforts, try some of the steps below.

1. Keep air conditioner filters clean, and replace them monthly.
2. Lower the thermostat during the nighttime hours, and set the temperature on your water heater to 120 degrees.
3. Wrap insulating material around your water heater and the pipes that lead to and from it.
4. Turn off lights whenever you leave a room.
5. Open your oven door as little as possible while it is in use.
6. Check the labels when buying cleaning products to ensure that they do not contain chemicals and ingredients that can pollute groundwater and soil.
7. Avoid using products that contain mercury, but if they must be used be sure to dispose of them properly.
8. When washing dishes do not keep the water running continuously.
9. Wash clothes in cold water whenever possible.
10. Run the dishwasher, washing machine, and dryer at the fullest possible capacity.

Test Tip

When accessing information, think about how the facts and details presented connect to each other.

1▶ **Which of the following will help to preserve Earth's water supply?**

- A** washing clothing in cold, rather, than hot water
- B** maintaining a water temperature of 120 degrees
- C** wrapping the household water heater in insulating material
- D** running the dishwasher or clothes washer only when full

Step 1

Write down the types of conservation steps mentioned in the selection.

conserving energy, preventing pollution, reducing trash, and conserving water

Step 2

Write the reason that each option conserves energy.

A: It takes more energy to heat water. **B:** The higher the water temperature setting, the more

energy it takes to heat the water. **C:** Insulating material keeps heat from escaping; **D:** Smaller

loads require more frequent use of these appliances, resulting in more water being lost.

Step 3

Based on what you wrote in Step 2, which answer choice is the best choice?

D

Practice

Directions

Read the selection and identify the best answers to the questions that follow.

“Just Imagine”: A Career Opportunity

College-bound high school seniors interested in careers in the health care field are invited to consider participating in this hands-on instructional and clinical program. It involves classroom instruction two days per week. The academically rigorous courses include such subjects as anatomy and physiology, government regulation and economics of health care, and oral presentation. The remaining three days of the week are dedicated to interning in clinical settings. These may include hospital surgery, emergency, and intensive care units; private practices in dentistry, cardiology, and pediatrics; and support services such as occupational and physical therapy, bio engineering, and sports medicine.

Consideration for this program is by application only. Applications will be distributed at an informational meeting on March 7 at 6:30 p.m. in the “Just Imagine” offices on 36 Front Street. Interested students must be accompanied by at least one parent. Completed applications must be submitted to the Just Imagine's Office by April 13.

In addition to the application, students must meet the following requirements:

- Students must maintain a grade point average of at least 3.5 on a 4-point scale.
- Students need to provide letters of recommendation from two teachers and a guidance counselor.
- Students must write an essay explaining what inspired them to pursue a career in the field of health care.

Upon completing the program, the student will have obtained high school credit in each of the following areas:

- Anatomy and physiology
- Health care and medical ethics
- Senior English
- Senior Social Studies

- 1 How many days a week will students attend classes in this program?**
- A** two
 - B** three
 - C** four
 - D** five
- 2 Which of the following must a student bring to the informational meeting?**
- A** transcripts of grades
 - B** an application
 - C** a teacher
 - D** a parent
- 3 The program will award a student credit in which of the following?**
- A** medical research
 - B** oral presentation
 - C** anatomy and physiology
 - D** economics of health care
- 4 This program is open to**
- A** college-bound high school seniors.
 - B** undergraduate college students.
 - C** trainees in the health care field.
 - D** recent high school graduates.
- 5 Applications must be accompanied by**
- A** an application fee.
 - B** three recommendation letters.
 - C** proof of clinical experience.
 - D** a parental letter of permission to participate.
- 6 This program would be appropriate for**
- A** struggling students.
 - B** highly motivated students.
 - C** students unsure of their career direction.
 - D** students who enjoy the classroom routine.

Exercise

12**Research: Interpreting Information**

The English III test may ask you questions about interpreting information. Learn how to answer questions about interpreting information by completing the sample question that follows the selection.

Twenty-Four Seven Access

Colbyville Central High School's Web Site has a new feature that will allow parents to access students' assignment and attendance information. The school board believes that this feature offers a number of benefits.

In our busy world, access to important information is always a plus. Between school, extracurricular activities, and part-time job schedules, students are often just as busy as their parents. As a result, it is often difficult for parents to check in with their children regarding homework assignments. In addition, working parents often have to leave for work before their children head to school. Most often they also arrive home after the school day has ended. This situation can leave some parents questioning whether their child is conscientiously attending school. The new Access Assignments and Attendance feature may help solve this problem.

Of course, it is important that such features not be relied upon too heavily. In the assignments area, for instance, students must learn to be responsible for organizing their time and completing homework assignments on their own. After all, parents will not be able to check up on and organize for them once these students go off to college. The attendance feature must also be used carefully as well. Our period-by-period attendance system has its limitations. For instance, a student who has been detained at the end of one class for a good reason may be delayed in reaching the next class. If attendance is taken immediately, this may result in an absence. Because of these imperfections, we ask that all parents accessing this new feature use it to assist students but not to exert excessive control over their academic lives.

1► Which information belongs in the box labeled *Cons*?

<p>Pros:</p> <ul style="list-style-type: none"> • Parents can find out what homework or projects their children have each night. 	<p>Cons:</p>
--	---------------------

- A** Parents can obtain school information at any convenient time.
- B** Parents may take responsibility for completing their children’s assignments.
- C** Parents can ensure that their children are attending classes regularly.
- D** Parents and children can discuss school assignments with each other.

Step 1

Read the selection carefully. Scan the selection for details that could be considered a “con” to the school web Site providing access to students’ assignment and attendance records. Write them down.

Parents may become too involved in the organization and completion of homework assignments

and may accept attendance information that could be incomplete or incorrect.

Step 2

Now look at the answer choices.

(A): Is this statement a con? If not, eliminate this answer choice.

(B): Is this statement a con? If not, eliminate this answer choice.

(C): Is this statement a con? If not, eliminate this answer choice.

(D): Is this statement a con? If not, eliminate this answer choice.

Step 3

On the basis of your answers to Steps 1 and 2, which answer choices can be eliminated?

A, C, and D

Step 4

Which answer choice is the best choice? Why?

B is the correct answer choice because it contains the only negative point about parents having

access to students’ assignment and attendance information.

Practice

Directions

Read the selection and identify the best answers to the questions that follow.

The Language of “Text Speak”

Spelling was tough enough for some students before the dawn of “text messaging.” Now, many say, the growing use of this popular form of communication and the sort of language of its own that has developed aggravates the problem of poor spelling.

“Text speak” has arisen for a number of reasons. One is the portable nature of cell phones, from which text messages are sent. Unlike computer-sent instant messages, people expect that text messages can be sent and received from almost anywhere, any time. Thus, responses are expected almost as instantly as in a spoken conversation. As a result, the abbreviated language that has developed is much more like verbal speech than written language. It is full of abbreviations that represent how words sound rather than how they are written as in the case of “wot” for *what* or “luv” for *love*.

In addition, text abbreviations are often adopted out of necessity. Ever since phones with keyboards began to appear, text messages have traditionally been sent from phone keypads, which make typing messages more difficult. Another incentive for text abbreviations is the limited number of characters permitted in a single text message. The abbreviations thus make it possible to incorporate more information into the message.

Because text messaging is considered quite separate from written language, some say that there is no reason to worry that it will adversely affect teenagers’ spelling performance. However, other experts feel differently. The problem, they say, is that text messaging causes teenagers to play with language usage while they are still learning how to spell words and use punctuation and grammar correctly, so they are likely to confuse correct usage with “text speak.”

There is one saving grace, though, that may prevent teenagers from falling into text-induced illiteracy. Today most phones feature “predictive texting” software. In other words, the software guesses what the user is trying to spell and provides a word. In order for this software to work, users must know the right spelling in order for the desired word to appear.

1 Which of the following is the **best** summary of this selection?

- A Experts disagree about the extent to which students' spelling habits are affected by text messaging.
- B A new abbreviated language has developed from text messaging due to the character limits imposed by the messaging systems.
- C The spelling used in text messaging is based on verbal rather than written language and thus is unlikely to affect spelling performance.
- D Some fear that teenagers' spelling ability is likely to suffer from text messaging because they are still learning correct usage.

2 What is the main reason that sending text messages is more difficult than sending computer-generated instant or e-mail messages?

- A Text messages are based on verbal rather than written language.
- B Text messaging requires the need to learn more abbreviations.
- C Text messages are typed using keypads instead of keyboards.
- D Text messages must not be shorter than instant messages and e-mails.

3 Which of the following is the **best** summary of the final paragraph of this selection?

- A In the end, text messaging is not likely to produce illiterate teenagers.
- B Current text message software tries to guess what is being spelled.
- C It is almost impossible to misspell words in current text-messaging systems.
- D Using current text messaging software requires spelling skill.

4 In this selection the conflict involves

- A teenagers and spelling teachers.
- B cell phone companies and spelling teachers.
- C educators who disagree on the impact of text messaging on spelling skills.
- D experts at odds over how and why the text messaging language developed.

Exercise

13

Usage

The English III test may ask you questions about word usage. Learn how to answer questions about word usage by completing the following sample questions.

The problem with keeping pets the size of horses are that they need large spaces in which to roam.

1 ► Which of the following is the **best** change, if any, to make to the above sentence?

- A Change **keeping pets the size of horses** to **keeping pets horses' size**.
- B Change **spaces in which to roam** to **spaces to roam in**.
- C** Change the word **are** to the word **is**.
- D Make no change.

Test Tip

Asking yourself why you think an answer choice is correct may help you avoid answer choices that seem correct but are not.

Step 1

Read the sentence carefully. Write down any errors that you find in the sentence. are

Step 2

Think of a rule that applies to this kind of error. Write it.

A singular subject must have a matching singular verb form.

How would you correct this error?

Change are to is so that it agrees with the subject, the word problem.

Step 3

Now look at each answer choice. Which answer choices do not correct the error detected in Steps 1 and 2? Eliminate them.

Eliminate answer choices A, B, and D

Step 4

Which answer choice is the **best** change to make to the above sentence? Why?

C is the best answer choice because of the rule stated in Step 2.

Alexis saw the bangle bracelets lying on the ground and knew whom they needed to be returned to.

2► Which of the following is the **best** change, if any, to make to the above sentence?

- A Change the word **whom** to **who**.
- B Change the word **they** to the word **it**.
- C** Change **whom they needed to be returned to** to **to whom they needed to be returned**.
- D Change **bangle bracelets lying on the ground** to **bangle bracelets laying on the ground**.

Step
1

Read the sentence carefully. Write down any errors that you find in the sentence.

The word to should not appear at the end of the sentence.

Step
2

Think of a rule that applies to this kind of error. Write it.

Sentences should never end in prepositions.

How would you correct this error?

Move the preposition to so that it appears before its object, which is the word whom.

Step
3

Now look at each answer choice. Which answer choices do not correct the error detected in Steps 1 and 2? Eliminate them.

Eliminate answer choices **A**, **B**, and **D**.

Step
4

Which answer choice is the best change to make to the above sentence? Why?

C is the best answer choice because of the rule stated in Step 2.

Practice

*D*irections

Read the following selection and identify the best answers to the questions that follow.

Plate Tectonics

- 1 In 1914 Alfred Wegener, a German scientist, proposed a theory that he called continental drift. He proposed that the continents had at one time been connected but were slowly moving apart. It was not until the 1950s that geologists began to seriously ponder Wegener's theory. Continental drift became the geological theory known as plate tectonics.

A Surface in Motion

- 2 According to the theory of plate tectonics, the surface of Earth is separated into vast flat chunks called plates that fit together to form the seemingly unified surface of the planet. Although the surface of Earth seems stationary, it is always moving. Under the Earth's surface lies a semi-liquid mass of partially molten rock called the mantle. The plates float atop the mantle, jostling and colliding. Sometimes some of the liquid mantle, called magma, is pushed up between the plates because of the movement. On the surface of Earth, we experience the "jostling" of plate edges as earthquakes and the appearance of liquid magma as lava from volcanic eruptions. Some tremors are so slight that they go unnoticed by people. Others are so strong that they cause great damage.

High-Frequency Earthquake Zones

- 3 Although earthquakes can occur anywhere, landmasses that lie along the edge of a plate are more likely to experience earthquakes. Regions that have more frequent earthquakes also have many volcanoes because they are located close to plate edges. Other regions do not have as many earthquakes or volcanoes because they are located in the middle of plates, where jostling is minimal and magma has a hard time seeping through.
- 4 When earthquakes are plotted on a map of the world, zones of heavy and light earthquake activity can be seen. For instance, a "ring of fire" of high earthquake and volcanic eruption frequently circles the edges of the Pacific Ocean. Because both earthquakes and volcanoes are caused in part by the motion of Earth's plates, regions of high-frequency earthquake activity coincide with regions of high-frequency volcanic activity. The western coast of North America has many active

volcanoes, including the famous Mount Saint Helens. Japan, which has many volcanoes such as the famous Mount Fuji is another area of high volcanic activity.

Constantly Moving

5 Earth's plates are constantly moving and bumping into each other. Over great stretches of time, new continents have been created and existing landmasses have been moved great distances. In fact, it is believed that Antarctica, today completely ice-bound near the cold South Pole, was once located near the equator! Landmasses that are now separated by oceans could someday be united. The theory of plate tectonics helps to further our geological understanding of our ever-changing world.

- 1 Which of the following is the **best** change, if any, to make to the third sentence of the first paragraph?
- A Change **until** to **til**.
 - B Change **began** to **begun**.
 - C Change **serious** to **seriously**.
 - D Make no change.
- 2 Which of the following is the **best** way to rewrite the last two sentences of the second paragraph?
- A Some tremors are so slight that they go unnoticed by people, because others are so strong that they cause great damage.
 - B While some tremors are so slight that they go unnoticed by people, others are so strong that they cause great damage.
 - C Some tremors are so slight that they go unnoticed by people, therefore others are so strong that they cause great damage.
 - D Some tremors are so slight that they go unnoticed by people, in fact, others are so strong that they cause great damage.
- 3 Which of the following is the **best** change, if any, to make to the second sentence of the third paragraph?
- A Change **they** to **it**.
 - B Change **more** to **most**.
 - C Change **that have** to **that had**.
 - D Make no change.
- 4 Which of the following is the **best** change, if any, to make to the last sentence of the fourth paragraph?
- A Change **such as** to **like**.
 - B Put a comma after **Fuji**.
 - C Change **Mount** to **mount**.
 - D Make no change.

Exercise

14

Mechanics: Capitalization and Punctuation

The English III test may ask you questions about capitalization and punctuation. Learn how to answer questions about capitalization and punctuation by completing the following sample questions.

Marissa's excellent paper on the history of the White house won her a trip to meet the president of the United States in Washington, D.C.

1▶ Which of the following is the best change, if any, to make to the above sentence?

- A Remove the comma after **Washington**.
- B Change **president** to **President**.
- C** Change **house** to **House**.
- D Make no change.

Test Tip

Find the capitalization or punctuation error on your own. Then use the process of elimination to confirm the answer choice you selected.

Step 1

Read the sentence carefully. Write down any errors that you find in the sentence.

White house

Step 2

Think of a rule that applies to this kind of error. Write it.

Proper names should be capitalized, and house is part of the proper

name of the U.S. president's residence.

How would you correct this answer?

Change house to House.

Step 3

Now look at each answer choice. Which answer choices do not follow the rules of capitalization or punctuation?

A and B

Step 4

Which answer choice is the best change to make to the above sentence? Why?

C is the best answer choice because of the rule stated in Step 2.

One way to volunteer was to decorate the gym another was to sell tickets.

2▶ Which of the following is the best change, if any, to make to the above sentence?

- A** Add a comma after **gym**.
- B** Add a semicolon after **gym**.
- C** Change **tickets** to **ticket's**.
- D** Make no change.

Step 1

Read the sentence carefully. Write down any errors that you find in the sentence.

There should be a semicolon after gym.

Step 2

Think of a rule that applies to this kind of error. Write it down.

A semicolon is required when two main clauses are not joined by a comma and a coordinating conjunction.

How would you correct this error?

Place a semicolon after the word gym.

Step 3

Now look at each answer choice. Which answer choices do not follow the rules for capitalization or punctuation?

A, C, and D

Step 4

Which answer choice is the best change to make to the above sentence? Why?

B is the best answer choice because of the rule stated in Step 2.

Practice

Directions

Read the following selection and identify the best answers to the questions that follow.

The Edible Schoolyard

- 1 As each generation passes, people in the United States become less and less connected to their food sources. For most of history, people survived by farming and hunting. They ate crops that they had raised and meat that they had hunted. In fact when the United States was founded over two hundred years ago almost every citizen worked on a farm. These early settlers were dependent upon farming for the food they ate.

The Decline of the Farming Population

- 2 As time passed, more and more people moved into cities. Farming communities continued to thrive, however, chiefly because they supplied food to nearby cities. Technology advanced. Machinery was developed that could easily outproduce a manual-labor workforce, and small farms slowly became a thing of the past. Farmers who could not keep up with the cost of modern technology were forced to sell their land, and large industrialized farms became the chief producers.

Where the Food Comes From

- 3 In the modern economy, farm goods are imported and exported all around the Globe. Increasingly, people bought their food from grocery stores or ate food that had been prepared for them in restaurants rather than grow their own. The vast majority of people in the United States do not know how the food they eat reaches their community.

Making a Connection

- 4 In 1995 in Berkeley, California, Alice Waters began a program to teach children about food cultivation. A chef and former schoolteacher, Waters saw the need for students to find a connection between the world in which they live and the food that they consume. She thought that a school was the perfect place to provide that connection. She purchased land near the Martin Luther King Jr. Middle School and started an organic farm. Students from the school enroll in her program, called the Edible Schoolyard Project, for a chance to till the soil, plant the seeds, pull the weeds, and harvest the garden's bounty.

- 5 The original garden manager of the project, David Hawkins, knew that he would have to find a way for twenty-five or more twelve-and thirteen-year-olds to work cooperatively. He soon found that students who had never seen a seed took to the garden with enthusiasm and diligence.

A Complete Circle

- 6 Students working on the project participate in every aspect of making the garden a success. Everyone helps design the garden. Students work together to keep the student-made irrigation system in working order. They also learn that waste has a place in a garden—all the trimmings and pulled weeds are composted. This compost is later added to the soil to replenish vital nutrients and to keep it fertile.
- 7 Because of the Edible Schoolyard Project, hundreds of students have now had the opportunity to grow their own food. They now have a fuller appreciation for Earths ability to provide a fuller understanding of the need to care for its resources. This program, helping a new generation to reconnect with the food we all need to survive, has since been emulated in many middle schools across the nation.

1 Which of the following is the **best** change, if any, to make to the fourth sentence of the first paragraph?

- A Change **United States** to **United states**.
- B Add commas after **fact** and **ago**.
- C Change **almost** to **al-most**.
- D Make no change.

2 Which of the following is the **best** change, if any, to make to the third sentence of the second paragraph?

- A Change **economy** to **Economy**.
- B Remove comma after **workforce**.
- C Change **workforce** to **Workforce**.
- D Make no change.

3 Which of the following is the **best** change, if any, to make to the first sentence of the third paragraph?

- A Change **Globe** to **globe**.
- B Remove comma after **economy**.
- C Add a semicolon after **exported**.
- D Make no change.

4 Which of the following is the **best** change, if any, to make to the second sentence of the seventh paragraph?

- A Add commas after **have** and **appreciation**.
- B Change **Earths** to **Earth's**.
- C Change **Earths** to **Earths'**.
- D Make no change.

Exercise

15

Spelling

The English III test may ask you questions about spelling. Learn how to answer questions about spelling by completing the following sample questions.

It was long past the time when Kyle was sceduled to arrive at the station, and so Garth called to see if the bus had been delayed.

1 ► Which of the following is the **best** change, if any, to make to the above sentence?

- A** Change **sceduled** to **scheduled**.
- B** Change **station** to **stashion**.
- C** Change **delayed** to **delaid**.
- D** Make no change.

Test Tip

Sometimes there is no spelling rule that explains why a word is spelled as it is. The more you read, the more familiar you will become with these unusual words.

Step 1

Read the sentence carefully. Write down any errors that you find in the sentence.

sceduled

Step 2

Think of a rule that applies to this kind of error. Write it.

When preceded by an s, ch sometimes makes a k sound.

How would you correct this error?

*Change *sceduled* to *scheduled*.*

Step 3

Now look at each answer choice. Which answer choices do not follow the rules of spelling?

B, C, and D

Step 4

Which answer choice is the **best** change to make to the above sentence? Why?

A is the correct answer choice because of the rule stated in Step 2.

No one remembered how long the box had been **siting** at the top of the stairs before it suddenly disappeared.

2▶ Which of the following is the **best** change, if any, to make to the above sentence?

- A Change **remembered** to **rememberred**.
- B** Change **siting** to **sitting**.
- C Change **suddenly** to **suddenley**.
- D Make no change.

Step 1

Read the sentence carefully. Write down any errors that you find in the sentence.

siting

Step 2

Think of a rule that applies to this kind of error. Write it down.

When adding -ing to a word that ends in a consonant preceded by a vowel, the consonant

must be doubled.

How would you correct this error?

*Change **siting** to **sitting**.*

Step 3

Now look at each answer choice. Which answer choices do not follow the rules of spelling?

- (A): Should **remembered** be changed to **rememberred**? If not, eliminate this answer choice.
- (B): Should **siting** be changed to **sitting**? If not, eliminate this answer choice.
- (C): Should **suddenly** be changed to **suddenley**? If not, eliminate this answer choice.
- (D): Should any changes be made to the sentence? If so, eliminate this answer choice.

Step 4

Which answer choice is the best change to make to the sentence above? Why?

B is the correct answer choice because of the rule stated in Step 2.

Practice

Directions

Read the selection and identify the best answers to the questions that follow.

A Chemistry Surprise

- 1 Matif slammed his locker shut and headed morosely for chemistry lab. Matif's best friend, Xiu, followed closely behind, laughing.
- 2 "Time for chemistry," she teased, knowing that Matif didn't much care for that class.
- 3 Matif took his customary seat at the back of the lab, next to Xiu. As the bell rang for class, Matif considered his predicament. It wasn't that he didn't like chemistry; he just preferred consumer science. He especially enjoyed getting to eat his classwork!
- 4 "I wish we didn't have to do this stupid chemistry lab. I'd rather be cooking omelets!" Matif whispered. Xiu laughed.
- 5 On the lab table lay a test tube, a hot plate, a beaker of water, and some chemicals.
- 6 "What're we going to do with these?" Matif whispered. Xiu just shrugged.
- 7 As their teacher, Dr. Herrera, explained the lab assignment, Matif surveyed the scene. "Just more of the same silliness," he thought miserably. "More chemistry."
- 8 Matif and Xiu began the lab. They followed Dr. Herrera's safety instructions and then began heating the water on the hot plate. With care, they combined all of the chemicals in a test tube. Then they cautiously submerged the test tube in the searing hot water.
- 9 Dr. Herrera said, "Now hold the test tube in the hot water for five minutes."
- 10 "What do you think we are making?" Xiu whispered. Matif didn't reply. He didn't really care what they were making.
- 11 Finally Dr. Herrera signaled the five-minute mark and instructed the class to carefully pour the contents of the test tube into the petri dish.
- 12 "Class," Dr. Herrera said, "these chemicals are safe to smell, and you need to smell them as part of the experiment. Go ahead and smell." Dr. Herrera smiled.
- 13 Matif and Xiu looked disbelievingly at the petri dish and the clear liquid now inside it. Then to Matif's astonishment, Xiu lifted the petri dish and sniffed.
- 14 "It smells like mint toothpaste!" Xiu exclaimed. "It really does!" said Xiu.
- 15 Unable to believe his ears, Matif slowly leaned into the dish. He took a wavering sniff and then a deeper one. The liquid did smell like toothpaste!
- 16 "Class, you have just made wintergreen oil," said Dr. Herrera, "an important component of products such as toothpaste and bubble gum."
- 17 Matif chuckled to himself. He had never realized how similar chemistry and consumer science were until that day.

- 1 Which of the following is the **best** change, if any to make to the third sentence of the third paragraph?
- A Change **wasn't** to **were'nt**.
 - B Change **prefered** to **preferred**.
 - C Change **consumer** to **consummer**.
 - D Make no change.
- 2 Which of the following is the **best** change, if any to make to the sixth paragraph?
- A Change **What're** to **What'er**.
 - B Change **going** to **gonna**.
 - C Change **shrugged** to **shruged**.
 - D Make no change.
- 3 Which of the following is the **best** change, if any, to make to the second sentence of the seventh paragraph?
- A Change **thought** to **taught**.
 - B Change **sillyness** to **silliness**.
 - C Change **miserably** to **misrally**.
 - D Make no change.
- 4 Which of the following is the **best** change, if any, to make to the last sentence of the eighth paragraph?
- A Change **cautiousley** to **cautiously**.
 - B Change **submerged** to **submurged**.
 - C Change **searing** to **searring**.
 - D Make no change.
- 5 Which of the following is the **best** change, if any, to make to the eleventh paragraph?
- A Change **Finally** to **Findly**.
 - B Change **instructed** to **instructid**.
 - C Change **carefully** to **carefuly**.
 - D Make no change.

Exercise

16

Grammar: Verb Form and Tense

The English III test may ask you questions about verbs. Learn how to answer questions about verbs by completing the following sample practice questions.

Hector's final exams are two months away, but he is a diligent student and has begun studying for them already.

1 ► Which of the following is the **best** change, if any, to make to the above sentence?

- A Change **are** to **is**.
- B Change **has** to **have**.
- C** Change **began** to **begun**.
- D Make no change.

Test Tip

Pay close attention to the context in which each verb is used to determine its correct tense.

Step 1

Read the sentence carefully. Write down any errors that you find in the sentence.

has begun

Step 2

Now look at each answer choice. Which answer choices do not use verbs correctly?

- (A): Should **are** be changed to **is**? If not, eliminate this choice.
- (B): Should **has** be changed to **have**? If not, eliminate this choice.
- (C): Should **began** be changed to **begun**? If not, eliminate this choice.
- (D): Should changes be made to the sentence? If so, eliminate this choice.

Step 3

Which answer choice is the best change to make to the above sentence? Why?

*C is the best answer choice because **began** is the incorrect form of the present*

*perfect tense of the verb **begin**.*

When my mother came home and asked me where my sisters had went, I told her they were at the store.

2▶ Which of the following is the best change, if any, to make to the above sentence?

- A Change **came** to **come**.
- B Change **went** to **gone**.
- C Change **they** to **them**.
- D Make no change.

Step
1

Read the sentence carefully. Write down any errors that you find in the sentence.

had went

Step
2

Now look at each answer choice. Which answer choices do not use verbs correctly?

- (A): Should **came** be changed to **come**? If not, eliminate this answer choice.
- (B): Should **went** be changed to **gone**? If not, eliminate this answer choice.
- (C): Should **they** be changed to **them**? If not, eliminate this answer choice.
- (D): Should changes be made to the sentence? If so, eliminate this answer choice.

Step
3

Which answer choice is the best change to make to the above sentence? Why?

*B is the correct answer choice because **had gone** is the correct past perfect tense of the verb **to go**.*

Practice

Directions

Read the selection and identify the best answers to the questions that follow.

An Amazing Gift

- 1 Today is November 11, 2000, my eighty-first birthday. I have always shared my birthday with my twin sister, Daniella. When we were kids, our mother made our birthday very special. We had little money, but somehow she would plan and save for what seemed to us a very extravagant party. Often we made party lanterns, which Mother would string through the living room. Along with our friends, we had a great time dancing around in the shadows made by the beautiful lanterns.
- 2 I have never forgot the year that Daniella and I turned seventeen. The previous summer, our friends had begun to go out in the evening without their parents. The big thing was to walk down to Delci's Sweet Shop, the soda counter two blocks away, and have malted milkshakes. Our parents, though, insisted that we be home before dark.
- 3 That fall, Delci's became even more popular, and sometimes we'd go with friends for a treat after school, but we knew that our friends usually went to Delci's on Friday nights. We kept asking for permission to go, but our parents kept turning us down. Delci's became a point of contention in our house.
- 4 Our seventeenth birthday fell on the Friday before fall break. By the end of October, our mother had begun talking about our birthday celebration. "I think we should do something really special this year," she told us one evening. "Girls, let's have a really big party on the evening of your birthday. Invite not only the neighborhood kids, but all your school friends!"
- 5 Daniella and I knew that everyone from school had already been planning for weeks to go to Delci's that evening to celebrate fall break. Daniella said, "I think this year I'd rather just have a family celebration." My mother looks confused when I agreed with Daniella, but she didn't argue.
- 6 "Happy birthday to my sweet girls," our mother chimed as we walked into the kitchen on our birthday morning.
- 7 My father had a strange expression on his face. As we sat down, Daniella and I find that a five-dollar bill lay under each of our juice glasses. "Go to Delci's and buy yourselves the nicest, thickest shakes tonight," he said. "Go and have a good time with your friends!" our mother added.
- 8 Daniella and I were stunned. We had given up on being allowed to go out at night. "Thank you," we said at the same time. We could hardly contain ourselves through breakfast because we were so excited. Our parents looked pleased, but there was a hint of something sad in my mother's face that morning when she sent us off to school.

9 Daniella and I had a wonderful time that evening, and I remember that milkshake as the sweetest treat of my life. We laughed and joked, and when we all started walking home, the streetlights cast a magical glow around my sister and me. I did not think anything could make me feel happier on the inside than those streetlights. Yet the scene we found at home actually surpassed them.

10 My mother and father were sitting on the couch waiting for us. The whole house was dark except for the familiar old party lanterns that my mother had strung around the room. The sight of those lanterns and the lovely shadows they cast around the room brought back memories of the wonderful birthday celebrations of the previous years. I knew that Daniella and I had taken a big step toward adulthood that night. But those lanterns reminded me that we would always have beautiful memories of childhood.

1 Which of the following is the **best** change, if any, to make to the first sentence of the second paragraph?

- A Change **have** to **has**.
- B Change **forgot** to **forgotten**.
- C Change **turned** to **turn**.
- D Make no change.

2 Which of the following is the **best** change, if any, to make to the first sentence of the third paragraph?

- A Change **became** to **be**.
- B Change **knew** to **know**.
- C Change **went** to **had gone**.
- D Make no change.

3 Which of the following is the **best** change, if any, to make to the last sentence of the fifth paragraph?

- A Change **looks** to **looked**.
- B Change **agreed** to **had agreed**.
- C Change **didn't** to **don't**.
- D Make no change.

4 Which of the following is the **best** change, if any, to make to the second sentence of the seventh paragraph?

- A Change **sat** to **sit**.
- B Change **find** to **found**.
- C Change **lay** to **lain**.
- D Make no change.

5 Which of the following is the **best** change, if any, to make to the second sentence of the last paragraph?

- A Change **was** to **were**.
- B Change **except** to **accept**.
- C Change **had stringed** to **had strung**.
- D Make no change.

Exercise

17

Sentence Structure

The English test may ask you questions about sentence structure. Learn how to answer questions about sentence structure by completing the following practice questions.

Many students were checking the recently posted cast list for the school play. The blockage they created in the hallway made Erin late for class.

1 ► Which of the following is the **best** way to combine these two sentences?

- A** Many students checking the recently posted cast list for the school play blocked the hallway and made Erin late for class.
- B** A huge blockage created by many students as they checked the recently posted cast list for the school play in the hallway made Erin late for class.
- C** Erin was made late for class by a blockage in the hallway caused by many students checking the recently posted cast list for the school play.
- D** The recently posted cast list for the school play was being checked by many students in the hallway who created a blockage that made Erin late for class.

Step 1 Read the two sentences carefully.

Step 2 Now read each answer choice. Do any answer choices alter the meaning of the original two sentences? Eliminate them.

B

Step 3 Which answer choice is the best choice? Why?

Although **C** and **D** do not change the meaning of the sentences, they are worded very

awkwardly, so **A** is the best choice.

Test Tip

When answering questions about sentence structure, words or sentences that disrupt meaning should be deleted or moved.

Greta and Brett liked the style of the green bicycle in the store window but next to it the other one offered a better price and the blue color was more appealing.

2▶ Which of the following is the best revision of the sentence?

- A** Greta and Brett liked the blue bicycle better than the green one. The price of the blue one was more appealing too.
- B** Greta and Brett liked the style of the green bicycle in the store window but liked the blue color of another one better. The blue one was better priced too.
- C** Greta and Brett liked the style of the green bicycle in the store window. However, the blue color and the price of the one next to it were more appealing.
- D** Greta and Brett liked two bicycles in the store window. The style of the green one was better, but they liked the color of the blue one, and the price of the blue one was more appealing.

**Step
1**

Read the sentence carefully. Write down what you think is wrong with the sentence.

It is unclear whether the phrase “next to it” refers to the store window or the green bicycle, and the sentence is somewhat wordy.

**Step
2**

Now read each answer choice. Eliminate any answer choices that do not convey the writer’s intended meaning or that contain problems, such as awkwardness or needless repetition.

Answer choices **A**, **B**, and **D** can be eliminated.

**Step
3**

Which answer choice is the best choice? Why?

C is the best answer choice because it revises the original sentence to express the writer’s intended meaning in a stylistically and grammatically correct manner.

Practice

Directions

Read the selection and identify the best answers to the questions that follow.

Mary Anne Hawkins Turns the Tide for Women

- 1 In most sports, women have had to be groundbreakers. In the sport of surfing, Mary Anne Hawkins was one of those women.
- 2 In the 1930s, Mary Ann Hawkins was among the first women to enter the surfing scene. By then, Hawkins was already known as “an all around water person.” Already, she was a champion freestyle swimmer and an exceptional body surfer. As one surfing expert noted, Hawkins “could get across (waves) at Malibu bodysurfing that most people couldn’t get across on a surfboard.”
- 3 Other women of her time surfed. Yet Hawkins was different say experts like John “Doc” Ball. He was a famous surfing photographer. Back then, Ball explained, most women surfed through tandem rides with men. Hawkins, though, chose to surf on and of her own volition. She was soon as competitive at surfing as she was at swimming. In numerous contests, she racked up many records and wins. In 1936, she won the first ever all female paddleboard surfing race. From 1938 through 1940, she was the National Paddleboard Champion and the Pacific Coast Women’s Surfboard Champion.
- 4 Hawkins, though, was not satisfied with just all female contests. So, she became the first woman to break into a male surfing competition by entering the Catalina Manhattan-Beach Aquaplane Race. She continued making such competitive strides throughout the 1940s.
- 5 Hawkins’s competitive performances were impressive, but her career moved into another phase that probably had a lot to do with women and an even more increased desire to take up surfing. Just as she reached the end of her contest days, Hollywood came to call. The era of surfing movies was just beginning, and whenever it was time for a surfing stunt, the actress stepped out and Hawkins stepped in to perform for her.
- 6 Between the glamour of a film career and her extreme versatility in the water, Hawkins proved an excellent role model for the women who followed her into surfing. She made it clear, as Ricky Grigg, a famous surfer and oceanographer, noted, that women “had to be more than surfers.” They had to be good body surfers and swimmers and just be totally comfortable in the ocean.

1 What is the best way to combine the first two sentences of this selection?

- A** In surfing, as in most sports, women like Mary Anne Hawkins have had to be groundbreakers.
- B** In most sports, women have had to be groundbreakers, which is the role Mary Anne Hawkins played in the sport of surfing.
- C** When it comes to sports like surfing, women often have to be groundbreakers, and Mary Anne Hawkins is the perfect example.
- D** The sport of surfing is no exception to the rule that women have had to be groundbreakers, and that is what Mary Anne Hawkins did.

3 What is the best way to combine the first three sentences of the third paragraph?

- A** Hawkins was not the only woman of her time to surf, but experts such as surfing photographer John “Doc” Ball say she was different from them.
- B** A famous surfing photographer who was named John “Doc” Ball said that Hawkins was different from other women who surfed when she did.

C John “Doc” Ball knew other women of Hawkins’ time who surfed, but he says that Mary Anne was not the same as they were.

D Although other women of her time surfed, Hawkins was different say experts like John “Doc” Ball, a famous surfing photographer.

4 What is the best way to rewrite the first sentence of the fifth paragraph?

- A** Hawkins increased the popularity of surfing even more by moving from competitions into another kind of surfing career.
- B** Hawkins had much to do with making surfing more popular among women especially when she left the competitions behind.
- C** Impressive as her competitive performances were, the next phase of Hawkins’s surfing career probably advanced the sport among women even more.
- D** Competitive surfing was not the only way that Hawkins was able to increase the popularity of surfing among women, and she entered a new phase of her career.

Exercise

18

The Writing Process: Prewriting

The English III test will ask you to write a short essay in response to a writing prompt.

Prewriting is the first stage in the writing process. Learn prewriting skills by completing the following exercises. The prompt below is linked to the story “A Bicycle Built for Four,” which appears on page 18 of this book.

- 1 ► Writing Prompt:**
In the story “A Bicycle Built for Four,” the author writes about a family excursion that went much better than expected. Write about a family vacation, outing, or activity that was much more enjoyable than you expected it to be. Tell why you originally thought the experience would not go well, and then explain what happened that made it pleasant after all.

Test Tip

Brainstorming is intended to generate ideas for writing. Graphic organizers afford a quick way of organizing your ideas. When planning a short essay, you can’t afford to spend more than approximately five minutes on the prewriting stage of the writing process.

Step 1 Read the prompt carefully. Make sure you understand what the prompt is asking you to do.

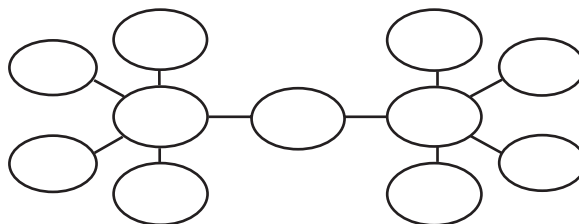
Step 2 Write down notes about a family experience that turned out much better than you expected.

Remind students that their notes do not have to be in complete sentences.

Brevity is desirable at this stage in the writing process.

Step 3 Decide which details best explain why you first thought the experience would go badly and then which details explain how the experience was better than you expected. A good topic is one that you can support with interesting details.

Step 4 Now place the information that you gathered from brainstorming into a web, list, outline, or other organizational tool. Try using the web below.



2▶ Writing Prompt:
Many schools are revising their cafeteria menus to encourage more healthful eating choices. In some schools this policy extends to vending machines as well. Think about the positive and negative effects of offering only healthful snacks in school vending machines. Then write an essay discussing the pros and cons of schools providing vending machines with only healthful snacks.

Step 1 Read the prompt carefully. Make sure you understand what the prompt is asking you to do.

Step 2 Write down notes about the pros and cons of schools providing vending machines with only healthful snacks.

Explain to students that this prompt does not ask for a persuasive, or argumentative, essay. Students are simply asked to discuss the pros and cons, giving a balanced treatment of the topic.

Step 3 Decide which points present a balanced view of the issue. A good topic is one that you can develop fully and fairly.

Step 4 Now place the information that you gathered from brainstorming into a web, list, outline, or other organizational tool. Try listing your main points below.

Pros	Cons

Practice

*D*irections

While your teacher reads aloud each of the following two writing prompts, read along silently. Then brainstorm answers to the questions and write them on the lines provided. Finally, transfer the answers to the graphic organizers printed at the bottom of this page and the next page.

Writing Prompt:

Most people have experienced an adventure at some point in their life. Describe an experience in your life that turned out to be an adventure. Explain why you enjoyed this experience.

Point out to students that this prompt asks for two types of writing: description and exposition.

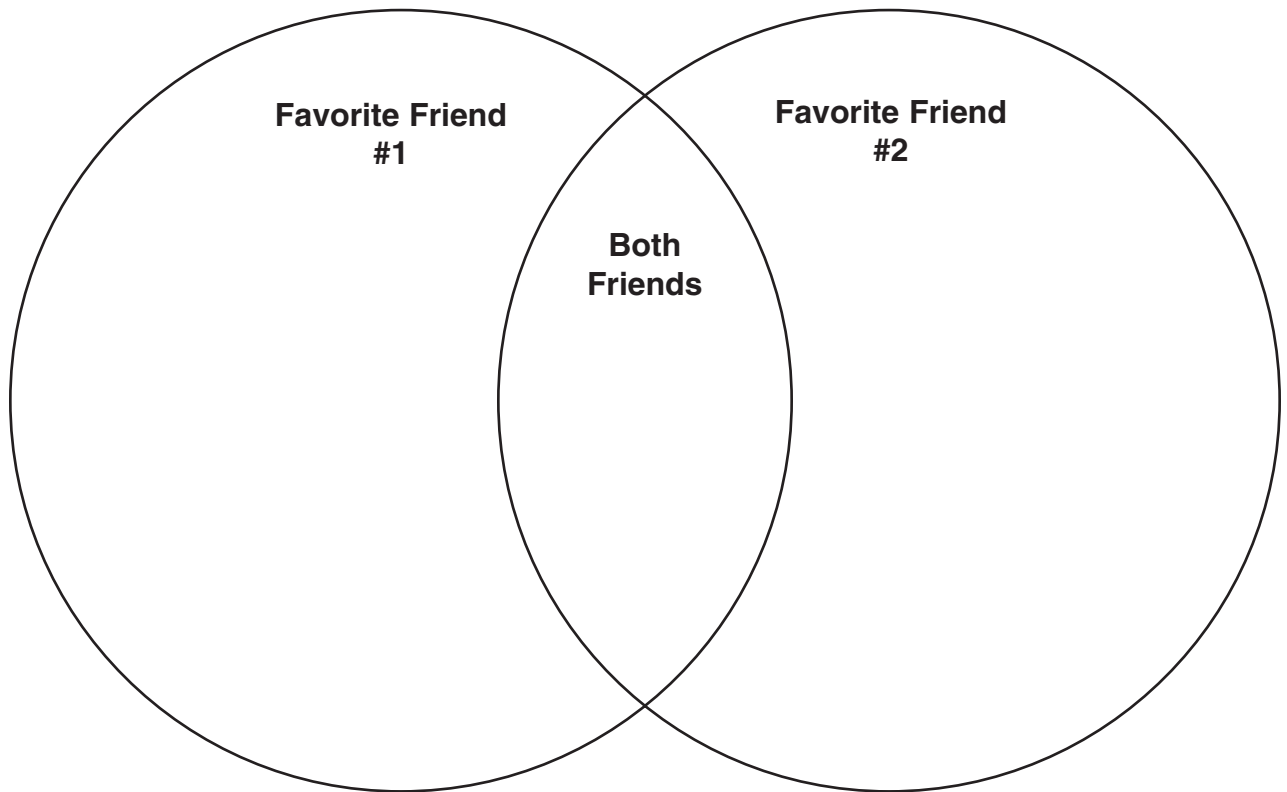
Discuss these two types of writing with the class.

<p>I. My adventurous experience</p> <p>A.</p> <hr/> <p><i>This part of the essay should contain mainly descriptive writing.</i></p> <hr/> <p>B.</p> <hr/> <hr/>
<p>II. Why I enjoyed this experience</p> <p>A.</p> <hr/> <p><i>This part of the essay should contain mainly expository writing.</i></p> <hr/> <p>B.</p> <hr/> <hr/>

Writing Prompt:

Think about two of your favorite people. Explain what they have in common as well as how they are different.

Explain to students that this prompt asks for a comparison/contrast essay. Discuss comparison/contrast writing strategies with the class.



Exercise

19

The Writing Process: Drafting

Drafting is the second stage of the writing process. When you draft, you write the actual essay while using the graphic organizer you created in the prewriting stage of the writing process. Learn drafting skills by studying the guidelines below and by doing the exercises that follow.

Drafting Guidelines

- Make sure to respond fully to the writing prompt.
- Make sure to include an introductory and a concluding paragraph.
- Make sure that your introductory paragraph contains your thesis, or main idea.
- Make sure that your ideas are supported by details and examples.

Writing Prompt:

In the story “A Bicycle Built for Four,” the author writes about a family excursion that went much better than expected. Write about a family vacation, outing, or activity that was much more enjoyable than you expected it to be. Tell why you originally thought the experience would not go well and then explain what happened that made it pleasant after all.

Step 1

This is the prompt that you used for the prewriting exercise on page 78. Read it again.

Step 2

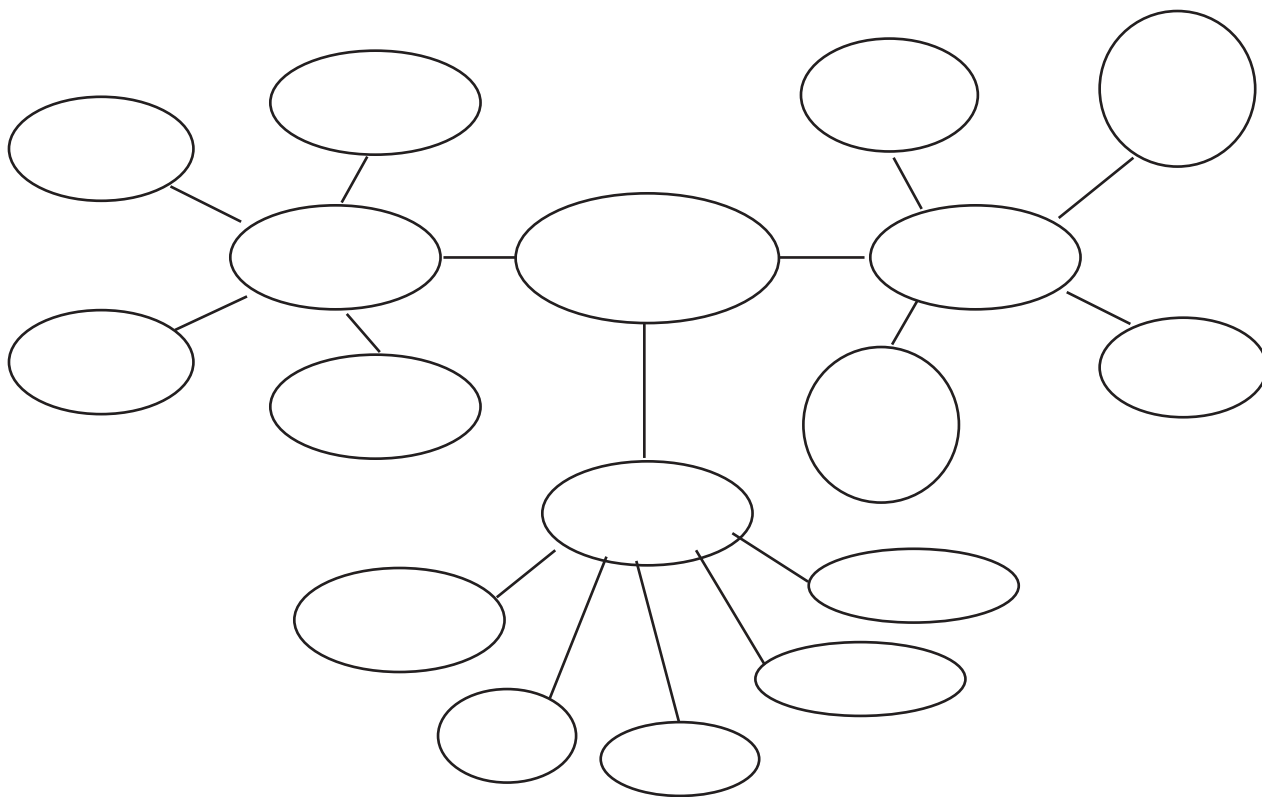
Look at your prewriting exercise on page 78. Have you written down enough ideas to fully respond to the prompt? If not, add more ideas so that you can develop your essay adequately.

Remind students that each idea must be supported with at least one

example or detail.

Step 3

Using the expanded web on page 83, reorganize the information in your prewriting exercise on page 78. Decide what information should be placed in the beginning, middle, and end of your essay.



Step 4

Using the ideas you organized in Step 3, write your thesis statement.

Make sure students understand that a thesis statement is a one- or two-sentence statement of the main

purpose or idea of the essay.

Practice

Now draft your essay. Make sure that you include your thesis statement in your introductory paragraph.

Remind students to refer to their expanded web for a guide to organizing their drafts.

Remind students to write neatly and to organize their drafts into coherent, well-developed paragraphs. They will

not have time to copy their drafts during the revising and editing stage of the writing process.

When students are finished writing their drafts, have them evaluate their work by using the Drafting Guidelines

on page 00.

Exercise

20

The Writing Process: Revising and Editing

Revising and editing is the final stage of the writing process. Learn revising and editing skills by consulting the checklist below and then by doing the practice exercise that follows.

Writer's Checklist

- Is the topic addressed in my writing?
- Are my ideas expressed in complete sentences?
- Do I explain or support my ideas with enough details?
- Are the details I included directly related to my topic?
- Are my ideas arranged in a clear order for the reader to follow?
- Do my paragraphs have topic sentences when appropriate?
- Do I start each sentence with a capital letter and capitalize other appropriate words?
- Have I used correct punctuation at the end of each sentence and within each sentence?
- Is my spelling correct throughout my writing?
- Will the reader be able to read my handwriting?

Practice

*D*irections

Using the above checklist, revise and edit the draft you wrote on pages 00-00. Make your changes by crossing out errors and neatly writing corrections in the margin or between lines of text.

Test Tip

Write clearly and neatly. You will score your best if your teacher can understand your thoughts and read your writing.



Practice Test



Section 1

Writing Task

Use page 124 of your answer form to plan your writing. Then write an essay in response to the prompt.

When scorers assess your writing, they will look for evidence that you can

- address the prompt;
- develop your ideas thoroughly;
- organize your ideas;
- stay focused on your purpose for writing;
- make your writing thoughtful and interesting; and
- use correct spelling, capitalization, punctuation, grammar, usage, and sentence structure.

“Janis, I cannot stop this car. I have a curfew.”
--Damian, *Mean Girls*, 2004

In this quotation, Damian uses his curfew as an excuse to keep driving. How do you feel about curfew laws and the way they affect your life?

Write a persuasive essay that describes your opinion either against or in favor of curfew laws. You may want to describe an experience and explain how it influenced your thinking. Be sure to clearly express an opinion and include an introduction, body, and conclusion in your writing.

Section 2

Directions Read the selection. Then answer the questions that follow.

From Forging Ahead

by F. Scott Fitzgerald

Basil Duke Lee and Riply Buckner, Jr., sat on the Lee's front steps in the regretful gold of a late summer afternoon. Inside the house the telephone sang out with mysterious promise.

"I thought you were going home," Basil said.

"I thought you were."

"I am."

"So am I."

"Well, why don't you go then?"

"Why don't you then?"

"I am."

They laughed, ending with yawning gurgles that were not laughed out but sucked in. As the telephone rang again, Basil got to his feet.

"I've got to study trig before dinner."

"Are you honestly going to Yale this fall?" demanded Riply skeptically.

"Yes."

"Everybody says you're foolish to go at sixteen."

"I'll be seventeen in September. So long. I'll call you tonight."

Basil heard his mother at the upstairs telephone and he was immediately aware of distress in her voice.

"Yes...Isn't that awful, Everett!...Yes...Oh-h my!" After a minute he gathered that it was only the usual worry about business and went on into the kitchen for refreshments. Returning, he met his mother hurrying downstairs. She was blinking rapidly and her hat was on backward—characteristic testimony to her excitement.

"I've got to get over to your grandfather's."

“What’s the matter, mother?”

“Uncle Everett thinks we’ve lost a lot of money.”

“How much?” he asked, startled.

“Twenty-two thousand dollars apiece. But we’re not sure.”

She went out.

“Twenty-two thousand dollars!” he repeated in an awed whisper.

His ideas of money were vague and somewhat debonair, but he had noticed that at family dinners the immemorial discussion as to whether the Third Street block would be sold to the railroads had given place to anxious talk of Western Public Utilities. At half-past six his mother telephoned for him to have his dinner, and with growing uneasiness he sat alone at the table, undistracted by *The Mississippi Bubble*¹, open beside his plate. She came in at seven, distraught and miserable, and dropping down at the table, gave him his first exact information about finance—she and her father and her brother Everett had lost something more than eighty thousand dollars. She was in a panic and she looked wildly around the dining room as if money were slipping away even here, and she wanted to retrench at once.

“I’ve got to stop selling securities² or we won’t have anything,” she declared. “This leaves us only three thousand a year—do you realize that, Basil? I don’t see how I can possibly afford to send you to Yale.”

His heart tumbled into his stomach; the future, always glowing like a comfortable beacon ahead of him, flared up in glory and went out. His mother shivered, and then emphatically shook her head.

“You’ll just have to make up your mind to go to the state university.”

“Gosh!” Basil said.

Sorry for his shocked, rigid face, she yet spoke somewhat sharply, as people will with a bitter refusal to convey.

“I feel terribly about it—your father wanted you to go to Yale. But everyone says that, with clothes and railroad fare, I can count on it costing two thousand a year. Your grandfather helped me to send you to St. Regis School, but he always thought you ought to finish at the state university.”

After she went distractedly upstairs with a cup of tea, Basil sat thinking in the dark parlor. For the present the loss meant only one thing to him—he wasn’t going

1 *The Mississippi Bubble* (1902) is a novel by Emerson Hough. It also refers to the collapse of the Mississippi Company which led to a financial crisis in France in 1720.

2 The word **securities** refers to stocks and bonds with monetary value.

to Yale after all. The sentence itself, divorced from its meaning, overwhelmed him, so many times had he announced casually, “I’m going to Yale,” but gradually he realized how many friendly and familiar dreams had been swept away. Yale was the faraway East, that he had loved with a vast nostalgia since he had first read books about great cities. Beyond the dreary railroad stations of Chicago and the night fires of Pittsburgh, back in the old states, something went on that made his heart beat fast with excitement. He was attuned to the vast, breathless bustle of New York, to the metropolitan days and nights that were tense as singing wires. Nothing needed to be imagined there, for it was all the very stuff of romance—life was as vivid and satisfactory as in books and dreams.

But first, as a sort of gateway to that deeper, richer life, there was Yale. The name evoked the memory of a heroic team backed up against its own impassable goal in the crisp November twilight, and later, of half a dozen immaculate noblemen with opera hats and canes standing at the Manhattan Hotel bar. And tangled up with its triumphs and rewards, its struggles and glories, the vision of the inevitable, incomparable girl.

Well, then, why not work his way through Yale? In a moment the idea had become a reality. He began walking rapidly up and down the room, declaring half aloud, “Of course, that’s the thing to do.” Rushing upstairs, he knocked at his mother’s door and announced in the inspired voice of a prophet: “Mother, I know what I’m going to do! I’m going to work my way through Yale.”

He sat down on her bed and she considered uncertainly. The men in her family had not been resourceful for several generations, and the idea startled her.

“It doesn’t seem to me you’re a boy who likes to work,” she said. Besides, boys who work their way through college have scholarships and prizes, and you’ve never been much of a student.”

He was annoyed. He was ready for Yale a year ahead of his age and her reproach seemed unfair.

“What would you work at?” she said.

“Take care of furnaces,” said Basil promptly. “And shovel snow off sidewalks. I think they mostly do that—and tutor people. You could let me have as much money as it would take to go to the state university?”

“We’ll have to think it over.”

“Well, don’t you worry about anything,” he said emphatically, “because my earning my way through Yale will really make up for the money you’ve lost, almost.”

“Why don’t you start by finding something to do this summer?”

“I’ll get a job tomorrow. Maybe I can pile up enough so you won’t have to help me. Good night, Mother.”

Up in his room he paused only to thunder grimly to the mirror that he was going to work his way through Yale, and going to his bookcase, took down half a dozen dusty volumes of Horatio Alger³, unopened for years. Then, much as a postwar young man might consult the George Washington Condensed Business Course, he sat at his desk and slowly began to turn the pages of *Bound to Rise*.

Two days later, after being insulted by the doorkeepers, office boys and telephone girls of the *Press*, the *Evening News*, the *Socialist Gazette* and a green scandal sheet called the *Courier*, and assured that no one wanted a reporter practically seventeen, after enduring every ignominy prepared for a young man in a free country trying to work his way through Yale, Basil Duke Lee, too “stuck-up” to apply to the parents of his friends, got a position with the railroad, through Eddie Parmelee, who lived across the way.

At 6:30 the following morning, carrying his lunch, and a new suit of overalls that had cost four dollars, he strode self-consciously into the Great Northern car shops. It was like entering a new school, except that no one showed any interest in him or asked him if he was going out for the team. He punched a time clock, which affected him strangely, and without even an admonition from the foreman to “go in and win,” was put to carrying boards for the top of a car.

Twelve o’clock arrived; nothing had happened. The sun was blazing hot and his hands and back were sore, but no real events had ruffled the dull surface of the morning. The president’s little daughter had not come by, dragged by a runaway horse; not even a superintendent had walked through the yard and singled him out with an approving eye. Undismayed, he toiled on—you couldn’t expect much the very first morning.

3 **Horatio Alger** was a 19th century author who wrote about hard work and achieving the American Dream.

1 In the phrase “in the regretful gold of a late summer afternoon,” the word *regretful* most likely suggests regret that

- A** a new school semester starts soon
- B** the day is slipping away
- C** summer is coming to an end
- D** a beautiful day has been wasted

Reading standard: 3.3.a
Depth: 1

2 This selection is an example of which of the following literary forms?

- F** free verse
- G** short story
- H** nonfiction editorial
- J** dramatic monologue

Reading standard: 3.1.a
Depth: 2

3 In the phrase “after enduring every ignominy prepared for a young man,” *ignominy* means

- A** honor
- B** proposal
- C** reference
- D** humiliation

Reading standard: 1.5
Depth: 2

4 At the time that this story was written, which of the following statements was true but is less true today?

- F** State universities were the last resort for wealthy families.
- G** College students had to work their way through college.
- H** Yale University was among the first choices of wealthy families.
- J** College tuition was a bargain at \$2,000 per year.

Reading standard: 3.4.a
Depth: 3

5 Which of the following would be the best alternate title for the selection?

- A** Pursuing the Dream
- B** A Mysterious Promise
- C** Western Public Utilities
- D** Punching the Time Clock

Reading standard: 2.3.a
Depth: 3

6 Identify the main conflict.

- F** Ripley tells Basil that he’s foolish.
- G** Basil loses his funding for college.
- H** Basil’s mother speaks sharply to him.
- J** No one hires Basil as a news reporter.

Reading standard: 2.2.b
Depth: 2

7 In the phrase “his heart tumbled into his stomach” describes which emotions?

- A love and care
- B rage and hate
- C** fear and disbelief
- D relief and surprise

Reading standard: 3.3.a
Depth: 1

8 Which would be the best source to learn more about Horatio Alger?

- F magazine
- G dictionary
- H newspaper
- J** encyclopedia

Reading standard: 4.1.a
Depth: 2

9 Which of the following best portrays Basil’s disappointment?

- A He shares his feelings with his friend Riply.
- B** He sat thinking in the dark parlor.
- C His heart beat fast with excitement.
- D He argues with his mother.

Reading standard: 2.1.b
Depth: 1

10 In the sentence “His mother shivered, and then emphatically shook her head,” the adverb *emphatically* means

- F barely
- G frigidly
- H** vigorously
- J uncertainly

Reading standard: 1.5
Depth: 1

Directions

Read this passage. Then answer the questions that follow.

Diamonds Are Forever

- 1 “A diamond is the hardest and one of the oldest and the most beautiful creations in nature” (Nature, 2001). Because of these qualities, it has symbolized the marriage contract for more than 500 years. Cut, clarity, color, and carat determine the value of diamonds. They all contribute to the capture and casting of light. In addition to jewelry, diamond beauty and value communicate modern messages through the art world. These gemstones project an image of wealth and influence, and the demand for them fuels international trade.

Diamond Mystique

- 2 The fascination with diamonds is partly due to the mystery of their creation. They are the product of carbon or coal that is put under great pressure in the earth’s mantle, and then rise to the surface in volcanic eruptions. The carbon bond of a diamond does not break down. So geologists cannot measure the amount of decay to carbon date and determine age. Instead, they measure the impurities or inclusions trapped inside a diamond. With this technique, they estimate the age of these gems at 2 to 3 billion years.
- 3 In more recent human record, diamonds are legendary. Ancient cultures believed they were “splinters from falling stars” (JewelryByNet, 2008). As early as the mid 15th century, the unbreakable bond of the stone became a symbol of the marriage contract. Diamond cutting and polishing as it is known today began shortly thereafter in the 1500s. During that time, jewelers designed the now familiar table-top cut, which improved the shape and sparkle of the stones. Still, for hundreds of years, a diamond engagement ring remained a privilege of the wealthy.
- 4 The discovery of Brazilian mines in the 1700s made diamond jewelry more affordable, and in our 21st century, real diamonds are manufactured in labs. Synthesized diamonds use the same technology that produces a diamond coating for a surgeon’s scalpel. The stones are chemically identical to mined diamonds, and they cost less. The Federal Trade Commission requires synthetics to carry a laser inscription, but only jewelers can see it. In fact, the Gemological Institute of America now grades the quality of lab grown diamonds with the same four standards used for mined stones: cut, clarity, color, and carat.

The Four Cs

- 5 Diamond cut refers to the number of facets, the quality of the cut, and the shape: round, pear, heart, oval, or emerald. Well-cut diamonds of any shape reflect light with brilliance or “fire.” The goal is to facet the stone in exact proportions so it reflects a maximum amount of light.
- 6 A diamond that has no inclusions will reflect the most light and is very rare. Jewelers rank diamond clarity based on the number and placement of inclusions. Since almost all diamonds have them, every stone is unique. Most inclusions are invisible to the eye, and jewelers must use magnification to classify them. Clarity is based on the scale shown in the table below. Flawless diamonds are the more expensive.

Clarity by Inclusions

IF	VVS1	VVS2	VS1	VS2	S1	S2	I1	I2	I3
Flawless	Very, Very Slight Inclusions		Very Slight Inclusions		Slight Inclusions		Visible Inclusions		

- 7 In addition to clarity, the closer a white diamond is to colorless, the greater its value. Color scales run from grade D (colorless) to Z (heavily tinted). Regardless of color tone, the gems can be beautiful if they have good cut and clarity. In fact, there are tinted diamonds outside of the D through Z range, which get a grade of Z+. These fancy colored stones come in red, pink, green, blue, and yellow. Some colors are unique to one region of the world. As with true colorless diamonds, stones with good Z+ color are rare.
- 8 Large sized diamonds are rare too. A carat is the unit of measurement that determines the weight of a gemstone. One carat equals 200 milligrams (or 1/5 gram). If a piece of jewelry has more than one diamond, the carats for all stones are totaled. Stones that are smaller or larger than one carat are described in fractions, decimals, or points. For instance, one carat equals 100 points. Therefore, a $\frac{3}{4}$ -carat diamond could be described as a .75-carat or a 75-point diamond. Stones that are larger than one carat sell at premium prices.

Bling¹ in the News

- 9 A good example of total carat weight in the news is the diamond studded platinum skull created by British conceptual artist², Damien Hirst. Hirst’s

1 **Bling** is a hip hop slang term that refers to jewelry.

2 A **conceptual artist** conveys a concept or idea through the created object.

sculpture has 8,601 authentic diamonds with a total of 1,106.18 carats. It includes a large pear-shaped pink stone on the forehead, which is the centerpiece of the work. Smaller stones encrust the entire surface except for the original teeth, which have been removed, polished, and reset. The sculpture cost about £15 million to create and reportedly sold for the U.S. equivalent of \$100 million.

- 10 Baroque style³ painters and sculptures often use the skull and cross-bones symbol “as a reminder of earthly transience” (Cartier, 1984). Hirst describes his work as a “celebration against death.” It is true the diamond trade in some mining countries has a violent history. Hirst’s sculpture is made of diamonds that are “conflict free,” and it makes a strong statement about the connection between death and bling.
- 11 In the recent past, for example, the high value of diamonds financed an 11-year civil war in diamond-rich Sierra Leone, West Africa. Many others have joined Hirst in the attempt to raise awareness about such conflict diamonds. In the U.S., leading hip hop artists now use their influence to redefine their diamond culture and limit the demand to legal gems. Although the war in Sierra Leone ended in 2002, there is still money made in illegal sales. Unsafe work in the mines continues to put laborers at risk.
- 12 For this reason, the United Nations General Assembly adopted a resolution supporting international certification of rough (uncut) diamonds. The result was the 2002 creation of the Kimberley⁴ Process Certification Scheme (KPCS). All member countries agree to certify rough diamond shipments as “conflict free” and work to prevent the trade of illegal and conflict diamonds. As of 2007, KPCS member countries account for over 99 percent of worldwide production, but challenges to the Process remain. Traditionally, diamond buying is a family business with no more than a handshake to close a final purchase. Also, once a white diamond is cut and polished, it is difficult to determine the origin.
- 13 In the end, real diamonds are anonymous (National Geographic, 2007). It adds to their enduring beauty and legend. Brides continue to wear them, and science synthesizes and grades the stones, but it is difficult to measure the value in mere money or carat weight. Diamonds are a symbol of power and influence in art and in life. The wealth of entire countries depends on the trade, and people risk their lives to preserve it.

³ The **Baroque style** began in the 17th century. It uses extravagant or bizarre ornamentation.

⁴ The name **Kimberley** refers to Kimberley, South Africa. It was the initial meeting place for diamond-producing member countries of KPCS.

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11 Which of the following is the **best** change to make, if any, to the third sentence in the first paragraph?

- A Cut, clarity, the color grade, and carat determine the value of diamonds.
- B Cut, the scale of clarity, color, and carat determine the value of diamonds.
- C The shape of cut, clarity, color, and carat determine the value of diamonds.
- D** Make no change.

Writing standard: 3.3.a
Depth: 2

12 Which of the following is the **best** change to make, if any, to the second sentence in the second paragraph?

- F** Change **rise** to **rises**.
- G Change **rise** to **rose**.
- H Change **rise** to **rising**.
- J Make no change.

Writing standard: 3.1.b
Depth: 1

13 Which of the following is the **best** revision of the last sentence of the sixth paragraph?

- A Flawless diamonds are the least expensive.
- B** Flawless diamonds are the most expensive.
- C Flawless diamonds are the more inexpensive.
- D Make no change

Writing standard: 3.1.f
Depth: 2

14 Which of the following is the **best** revision of the third sentence in the tenth paragraph?

- F It is true that the diamond trade have a violent history in some mining countries.
- G It is true that the diamond trade had a violent history in some mining countries.
- H** It is true the diamond trade has a violent history in some mining countries.
- J Make no change.

Writing standard: 3.3.b
Depth: 2

15 Based on this selection, with which of the following statements would Damien Hirst **most likely** agree?

- A Diamond rings are too expensive.
- B Synthetics are inferior to real stones.
- C** The human skull is a symbol of death.
- D Illegal diamonds are a thing of the past.

Reading standard: 2.4.d
Depth: 3

16 **Information in this selection suggests that diamond history**

- F** is documented for thousands of years.
- G** is unknown prior to the mid-1400s.
- H** began with the table-top cut in the 1500s.
- J** began with a Brazilian mine in the 1700s.

Reading standard: 2.2.a
Depth: 2

17 **The author most likely included the table in order to**

- A** persuade readers to buy diamonds.
- B** illustrate the classification system.
- C** educate jewelers about the four Cs.
- D** inform art dealers about impurities.

Reading standard: 2.1.a
Depth: 2

18 **Which of the following ideas from the passage is the main theme?**

- F** It is difficult to measure the value of diamonds.
- G** The carbon bonds of diamonds do not break down.
- H** Synthetic stones are identical to diamonds from mines.
- J** Diamonds financed a war in Sierra Leone, West Africa.

Reading standard: 2.4.a
Depth: 3

19 **The goal is to facet the stone in exact proportions so it reflects a maximum amount of light.**

In this sentence from the selection, what does the word *facet* mean?

- A** cut
- B** side
- C** feature
- D** surface

Reading standard: 1.4
Depth: 2

20 **Which of the following best describes a synthetic diamond?**

- F** ancient
- G** authentic
- H** affordable
- J** anonymous

Reading standard: 4.1.b
Depth: 2

Directions
Read this passage. Then answer the questions that follow.

Apprenticeship in Black and White

from *The World of Winslow Homer*
by JAMES THOMAS FLEXNER

When the Homers moved from Boston to nearby Cambridge, six-year-old Winslow escaped from the streets of what was then America's fifth largest city to a village where great trees shimmered overhead like coherent flocks of green birds. Although within sight of Harvard College, the child was also within easy rambling distance of the very different art academy patronized by the Native School¹: the American countryside. Homer as a middle-aged man was to attribute his "great liking for country life" – so an interviewer wrote – to "the meadows, ponds, fishing, and beautiful surrounding of that suburban place." Perhaps it would not have struck him so hard had he been born in Cambridge – but to meet it all at the ecstatic² age of six!

Homer was sent to a local grammar school. Never flamboyant³ in his behavior, always correct in any situation from which there was no escape, he seemed to one of his classmates "studious, quiet, sedate." However, he was not by nature addicted to sitting indoors. His attitude toward lessons is summarized in a marvelous painting called *Country School*, which he executed years later, when he was 35. In this picture it is clearly a hot day in late spring. Sunlight floods the schoolroom and the viewer can almost hear the sleepy droning of flies. The teacher is pretty but abstracted, her mind on something more basic to her nature than the book she holds in her hand. Some of the children are in ragged clothes although, being offspring of the American peasantry, they are all healthy and well fed. Their faces bear no anger of discontent: only a tedium that matches their teacher's. Outside, through the window, Homer painted the true joy and meaning of life: Nature in her wonder.

When Winslow was 13, his father gave way to a strong romantic streak: he sold his hardware business, invested the money in mining machinery and was off to the West coast to take part in the Gold Rush of 1849. This adventure was a complete and costly failure. The resulting dip in the family

1 A reference to the Native School of American painting, which was an artistic movement toward the subject of nature.

Winslow Homer became a central figure in this style of painting.

2 carried away by deep feeling

3 colorfully outgoing

fortunes protected Homer from what he had undoubtedly dreaded – sitting in Harvard classrooms after graduation from high school – but menaced him with an even worse fate: standing behind the counter of a nearby clothing store that needed a clerk.

At the moment of imminent danger, when Winslow was 19, his good fairy appeared, probably at the family breakfast table and certainly disguised as a newspaper advertisement. The father read it out: “Boy wanted; apply to Bufford, lithographer; must have taste for drawing; no other wanted.

That the lad had a taste for drawing was notorious. His mother had encouraged him from the start and his father, when on a visit to London, had sent him lithographs by French drawing teachers of heads, ears, noses, faces, trees, houses and animals that a student might copy. Of these models, Homer remembered, he made “profitable” use under parental eyes. Another artistic activity he pursued stealthily though systematically: he brought life into his schoolbooks by illuminating the blank pages and margins. He found it most fun, however, to use his art to preserve glorious moments of play in the outdoors. Unlike the drawings of most children, his were not fantastic or exaggerated. His objective was already that of the Native School: to record happy images as they actually presented themselves to the eye. One early sketch shows a boy lying on his stomach dreaming away a summer’s afternoon. Homer’s earliest known watercolor, done at 11, is an excellent representation of a snug farmhouse surrounded by shade trees.

Homer’s art was still altogether private, an aspect of play which he did not wish the responsibilities of adulthood to interrupt. He was doubtless far from delighted when his father suggested that it would be easy to get him the job at Bufford’s print-making establishment since Bufford and the elder Homer belonged to the same volunteer fire company. However, in due course a paper was signed. Winslow was to serve as an apprentice until he was 21, a period of two years which were to seem so endless that he was to remember them as three. The father would pay \$300 for the first year’s instruction; after that, the lad would receive five dollars a week. All this would be binding if, after two weeks’ trial, Winslow was found to suit.

Winslow suited so well that the \$300 fee was reduced to \$100, but he remained resentful. Homer possessed an extremely youthful spirit – it was a quality which would enable him to react, deep into middle age, with the freshness of an adolescent – and, although he was 19, he felt he was much too young to be made to work. More than 40 years later the grievance was still there. An interviewer recalled that “he remarked with some pathos in his voice that while other boys were enjoying boyish play, he had his nose to the grindstone from eight in the morning till six in the evening, and that about his only recreation was an occasional hour’s fishing in the early

morning on his way to the shop. He said he would get up early, fish an hour, and then push his rod under some bushes to await another time.”

The lithographer’s shop closed around Homer even more tightly than schoolrooms had. His task was to draw on a specially prepared stone with a greasy crayon which attracted the ink that was to be transferred to the printed sheet. He worked standing, telling his fellow apprentices that if he sat down he might become round-shouldered. They remembered him as short and slight, very straight and energetic. His early morning bouts of fishing never showed in his costume, which was always so dapper that one of his companions suspected he possessed some hidden source of wealth.

A drawing made at the time by a friend shows that he wore his dark brown hair long, a thick lock standing upright over his forehead, wings going off to both sides. His wide, down turned eyebrows were echoed in reverse by a moustache that rose at the tips. From his chin sprouted a goatee that looks svelte in the drawing but that in fact bothered him by coming out in patches. One suspects that he spent much time at the mirror deciding how he looked best.

Behind his correct and somewhat elfin appearance, Homer hid his emotions. In the shop he was quiet: when praised he said nothing; when criticized he showed no annoyance, efficiently making the changes suggested. But he hated the work, so much so that, although there were inherent in the lithographic medium great artistic possibilities, he never afterward put it to any effective use.

21 Which of the following is the **main purpose** of this selection?

- A** to describe Homer's early years
- B** to record the Gold Rush of 1849
- C** to encourage art apprenticeships
- D** to describe 19th century fashion

Reading standard: 2.4.b
Depth: 3

22 Choose the answer that describes Flexner's meaning when he writes, in paragraph 4, "the moment of imminent danger."

- F** Homer may have to work in a store.
- G** Homer may have to continue school.
- H** Homer must face an enemy's threat.
- J** Homer must save his family's home.

Reading standard: 2.1.b
Depth: 1

23 Which answer is the **best evidence** that Winslow Homer was a dutiful apprentice?

- A** He was studious and quiet.
- B** He did not resent having to work.
- C** He would get up early to fish.
- D** He showed no annoyance when criticized.

Reading standard: 2.2.d
Depth: 3

24 In tracing Homer's growth as an artist, the author structures this passage in which of the following ways?

- F** by describing Homer's changes in physical appearance
- G** by describing Homer's life from school age to maturity
- H** by describing the most important events in Homer's life
- J** by describing Homer's strengths and weaknesses

Reading standard: 2.4.b
Depth: 3

25 Based on Homer's connection with the Native School of painting, we can infer that Winslow Homer's was

- A** humble
- B** spiritless
- C** innovative
- D** conventional

Reading standard: 2.3.b
Depth: 2

26 Which of the following chains show a relationship of events in this passage?

- F life in a suburb – Harvard College – the Gold Rush
- G Harvard College – drawing from Nature – visiting London
- H moving to Cambridge – the Gold Rush – visiting London
- J moving to Cambridge – life in a suburb – drawing from Nature

Reading standard: 2.1.d
Depth: 2

27 Which word **best** describes the tone of this passage?

- A humorous
- B critical
- C preachy
- D informative

Reading standard: 3.2.d
Depth: 2

28 Read the following phrase from the selection.

“he remarked with some pathos in his voice”

The Greek word *pathos* means

- F gladness
- G suffering
- H irritation
- J assurance

Reading standard: 1.1
Depth: 1

29 Which of the following media was used in Bufford’s lithography shop?

- A crayon
- B oil
- C charcoal
- D watercolor

Reading standard: 4.1.a
Depth: 1

30 This selection is an example of which of these genres of writing?

- F short story
- G memoir
- H biography
- J interview

Reading standard: 3.1.b
Depth: 1

31 The best source for information about the Native School of American painting would be

- A a tour of the Metropolitan Museum of Art
- B a history of art in the United States
- C a biography of early American painters
- D an encyclopedia article on famous artists

Reading standard: 4.1.a
Depth: 2

Section 3

Directions

You will now read one poem and answer some questions. Then you will read a related poem and answer some more questions.

Southbound on the Freeway

by MAY SWENSON

A tourist came in from Orbitville,
parked in the air, and said:

The creatures of this star
are made of metal and glass.

Through the transparent parts
you can see their guts.

Their feet are round and roll
on diagrams of long
measuring tapes, dark
with white lines.

They have four eyes.
the two in back are red.

Sometimes you can see a five-eyed
one, with a red eye turning
on the top of his head.

He must be special—
the others respect him
and go slow

when he passes, winding
among them from behind.

They all hiss as they glide,
like inches, down the marked
tapes. Those soft shapes,
shadowy inside

the hard bodies—are they
their guts or their brains?

32 The phrase “A tourist came in from Orbitville” means

- A a meteorite landing on Earth.
- B** a visitor from outer space.
- C an unidentified flying object.
- D an out-of-town traveler.

Reading standard: 3.2.d
Depth: 2

33 What archetype, or universal idea, is expressed in this selection?

- F An alien being visits Earth.
- G The world is coming to an end.
- H** People have turned into machines.
- J A hero sets out on a difficult quest.

Reading standard: 3.4.c
Depth: 3

34 Which statement best expresses the main theme?

- A Human eyes are the same as car lights.
- B State troopers drive above the speed limit.
- C** We might be amused if we knew how aliens see us.
- D The metal creatures have more brains than guts.

Reading standard: 3.2.a
Depth: 2

35 Which statement best expresses the relationship between people and cars in this poem?

- F Cars have overtaken the world.
- G Cars outnumber people in most cities.
- H Cars are as alive as human beings.
- J** People are overly dependent on cars.

Reading standard: 3.4.b
Depth: 3

Directions

Read this poem and answer the questions that follow.

The Scream Heard Around the World

by LAWRENCE FERLINGHETTI

One fine day
a proud owner of a brand-new car
started up his infernal combustion engine
and with the first gasp of gas
the whole car gasped
and out of the exhaust pipe emerged
a very small scream
as of a very small animal trapped
in the bowels of the motor
The owner heard it and
thought perhaps a cat or rat
was trapped under the car
He put it in gear
and slowly turned out
into the roadway
But the little scream
didn't stop
He looked back through his mirror
and saw nothing at all
He pulled over and got out and
looked under the machine
There was nothing caught or hanging down
The scream had stopped
when he stopped the car
but when he started up again
the scream arose again
and it grew louder as he
stepped on the gas
He thought he might outrun it
He thought perhaps
if he raced the motor
he could clear it
like a frog in the throat

So he took off down the boulevard
but the faster he went
the louder the scream became
Then he heard all the other cars screaming
and people were hanging out the windows
of all the houses on each side
and holding their ears
looking at all the cars screaming
And as traffic increased at rush hour
a great roar of animal agony
as if all the animals in the world
were caught in all the machines
of the world
And the roaring grew and grew
And the drivers kept on driving
and driving and driving and ...

- 36 Which words from the poem contain an example of **alliteration**?
- A “One fine day”
 - B** “with the first gasp of gas”
 - C “He thought he might outrun it”
 - D “were caught in all the machines”

Reading standard: 3.3.b
Depth: 2

- 37 “And the drivers kept on driving/
and driving and driving and...”

In these lines from the poem, the poet’s tone is **best** described as

- F** ironic
- G factual
- H amused
- J critical

Reading standard: 3.2.b
Depth: 2

- 38 He thought perhaps/if he raced the motor/
he could clear it/like a frog in the throat

The phrase “like a frog in the throat” is an example of

- A** simile
- B analogy
- C metaphor
- D hyperbole

Reading standard: 3.3.a
Depth: 2

- 39 Which assumption is made in **both** “Southbound on the Freeway” and “The Scream Heard Around the World”?
- F Humans are superior to animals.
 - G Cars present no threat to humans.
 - H Machines ensure the future of life on earth.
 - J** Life should be more important than machines.

Reading standard: 3.4.d
Depth: 3

- 40 A literary element common to both poems is

- A hyperbole
- B simile
- C** personification
- D metaphor

Reading standard: 3.3.a
Depth: 2

Directions

Read this ballad. Then answer the questions that follow.

The Titanic

by SISSI PEARL
and based on the film by JAMES CAMERON

They called her the unsinkable,
With her unbending keel¹:
They called her the ship of the dreams,
With her sturdy appeal.

Her bow looked like a sharp island,
Strong and tough and bold:
Her stern was wide and hard with steel,
One that would not get old.

On that day of her departure,
So many stood and gazed:
Seeing her tall and strong figure,
So many were amazed.

As her pipes made a long, deep sound,
Her engines turned their rounds:
The people cheered on and off board,
Listening to the sounds.

As she sailed through the endless sea,
Day and night she went through:
All were fine until that night came,
When none thought it was true.

¹ The part of a ship that extends the entire length of the vessel along the center of its bottom and often projects from the bottom

In the mist there appeared something,
Something giant and white:
Coming straight ahead of the bow,
Unseen through the dim light.

But then it was too late to turn,
The sirens made their scream:
All were suddenly in chaos,
As if in a dark dream.

The loud crash made the ship shake hard,
The iceberg passed by fast:
Panic ensued all over her,
Not enough time could pass.

Not enough boats for every soul,
All were too soon and late:
All wanted to escape and live,
Few could fight their own fate.

Slowly down toward the sea she went,
All slow first and then fast:
Into the cold when thousands cried,
All were then gone and passed.

41 The line “One that would not get old” is an example of

- A analogy
- B flashback
- C sequencing
- D foreshadowing

Reading standard: 3.2.e
Depth: 2

42 Which word describes the overall tone?

- F tragic
- G comic
- H hopeful
- J lighthearted

Reading standard: 3.2.d
Depth: 2

43 Which words from the poem contain an example of imagery?

- A “With her sturdy appeal.”
- B “So many were amazed.”
- C “Listening to the sounds.”
- D “As if in a dark dream.”

Reading standard: 3.2.d
Depth: 2

44 What does the word *ensued* mean?

- F died
- G followed
- H claimed
- J finished

Reading standard: 1.5
Depth: 1

45 Which of the following ideas is **best** expressed in this selection?

- A The forces of nature can't be controlled.
- B Build it, and they will come.
- C Pride goeth before a fall.
- D An ounce of prevention is worth a pound of cure.

Reading standard: 3.4.a
Depth: 3

46 The poet **most likely** wrote this poem in order to

- F encourage safety in the shipping industry.
- G describe the structure of a passenger ship.
- H inform the descendants of travelers onboard.
- J communicate strong feelings about a tragic event.

Reading standard: 3.2.e
Depth: 3

Directions

Read this passage. Then answer the questions that follow.

Your Auto Insurance Policy

- 1 Even the most basic auto insurance policies contain a number of key provisions. These include liability coverage, limitations and declarations, medical payments coverage, underinsured/uninsured motorists coverage, and comprehensive coverage.
- 2 Liability coverage protects you from damage your car does to others; that is, damage for which you are legally responsible. If an accident occurs, in which someone is injured or killed, it covers you and family members who live with you under these circumstances:
 - Your car is being driven by you
 - You are driving another car with that vehicle owner's permission
 - A family member or relative is driving your car with your permission
- 3 Liability coverage pays the insured person for legal defense costs, bail bond costs, and emergency first aid to the injured. It pays other people that you've injured for property damage, loss of services, bodily injury, sickness, medical services, disease, and death.
- 4 The limitations of an auto insurance policy tell you the maximum amounts for which you are covered. The declarations indicate the limits you've chosen, the vehicles you are insuring, amendments to the base contracts, and other information that you declare as factual on the application. For instance, the policy limits of 100/300/100 (in thousands) indicate the maximum amount to be paid per person for bodily injury, the total paid per accident for bodily injury, and the limit paid for property damaged you caused in an accident.
- 5 Medical payments coverage pays for the emergency medical treatment required after an accident. It is paid regardless of who was at fault in the accident. It covers the insured person, covered passengers, and covered family members. It pays for the following services:
 - X-rays
 - Surgery
 - Ambulance
 - Physicians
 - Hospitals
 - Funeral expenses

- 6 Underinsured and uninsured motorists coverage pays for damage to you and your property caused by another driver who don't have adequate insurance to pay you for all of the injury inflicted, or who hasn't any insurance at all. It covers you, passengers covered under the contract, and covered under the contract, and covered family members for bodily injury, disease, sickness, and death. Property damage coverage is not available in all States.
- 7 Collision coverage pays for damage to your car resulting from an accident with another car or object. It pays for repair of the car up to its actual cash value, taking into account its age, use, and wear and tear.
- 8 Comprehensive coverage applies to most other damage to your car. One can choose limits of these coverages as well as the amount of your deductible—the loss amount you agree to pay out of pocket before the insurance company reimburses you.
- 9 Some of the ways by which you can reduce the amount of an insurance premium is by increasing the amount of the deductible and dropping comprehensive coverage if your car is four or more years old and the auto loan has been paid off.

47 What is the **best** change, if any to make to **policys** in the first sentence in the first paragraph?

- A polices
- B** policies
- C policy
- D Make no change.

Writing standard: 3.2b
Depth: 2

48 What is the **best** change, if any, to make to the second sentence of the second paragraph?

- F** Remove the comma after **occurs**.
- G Replace the comma after **killed** with a period, and capitalize **it**.
- H Replace the colon after **circumstances** with a period.
- J Make no change.

Writing standard: 3.2c
Depth: 2

49 What is the **best** change, if any, to make to the first bullet point in the second paragraph?

- A** Change **Your car is being driven by you** to **You are driving your car**.
- B Change **Your car is being driven by you** to **Your car was driven by you**.
- C Change **Your car is being driven by you** to **You car was drove by you**.
- D Make no change.

Writing standard: 3.1d
Depth: 2

50 What is the **best** change, if any, to make to the first sentence in the sixth paragraph?

- F Change don't have adequate insurance to do not have adequate insurance.
- G** Change don't have adequate insurance to doesn't have adequate insurance.
- H Change don't have adequate insurance to didn't have adequate insurance.
- J Make no change.

Writing standard: 3.1b
Depth: 2

51 What is the **best** change, if any, to make to the last sentence in the sixth paragraph?

- A Change is not available to isn't available.
- B Change all to these.
- C** Change States to states.
- D Make no change.

Writing standard: 3.2a
Depth: 2

52 What is the **best** change, if any, to make to the second sentence in the eighth paragraph?

- F Change One to People.
- G** Change One to You.
- H **Change** One to **They**.
- J Make no change.

Writing standard: 3.3a
Depth: 2

53 This selection is an example of which of these styles of writing

- A** informational article
- B** persuasive essay
- C** memoir
- D** short story

Reading standard: 3.1.a
Depth: 2

54 What is the **best** change, if any, to make to the second sentence in the seventh paragraph?

- F** Change **its** to **it's**.
- G** Add a comma after **wear**.
- H** Change **repair** to **repairs**.
- J** Make no change.

Writing standard: 3.2.d
Depth: 2

55 Which of the following **best** states the main idea of this passage?

- A** Every car owner should be insured.
- B** Those covered by insurance have a menu of choices.
- C** **All** auto insurance contracts have certain basic features.
- D** Liability insurance coverage is more important than any other.

Reading standard: 2.3a
Depth: 2

56 Which of the following describes the organization of this selection?

- F** sequence, or time order
- G** **compare** and contrast
- H** **order** of importance
- J** **problem** and solution

Reading standard: 4.1c
Depth: 2

57 On the basis of the information in this selection, which of the following would be considered a declaration in an insurance policy?

- A** The amount you will be paying for auto insurance
- B** The type of insurance you are choosing and its provisions
- C** Factual information about the insurance company
- D** The most that the company will pay if you injure someone

Reading standard: 4.1a
Depth: 1

58 If you were to borrow money to finance the purchase of a new car, which two coverages would the loan company probably require before making the loan?

- F liability and underinsured
- G medical and uninsured
- H** comprehensive and collision
- J liability and medical

Reading standard: 2.3b
Depth: 3

59 Which of the following drivers would a liability insurance policy protect based on this passage?

- A A child who lives with his parents and drives his own car
- B A child who borrowed his or her parents' car without permission
- C** A parent while driving a car borrowed from his neighbor
- D A friend to whom a parent lent his car

Reading standard: 2.3b
Depth: 3

60 What does the word *reimburse* mean?

- F cancel
- G** compensate
- H assist
- J sue

Reading standard: 1.4
Depth: 1

Directions

Read this passage. Then answer the questions that follow.

May Day Queen

- 1 Ramona Prior was a big-boned girl with a nonstop sense of humor. Her best friend, Sharon, had a flirty laugh and long, dark, braided hair. The two of them had known each other since junior high choir. When I moved next door to Sharon. The summer before 10th grade. The three of us started going everywhere together.
- 2 By the time we were seniors, I knew Moni pretty well. If she was ever unhappy, she didn't say so to me. Her jokes and wisecracks made the three of us welcome almost any place we went. We brought our own party to the park during the summer and athletic events during school.
- 3 I planned to major in math and was not exactly the outgoing type. It helped a lot to be a part of Moni's traveling show. Sharon felt the same way, I think. It was probably because of Moni's influence that our class nominated Sharon for Homecoming Queen. In the end, she wasn't crowned, but it didn't matter that much. Her participation in the coronation gave her status anyway.
- 4 But I suppose, I didn't know everything. I was excluded from some of the girls' secrets. Their lunchtime diet, for one, was an ever-changing mystery to me. The only consistent law at our table was "no cafeteria foods." Some weeks, they ate carrots and celery. Others, they had nothing but protein shakes. Once, it was "Sharon, your *not* going to eat that bread, are you?" And if anybody's mom had baked, there were no rules for a day. For Moni, the goal was less about losing weight than it was about not gaining more. Sharon didn't need to diet at all, but who wants to be left out of the conversation?
- 5 Besides, our table wasn't the only one where kids watched what they ate. Even the football team shed off-season pounds so they could sprint a few seconds faster. Every weekend, we lapsed into pizza and fast food. But every Monday brought renewed resolve.
- 6 One day after lunch, we walked upstairs to hang out in the hall before class. The nominees for May Day Queen were posted by the trophy case.
- 7 "Moni," Sharon gushed. "You're nominated."
- 8 "That's *awesome*, Moni!" I shouted.
- 9 But the good news we shared was not mirrored in her usually happy face.

- 10 Instead of making a smart remark, she flushed dark red and left us. Watching her walk head down toward the choir room, I felt like a bewildered pup.
- 11 “She’s embarrassed by the attention,” said Sharon. “I felt the same way during Homecoming.”
- 12 “It’s not her kind of thing,” I agreed. But I’d never seen her react that way.
- 13 Without her, we didn’t have much to say to the growing crowd in the hallway. Sharon hurried to choir to get the story. I sat through an endless trigonometry class and watched the trees budding outside the window. Only it didn’t feel like springtime inside of me.
- 14 By sixth hour, I was sure it was all my fault and called Sharon at work to ask what happened.
- 15 “Moni said she’s fine,” she insisted. “She wouldn’t say what was wrong.”
- 16 “Do you think I need to apologize?”
- 17 “She doesn’t want to talk.”
- 18 Sharon was sure she understood the problem because of her own experience.
- 19 I was unconvinced that “too much attention” was really the problem for Moni. She was the one who got us invited to parties and made me feel that I belonged. She sang solos at school concerts and even clowned around with teachers. A girl who made herself the focus of every situation would not be embarrassed by a little attention.
- 20 It was clear I needed to talk to her, but a phone call didn’t seem quite right. In fact, most of the time, I didn’t actually call Moni directly. That’s how the communication flowed in our happy social triangle. Sharon and I were close, and Moni and Sharon were close. The line between Moni and me formed a hypotenuse—the side opposite the right angle in a right triangle. At least, that is the way it had always been in the past. After the conversation with Sharon, I knew unspoken rules wouldn’t work in this case.
- 21 I waited until 7 o’clock, and then drove over to the Prior’s. They lived in a nicer house than my family did. I’d picked up Moni a hundred times before, but the walk through there landscaped yard seemed longer that evening. I rang the bell feeling like a needy kid, and when she opened the glass front door, my insecurity vanished. She had obviously been crying about a problem that was a whole lot bigger than mine.
- 22 “I need a hug.” I told her.

- 23 Then, before she answered, I gave her one instead.
- 24 It wasn't my style, but it felt pretty good to be worried about someone besides myself. Moni led me into the family room and turned up the TV.
- 25 I haven't told my parents," she whispered. "I'm just a joke, you know... I don't know how to get out of this..." and her eyes teared up some more.
- 26 She blew her nose, and I took a second to glance around the room. There was no visible sign of trouble. Everything was clean and polished like a furniture commercial. Silver-framed pictures of Ramona and her brother sat beside an antique clock on a wide oak mantel. It all seemed perfect—and a little unreal, especially my friend's alarming image of herself.
- 27 "It is *not* a joke," I blurted. "People love you, Moni Prior. There is no getting out of it. You *have* to see it through."
- 28 I needed to believe she was just as strong as she had always appeared to me. We talked late into the evening, until she believed it too. During the week leading up to the May Day ceremony, I was the only one who knew she'd felt humiliated. Not even Sharon was in on the secret, and she stuck to the story that Moni's first reaction was just some royal jitters.
- 29 Ramona kept on joking through the candidate photos and rehearsals, being not to make fun of her nomination. When she finally walked down the aisle on the arm of the baseball captain, the laughter she had feared never materialized. Moni looked predictably uncomfortable in her frilly formal gown. As she faced the auditorium with four other candidates, she offered her classmates a nervous smile. Up until that moment, I'd wanted to believe she went through with it for our friendship. When they crowned her Queen, I knew she'd done it for everyone in our school.

61 Which of the following is the **best** change to make, if any, to the third sentence in the 21st paragraph?

- A Change **there** to **its**.
- B** Change **there** to **their**.
- C Change **their** to **them**.
- D Make no change.

Writing standard: 3.1.a
Depth: 1

62 Which of the following is the **best** change to make, if any, to the seventh sentence in the fourth paragraph?

- F “Sharon, you *not* going to eat that bread, are you?”
- G “Sharon, your’ *not* going to eat that bread, are you?”
- H** “Sharon, you’re *not* going to eat that bread, are you?”
- J Make no change.

Writing standard: 3.1.a
Depth: 2

63 Which of the following is the **best** way to rewrite the last three sentences in the first paragraph?

- A When I moved next door to Sharon the summer before 10th grade the three of us started going everywhere together.
- B** When I moved next door to Sharon in the summer before 10th grade, the three of us started going everywhere together.
- C When I moved next door to Sharon. The summer before 10th grade, the three of us started going everywhere together.
- D When I moved next door to Sharon. In the summer before 10th grade. The three of us started going everywhere together.

Writing standard: 3.3.d
Depth: 2

64 This selection is an example of which of these styles of writing?

- F persuasive essay
- G memoir
- H informational article
- J** short story

Reading standard: 3.1.a
Depth: 2

- 65** Read the following sentence from the selection.

“The line between Moni and me formed a hypotenuse—the side opposite the right angle of the right triangle.”

Based on this quotation, the relationship between the narrator and Moni can best be characterized as

- A** closer than the narrator’s and Sharon’s
- B** opposites being attracted to each other
- C** more distant than the narrator’s and Sharon’s
- D** as close as the narrator’s and Sharon’s

Reading standard: 3.3a
Depth: 3

- 66** Which of the following would be another good title for this selection?

- F** The Reluctant Nominee
- G** The Practical Joker
- H** The Last Laugh
- J** The Homecoming Surprise

Reading standard: 2.3.a
Depth: 3

Section 1 Answer Form

Name: _____ Date: _____

*P*lanning

Use this page to plan your writing. You might consider using a graphic organizer, such as a web, cluster, list, or outline. Then write your essay on a separate sheet of paper.

Section 2 Answer Form

Name: _____ Date: _____

From Forging Ahead

- | | | | | |
|----|-----|-----|-----|-----|
| 1 | (A) | (B) | (C) | (D) |
| 2 | (F) | (G) | (H) | (J) |
| 3 | (A) | (B) | (C) | (D) |
| 4 | (F) | (G) | (H) | (J) |
| 5 | (A) | (B) | (C) | (D) |
| 6 | (F) | (G) | (H) | (J) |
| 7 | (A) | (B) | (C) | (D) |
| 8 | (F) | (G) | (H) | (J) |
| 9 | (A) | (B) | (C) | (D) |
| 10 | (F) | (G) | (H) | (J) |

Diamonds Are Forever

- | | | | | |
|----|-----|-----|-----|-----|
| 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) |

Apprenticeship in Black and White

- | | | | | |
|----|-----|-----|-----|-----|
| 21 | (A) | (B) | (C) | (D) |
| 22 | (F) | (G) | (H) | (J) |
| 23 | (A) | (B) | (C) | (D) |
| 24 | (F) | (G) | (H) | (J) |
| 25 | (A) | (B) | (C) | (D) |
| 26 | (F) | (G) | (H) | (J) |
| 27 | (A) | (B) | (C) | (D) |
| 28 | (F) | (G) | (H) | (J) |
| 29 | (A) | (B) | (C) | (D) |
| 30 | (F) | (G) | (H) | (J) |
| 31 | (A) | (B) | (C) | (D) |

Section 3 Answer Form

Name: _____ Date: _____

Southbound on the Freeway

- 32 (A) (B) (C) (D)
 33 (F) (G) (H) (J)
 34 (A) (B) (C) (D)
 35 (F) (G) (H) (J)

The Scream Heard Around the World

- 36 (A) (B) (C) (D)
 37 (F) (G) (H) (J)
 38 (A) (B) (C) (D)
 39 (F) (G) (H) (J)
 40 (A) (B) (C) (D)

The Titanic

- 41 (A) (B) (C) (D)
 42 (F) (G) (H) (J)
 43 (A) (B) (C) (D)
 44 (F) (G) (H) (J)
 45 (A) (B) (C) (D)
 46 (F) (G) (H) (J)

Your Auto Insurance Policy

- 47 (A) (B) (C) (D)
 48 (F) (G) (H) (J)
 49 (A) (B) (C) (D)
 50 (F) (G) (H) (J)
 51 (A) (B) (C) (D)
 52 (F) (G) (H) (J)
 53 (A) (B) (C) (D)
 54 (F) (G) (H) (J)
 55 (A) (B) (C) (D)
 56 (F) (G) (H) (J)
 57 (A) (B) (C) (D)
 58 (F) (G) (H) (J)
 59 (A) (B) (C) (D)
 60 (F) (G) (H) (J)

May Day Queen

- 61 (A) (B) (C) (D)
 62 (F) (G) (H) (J)
 63 (A) (B) (C) (D)
 64 (F) (G) (H) (J)
 65 (A) (B) (C) (D)
 66 (F) (G) (H) (J)