

Worksheets

COLLEGE

&

*High
School*

*SAT-ACT-
GED-Prep*

CAREER

READINESS

Language

Arts

Worksheets/Tests cover:

Usage/Mechanics

- **Grammar and Usage:** Your understanding of agreement between subject and verb, between pronoun and antecedent, and between modifiers and the word modified; verb formation; pronoun case; formation of comparative and superlative adjectives and adverbs; and idiomatic usage.
- **Sentence Structure:** Your understanding of relationships between and among clauses, placement of modifiers, and shifts in construction.

Rhetorical Skills

- **Organization:** How well you organize ideas and choose effective opening, transitional, and closing sentences.
- **Style:** How well you select precise and appropriate words, maintain the level of style and tone, manage sentence elements for rhetorical effectiveness, and avoid ambiguous pronoun references, wordiness, and redundancy.

College and Career Readiness Anchor Standards (English Language Arts) Addressed:

Language

Conventions of Standard English:

CCSS.ELA-Literacy.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language:

CCSS.ELA-Literacy.CCRA.L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-Literacy.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-Literacy.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading

Key Ideas and Details:

CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

CCSS.ELA-Literacy.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.CCRA.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-Literacy.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-Literacy.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

Writing

Text Types and Purposes:

CCSS.ELA-Literacy.CCRA.W.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:

CCSS.ELA-Literacy.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Part 1

College and Career Readiness Anchor Standards Addressed:

Language

Knowledge of Language:

CCSS.ELA-Literacy.CCRA.L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-Literacy.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-Literacy.CCRA.L.5

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CCSS.ELA-Literacy.CCRA.L.6

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Reading

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently

Name: _____

Date: _____

Part 1

Part or all of the following sentence is underlined; beneath the sentence are five ways of phrasing the underlined material. Select the option that produces the best sentence. If you think the original phrasing produces a better sentence than any of the alternatives, circle choice A.

1. The wide variety of spices and condiments used in sausage making including salt and, it depends on the ethnic or regional origin of the recipe, coriander, nutmeg, cloves, garlic, vinegar, mace, pepper, chili peppers, or pistachio nuts.

- (A) including salt and, it depends
- (B) include salt, depending
- (C) includes salt, and it depends
- (D) includes salt and, depending
- (E) including salt and, depending

2. After serving two terms in the Texas State Senate, Barbara Jordan's election to the United States House of Representatives, where she served from 1973 to 1979.

- (A) Barbara Jordan's election
- (B) it was Barbara Jordan who was elected
- (C) it was Barbara Jordan's election
- (D) Barbara Jordan had been elected
- (E) Barbara Jordan was elected

3. Since William the Conqueror in 1066, every British sovereign has been crowned in Westminster Abbey except Edward V and Edward VIII, neither of them were crowned.

(A) neither of them were

(B) neither were

(C) neither of whom was

(D) with neither being

(E) with neither who had been

4. All of the ingredients for Pablo's secret chocolate chip cookie recipe, which included the special dark chocolate, was available in his mother's pantry.

(A) which included the special dark chocolate, was

(B) which included the special dark chocolate, they were

(C) including the special dark chocolate that was

(D) including the special dark chocolate, being

(E) including the special dark chocolate, were

5. The finest quality raw silk comes from the commonly domesticated silkworm, *Bombyx mori*, it feeds on the leaves of the mulberry tree.

(A) it feeds

(B) feeding

(C) they feed

(D) which feeds

(E) having fed

6. Chilean novelist and short-story writer María Luisa Bombal wrote innovative and influential stories featuring heroines which create fantasy worlds in order to escape from unfulfilling love relationships and restricted social roles.

- (A) heroines which create
- (B) heroines, they create
- (C) heroines, they created
- (D) heroines who create
- (E) heroines that were creating

7. Africa is not nearly so mountainous as in Asia.

- (A) so mountainous as in
- (B) that mountainous as
- (C) equally mountainous to
- (D) as mountainous as
- (E) that mountainous as in

8. The gong, believed to have originated in Western Asia, reached China in the sixth century, where it continues to be used for a wide range of purposes, including as a military signal, a rhythmic accompaniment for vocal performance, and a ritual instrument.

- (A) including as
- (B) which include
- (C) which includes
- (D) including
- (E) they include as

9. The North American continent, first colonized by people from Siberia, crossing the now sunken land bridge between Siberia and Alaska about 15,000 years ago.

(A) The North American continent, first colonized by people from Siberia, crossing

(B) People from Siberia first colonized the North American continent, who crossed

(C) First colonized by people from Siberia was the North American continent, they crossed

(D) First colonized by people from Siberia, who crossed the North American continent,

(E) The North American continent was first colonized by people from Siberia, who crossed

10. Mexican painter Frida Kahlo drew inspiration from her Mexican heritage, where she incorporated native and religious symbols into her work.

(A) where she incorporated

(B) in which she incorporated

(C) incorporated

(D) incorporating

(E) therefore, she incorporated

11. For both his shorter and longer works of fiction, Gabriel García Márquez achieves the rare feat of being accessible to the common reader while satisfying the most demanding of sophisticated critics.

(A) For both his shorter and longer

(B) For both his shorter, and in his longer,

(C) In both his shorter and his longer

(D) Both in his shorter and his longer

(E) Both his shorter and longer

12. About 35 percent of the world's orange juice is produced by Florida, comparing it with nearly 50 percent produced by Brazil, the world's largest orange producer.

(A) comparing it with

(B) but

(C) whereas

(D) although

(E) compared with

13. At the time of the 2001 census, English was what was spoken by almost all people in Wales, while only 20.8% of the Welsh population could speak Welsh.

(A) was what was spoken

(B) it was spoken

(C) was to be spoken

(D) has been spoken

(E) was spoken

14. Although biologists have made tremendous progress in mapping the human genome, the genetic roots of most common diseases remained largely elusive.

(A) remained

(B) had remained

(C) remain

(D) are remaining

(E) remains

15. In just a couple of years, low-carbohydrate diets have accomplished what the government has failed to do in decades of trying: it has convinced the public of refined grains, that they are bad and whole grains are good.

- (A) it has convinced the public of refined grains, that they
- (B) convincing the public about refined grains, which
- (C) convince the public that refined grains
- (D) convinces the public of refined grains, they
- (E) convincing the public that refined grains

16. As it is primarily a bird of New Zealand's native forests, the kiwi also lives in scrub and native grasslands.

- (A) As it is primarily
- (B) Although primarily
- (C) Because it lives primarily as
- (D) It is primarily
- (E) It lives primarily as

17. The language of the Navajo people, like their Apache cousins, is classified in the Athabascan language family.

- (A) their
- (B) for their
- (C) that of its
- (D) its
- (E) that of their

18. The modern recreational canoe closely resembles the Native American bark canoe in shape, length, weight, and carrying capacity, differing only in the materials of which they are made.

- (A) they are made
- (B) they make them
- (C) they made it
- (D) it is made
- (E) its making

19. Clara Barton founded the American branch of the Red Cross, a nurse who was sometimes called the “angel of the battlefield.”

- (A) Clara Barton founded the American branch of the Red Cross,
- (B) The founder of the American branch of the Red Cross was Clara Barton,
- (C) It was Clara Barton founding the American branch of the Red Cross,
- (D) Clara Barton, who founded the American branch of the Red Cross, she was
- (E) In founding the American branch of the Red Cross, Clara Barton was

20. Because it lacks water, this makes the area known as Death Valley a desert, but it is by no means devoid of life.

- (A) Because it lacks water, this
- (B) They lack water, which
- (C) Water, the lack of which
- (D) Lacking water, it
- (E) Lack of water

21. They determine the color and flavor of honey by the flowers from which the nectar is taken.

- (A) They determine the color and flavor of honey by the
- (B) Honey's color and flavor is determined by which
- (C) Honey's color and flavor determined by those
- (D) The color of honey, and its flavor, determined by the
- (E) The color and flavor of honey are determined by the

22. The Vikings used their well-known longships to travel as far east as Constantinople and the Volga River, and as far west as Iceland, Greenland, and Newfoundland, this was a period of expansion known as the Viking Age.

- (A) Newfoundland, this was a period of expansion known as the Viking Age
- (B) Newfoundland, moreover, this period of expansion was known as the Viking Age
- (C) Newfoundland, a period of expansion being known as the Viking Age
- (D) Newfoundland, this period of expansion was known as the Viking Age
- (E) Newfoundland, during a period of expansion known as the Viking Age

Part 2

College and Career Readiness Anchor Standards Addressed:

Language

Knowledge of Language:

CCSS.ELA-Literacy.CCRA.L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-Literacy.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-Literacy.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently

Name: _____

Date: _____

Part 2

*Circle the letter of the word or set of words that, when inserted in the sentence, **best** fits the meaning of the sentence as a whole.*

1. Troy was ----- when he wasn't elected class president: his spirits were so low that there was nothing we could say or do to cheer him up.

- (A) unctuous
- (B) disconsolate
- (C) ebullient
- (D) inscrutable
- (E) tenacious

2. Lazarro's last movie polarized viewers: while many ----- the film for its artfully directed scenes, others ----- it for being inaccessible.

- (A) praised . . extolled
- (B) disparaged . . blamed
- (C) regarded . . commended
- (D) admired . . endorsed
- (E) lauded . . criticized

3. Joe Louis was ----- fighter: he inspired fear in many of his opponents.

- (A) a serene
- (B) an impetuous
- (C) an insipid
- (D) a malleable
- (E) a redoubtable

4. His ----- prior experience notwithstanding, David was judged by the hiring manager to be ----- the job.

- (A) illustrious . . entitled to
- (B) limited . . qualified for
- (C) applicable . . assured of
- (D) useful . . overqualified for
- (E) irrelevant . . perplexed by

5. The ----- of Queen Elizabeth I impressed her contemporaries: she seemed to know what dignitaries and foreign leaders were thinking.

- (A) symbiosis
- (B) malevolence
- (C) punctiliousness
- (D) consternation
- (E) perspicacity

6. Allison had only ----- knowledge of the recent legislation; although she had glanced at a summary, she had not ----- the details of the new law's many provisions.

- (A) superficial . . . examined
- (B) subjective . . . studied
- (C) sketchy . . . vacated
- (D) questionable . . . endorsed
- (E) cursory . . . opposed

7. A group of Black American fighter pilots known as the Red Tail Angels has the ----- of never having lost any of the bombers it escorted on missions over Europe in the Second World War.

- (A) onus
- (B) distinction
- (C) imperative
- (D) potential
- (E) assignment

8. The "double feature," which featured two films for the price of one, became popular in the 1930s as a scheme to ----- former moviegoers who had begun to stay home since the ----- of the Depression at the beginning of the decade.

- (A) lure . . . advent
- (B) discourage . . . end
- (C) dissuade . . . dawn
- (D) perplex . . . onset
- (E) instigate . . . devastation

9. His inclination to succumb to flattery made him ----- to the ----- of people who wished to take advantage of him.

- (A) immune . . predilection
- (B) prejudicial . . intentions
- (C) susceptible . . cajolery
- (D) resistant . . blandishments
- (E) amenable . . rejection

10. The architect wanted to ----- his own initial vision and design but recognized the importance of ----- requests from his client; in the end, he had to make several concessions.

- (A) maintain . . accommodating
- (B) develop . . submitting
- (C) protect . . excluding
- (D) refuse . . incorporating
- (E) preserve . . disregarding

11. The impoverished city lacked the financial means to update its ----- electrical infrastructure.

- (A) despondent
- (B) antiquated
- (C) rejuvenated
- (D) superlative
- (E) esoteric

12. Understandably, it is the ----- among theater critics who become most incensed when producers insist on ----- celebrated classic plays.

(A) strategists . . discussing

(B) mediators . . staging

(C) conformists . . praising

(D) traditionalists . . recognizing

(E) purists . . reinterpreting

13. Because he was ----- in the face of danger, the explorer won the government's highest award for conspicuous bravery.

(A) virile

(B) heedless

(C) dauntless

(D) callow

(E) timorous

14. Since the explanations offered are ----- to the exposition, it would be unfair to treat them as ----- parts of the studies under consideration.

(A) tangential . . subsidiary

(B) irrelevant . . superfluous

(C) referable . . correspondent

(D) incidental . . essential

(E) crucial . . immutable

15. Alvin is an exceedingly ----- person: he unselfishly ----- his friends without ever expecting anything in return.

(A) opportunistic . . supports

(B) noble . . undermines

(C) bemused . . aids

(D) caustic . . neglects

(E) altruistic . . assists

16. Ms. Fergusson's main criticism of the artist's rendering of the ancient mammal's physical appearance is that, unsupported by even a ----- of fossil evidence, the image is bound to be ---.

(A) modicum . . speculative

(B) particle . . supplemented

(C) perusal . . substantiated

(D) fabrication . . obsolete

(E) recapitulation . . exhausted

17. Although the scientist claimed to have made a major breakthrough in his research, the evidence he offered as proof of his assertion was ----- at best.

(A) conclusive

(B) indubitable

(C) paltry

(D) copious

(E) extensive

18. When, in 1864, a factory established by Alfred Nobel to manufacture nitroglycerin blew up, the scientist discovered that the explosive was as ----- as it was powerful, ----- to detonate without warning.

(A) dormant . . ready

(B) fickle . . unlikely

(C) volatile . . liable

(D) unprecedented . . intended

(E) inactive . . designed

19. Because she has a great need for ----- , she loathes the public appearances demanded of her as a leading literary figure.

(A) luxury

(B) privacy

(C) reward

(D) devotion

(E) distraction

20. Kelly was stunned that her neighbor had the ----- to inquire about borrowing her new snow blower, considering the fact that he had broken her old one.

(A) foresight

(B) temperament

(C) conviction

(D) audacity

(E) integrity

21. Although Rolf is usually quite -----, he was so ----- by the salesman's rude remarks that he insisted on complaining to the manager.

(A) tractable . . . reassured

(B) timorous . . . angered

(C) plucky . . . offended

(D) valiant . . . incensed

(E) diffident . . . satisfied

22. Tantra paintings from India are not only beautiful but also -----: in addition to their aesthetic value, they are used to facilitate meditation.

(A) garish

(B) valuable

(C) numerous

(D) ornate

(E) functional

23. The new administrator was -----; he considered new ideas worthy of consideration but ultimately ----- the old ways.

(A) an iconoclast . . . undermined by

(B) an opportunist . . . reminiscent of

(C) a sentimentalist . . . preferable to

(D) a traditionalist . . . inferior to

(E) an idealist . . . instructive about

24. Mark's pledge to assist with the project left Sondra more ----- than grateful; she ----- the offer but knew that Mark often failed to follow through on his promises.

- (A) wary . . appreciated
- (B) puzzled . . suspected
- (C) content . . abandoned
- (D) skeptical . . resented
- (E) elated . . acknowledged

25. The notoriously temperamental American actor Edwin Forrest was known for his -----
- both on stage and off.

- (A) apologies
- (B) musings
- (C) inequities
- (D) histrionics
- (E) philosophies

26. Confident that her own political platform would ----- at election time, the mayor considered her opponent's sudden popularity less a threat than -----.

- (A) falter . . a boon
- (B) strengthen . . a calamity
- (C) prevail . . a distraction
- (D) alter . . an error
- (E) waver . . a diversion

27. The rumor was of the ----- variety, spreading slowly and almost imperceptibly until, finally, everyone seemed to have heard the story.

- (A) manifest
- (B) dilatory
- (C) insidious
- (D) aggressive
- (E) expeditious

28. Instead of praising the ----- employees who worked late every night to ensure that the project was finished on time, the manager criticized them for not having ----- the work sooner.

- (A) assiduous . . complicated
- (B) lethargic . . finalized
- (C) meticulous . . discarded
- (D) diligent . . completed
- (E) neglectful . . overlooked

29. Cecily is worried that, with all the recent innovations in computing, her five-year-old laptop and its software will soon be -----.

- (A) redundant
- (B) obsolete
- (C) unnecessary
- (D) renewable
- (E) valuable

30. Even those who do not ----- Robinson's views ----- him as a candidate who has courageously refused to compromise his convictions.

- (A) shrink from . . . condemn
- (B) concur with . . . recognize
- (C) profit from . . . dismiss
- (D) disagree with . . . envision
- (E) dissent from . . . remember

31. Many of today's physicians and patients are ----- high technology, captivated by computer-designed drugs and laser surgery.

- (A) nervous about
- (B) defensive about
- (C) tolerant of
- (D) enamored of
- (E) overwhelmed by

32. Those scholars who believe that the true author of the poem died in 1812 consider the authenticity of this particular manuscript ----- because it includes references to events that occurred in 1818.

- (A) ageless
- (B) tenable
- (C) suspect
- (D) unique
- (E) legitimate

33. Observing the newspaper's tradition of ----- attention to accuracy, the reporter ----- every statement made by her informant.

- (A) scrupulous . . . verified
- (B) lax . . . challenged
- (C) sporadic . . . corroborated
- (D) systematic . . . bungled
- (E) inordinate . . . exaggerated

34. The language of Anne Spencer's poetry conveys an impression of ----- that can be misleading: just when a poem seems to be echoing routine feelings, the diction suddenly sharpens to embody fresh and unexpected ideas.

- (A) frivolity
- (B) triteness
- (C) diversity
- (D) lyricism
- (E) precision

35. While a "rock" is usually defined as ----- , or a combination, of one or more minerals, geologists often ----- the definition to include such materials as clay, loose sand, and certain limestones.

- (A) a conglomeration . . . limit
- (B) an aggregate . . . extend
- (C) an element . . . eliminate
- (D) a blend . . . restrict
- (E) a product . . . provide

36. Many forests in the southern region of the continent are ----- plant and animal diversity, partly because they never suffered the onslaught of glaciers that wiped out flora and fauna in northern forests long ago.

(A) rich in

(B) devoid of

(C) dependent on

(D) protected from

(E) conflicted about

Part 3

College and Career Readiness Anchor Standards Addressed:

Language

Knowledge of Language:

CCSS.ELA-Literacy.CCRA.L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

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Reading

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently

4. Used in place of buttons, hooks and eyes, or laces, the zipper consists of two rows of plastic or metal teeth and bound to the edges of two strips of fabric. No error

A

B

C

D

E

- (A)
- (B)
- (C)
- (D)
- (E)

5. Besides conserving forest resources, recycling produces fewer pollutants than does the conventional pulping and bleaching processes that are normally used to create paper. No Error

A

B

C

D

E

Error

- (A)
- (B)
- (C)
- (D)
- (E)

6. Except for the phonograph, the performances of great musicians and the voices of famous people would have been lost to history. No error

A

B

C

D

E

- (A)
- (B)
- (C)
- (D)
- (E)

7. Long been isolated from the outside world and perched high in the Himalayas,
A B C
Lhasa is the capital of Tibet, an autonomous region of the People's Republic of China.
D

No error.

E

(A)

(B)

(C)

(D)

(E)

8. Although the number of books written in African languages are growing, many African
A B
writers find a larger audience for works written in Portuguese or English. No error
C D E

(A)

(B)

(C)

(D)

(E)

9. Aside from Shakespeare, perhaps no writer in English have engaged the public's
A B C
imagination more thoroughly than Charles Dickens. No error
D E

(A)

(B)

(C)

(D)

(E)

10. An abundant supply of milk from dairy farms nearby make the Bern region of
A B C
Switzerland a leading producer of condensed milk and milk chocolate. No error
D E

- (A)
- (B)
- (C)
- (D)
- (E)

11. Although not the first animated feature film, Disney's *Snow White and the Seven Dwarfs*
A B
was the first animated film to use up-to-the-minute techniques as well as achieving
C D
widespread release. No error
E

- (A)
- (B)
- (C)
- (D)
- (E)

12. Cola nuts are the caffeine-rich nuts of *Cola auminata* and *Cola nitida*, evergreen forest
trees that are native to tropical West Africa and that are a member of the same botanical
A B C
family as cocas. No error
D E

- (A)
- (B)
- (C)
- (D)
- (E)

16. The Bear Gulch Limestone Formation in Montana is a sequence of bedded limestone
A
layers up to 90 feet thick and approximately 8 miles across. No error
B C D E

- (A)
- (B)
- (C)
- (D)
- (E)

17. Whether the Sumerians were the first people to develop writing is uncertain, but
A B C
theirs is the oldest known writing system. No error
D E

- (A)
- (B)
- (C)
- (D)
- (E)

18. Every day, millions of tiny stony bits falling quietly into the atmosphere, burning
A
briefly as meteors, and leaving behind a vaporized residue that filters slowly to Earth. No
B C D E
error.

- (A)
- (B)
- (C)
- (D)
- (E)

Part 4

College and Career Readiness Anchor Standards Addressed:

Language

Knowledge of Language:

CCSS.ELA-Literacy.CCRA.L.3

Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-Literacy.CCRA.L.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CCSS.ELA-Literacy.CCRA.L.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-Literacy.CCRA.L.6

Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Reading

Key Ideas and Details:

CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

CCSS.ELA-Literacy.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.CCRA.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-Literacy.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

Name: _____

Date: _____

Part 4

The following passage contains either a single error or no error at all in the underlined portion. If the underlined portion contains an error, circle the letter which corresponds to the correct answer. If there is no error, circle A.

I grew up with buckets, shovels, and nets waiting by the back door; hip-waders hanging in the closet; tide table charts covering the refrigerator door; and a microscope was sitting on the kitchen table. Having studied, my mother is a marine biologist. Our household might have been described as uncooperative. Our meals weren't always served in the expected order of breakfast, lunch, and supper. Everything was subservient to the disposal of the tides. When the tide was low, Mom could be found down on the mudflats. When the tide was high, she would be standing on the inlet bridge with her plankton net.

I have great respect for my mother. I learned early that the moon affected the tides. Mom was always waiting for a full moon, when low tide would be much lower than usual and high tide much higher. The moon being closer to the earth when full, so its gravitational pull is stronger. I knew that it took about eight hours for the tides to change from high to low, sixteen hours for a complete cycle of tides. I didn't have to wait to learn these things in school. In our house they were everyday knowledge.

Often, my brother and I, joined our mother on her adventures into tidal lands. At the very low

9

tides of the full moon, when almost all the water was sucked away, we found the hideaways

10

where crabs, snails, starfish, and sea urchins hid in order not to be seen. Sometimes we would

11

dig with shovels in the mud, where yellow and white worms lived in their leathery tunnels.

For plankton tows, we would stand on the bridge while Mom lowered a cone-shaped net that

is often used by marine biologists. Then we would patiently wait. After a while, she would pull

12

up the net, and we would go home. Later, we would see her sitting at the kitchen table,

peering at a drop of water through the lenses of her microscope from the bottle—watching

13

the thousands of tiny swimming organisms.

Name: _____

Date: _____

Part 4 Questions

1.
 - A. NO CHANGE
 - B. waiting, by the back door,
 - C. waiting by the back door,
 - D. waiting by the back door

2.
 - A. NO CHANGE
 - B. would sit
 - C. sitting
 - D. sat

3.
 - A. NO CHANGE
 - B. As my mother's interest is science, she is
 - C. My mother's occupation is that of
 - D. My mother is

4. Which choice would most effectively introduce the rest of this paragraph?
 - A. NO CHANGE
 - B. There seemed to be no explanation for why Mom ran our household the way she did.
 - C. Our household didn't run according to a typical schedule.
 - D. Mom ran our household in a most spectacular manner.

5.
 - A. NO CHANGE
 - B. was defenseless in the face of
 - C. depended on
 - D. trusted in

6. Which choice most effectively signals the shift from the preceding paragraph to this paragraph?

- A. NO CHANGE
- B. Our lives were likewise affected by the phases of the moon.
- C. A relationship exists between the moon and the tides.
- D. The moon is a mysterious orb afloat in the sky.

7.

- A. NO CHANGE
- B. Since the moon is
- C. The moon is
- D. The moon,

8.

- A. NO CHANGE
- B. one's
- C. it's
- D. its'

9.

- A. NO CHANGE
- B. brother, and I,
- C. brother, and I
- D. brother and I

10.

- A. NO CHANGE
- B. away. Then we
- C. away. We
- D. away; we

- 11.
- A. NO CHANGE
 - B. hideouts where crabs, snails, starfish, and sea urchins concealed and hid themselves.
 - C. places where crabs, snails, starfish, and sea urchins were stashed away.
 - D. hiding places of crabs, snails, starfish, and sea urchins.
12. Given that all of the choices are true, which one provides information that is relevant and that makes the rest of this paragraph understandable?
- A. NO CHANGE
 - B. had a specimen bottle attached to its smaller end.
 - C. was woven from cotton and nylon material.
 - D. was shaped like a geometric figure.
13. The best placement for the underlined portion would be:
- A. where it is now.
 - B. after the word lenses.
 - C. after the word microscope.
 - D. after the word bottle (but before the dash).

Part 1 Answer Sheet

1. D

Choice (D) avoids the error of the original by using a singular verb, “includes,” to agree with the singular noun, “variety,” and by eliminating the unnecessary pronoun “it.”

2. E

Choice (E) avoids the error of the original by placing the appropriate subject (“Barbara Jordan”) immediately after the modifying phrase (“After serving two terms in the Texas State Senate”).

3. C

Choice (C) avoids the error of the original by replacing “them” with “whom” and by using an appropriate verb form, the singular “was,” to agree with the singular “neither.”

4. E

Choice (E) avoids the subject-verb agreement error of the original by replacing the singular verb “was” with the plural verb “were” to agree with the plural subject “All.” It also provides the present participle “including” to avoid any potential ambiguity associated with the relative pronoun “which.”

5. D

Choice (D) avoids the comma splice error of the original by providing the appropriate modifying phrase “which feeds on the leaves of the mulberry tree.”

6. D

Choice (D) avoids the pronoun error of the original by using an appropriate relative pronoun (“who”) to refer to people (“heroines”).

7. D

Choice (D) uses the preposition, as, correctly when comparing the mountains of Africa and Asia.

8. A

Choice (A) is correct. There is no error.

9. E

Choice (E) avoids the sentence fragment error of the original by providing a main verb (“was”) to indicate the action taking place in the sentence.

10. D

Choice (D) avoids the error of the original by eliminating the relative pronoun “where,” which does not logically refer to anything else in the sentence, and by reducing the needlessly wordy “she incorporated” to “incorporating.”

11. C

Choice (C) avoids the error of the original by following both parts of the “both ... and” construction with the pronoun “his” (“In both *his* ... and *his* ...”).

12. E

Choice (E) avoids the error of the original by removing the vague pronoun “it” so that the percentage of orange juice produced by Florida is directly compared with the percentage produced by Brazil.

13. E

Choice (E) avoids the wordiness of the original by deleting the unnecessary phrase “what was,” resulting in the concise “English was spoken”.

14. C

Choice (C) avoids the verb tense error of the original. The past tense verb “remained” is not consistent with the present perfect tense verb “have made” and should be changed to the present tense verb “remain.”

15. C

Choice (C) avoids the awkwardness and wordiness of the original by clearly and concisely stating what the government has failed to do—it has failed to “convince the public that refined grains are bad and whole grains are good.”

16. B

Choice (B) avoids the awkwardness of the original by using the word “Although” to introduce the comparison between the different habitats of the kiwi (“native forests” and “scrub and native grasslands”).

17. E

Choice (E) avoids the error of the original by using the pronoun “that” to refer to “The language” so that one thing, “The language of the Navajo people,” is properly compared to another thing, “that [the language] of their Apache cousins.”

18. D

Choice (D) avoids the pronoun error of the original by using the singular pronoun “it” to refer appropriately to the singular noun “The modern ... canoe.”

19. B

Choice (B) avoids the modification error of the original by placing the noun “Clara Barton” next to its appositive, “a nurse...battlefield.”

20. E

Choice (E) avoids the awkwardness and wordiness of the original by making “Lack of water” the subject of the sentence.

21. E

Choice (E) avoids the error of the original by removing the unnecessary pronoun “They,” and by using a well-constructed phrase, “The color and flavor ... are ...

22. E

Choice (E) avoids the comma splice error of the original by replacing the second independent clause with a modifying phrase (“during a period of expansion known as the Viking Age”).

Part 2 Answer Sheet

1. B

To be “disconsolate” is to be cheerless and dejected, or cast down in spirits. The sentence indicates that Troy’s spirits were very low — so low, in fact, that nobody could do anything to bring him cheer. It makes sense, then, to describe Troy as disconsolate, or cheerless and dejected, after losing the election.

2. E

It makes sense to suggest that viewers who felt that a film was “artfully directed” would have “lauded,” or praised, it, and that viewers who found that film “inaccessible,” or difficult to understand, would have “criticized,” or found fault with, it. Furthermore, the sentence indicates that Lazzarro’s film “polarized viewers,” or caused viewers to have opposing reactions to the film, and lauding is the opposite of criticizing.

3. E

The colon introduces an explanation, an illustration, or a restatement of the first part of the sentence. “Redoubtable” is the best choice because it accurately describes someone who “inspires fear” in others.

4. B

It makes sense to say that despite his “limited” —but apparently applicable—experience, the hiring manager feels that David is “qualified for” the job, or competent to undertake it.

5. E

Keep in mind that the words after the colon will explain or exemplify the first part of the sentence. This means that the missing term describes someone who “seemed to know what dignitaries and foreign leaders were thinking.” Such a person is said to have great “perspicacity,” or perception.

6. A

The sentence indicates that Allison had “glanced at a summary” but had not done something concerning the details of the law. If Allison had taken only a quick look at a summary of the legislation, she certainly would not have “examined,” or looked closely at,

the details of the law. As a result, her knowledge of the legislation would be “superficial,” or shallow, rather than deep and thorough.

7. B

“Distinction” most aptly describes the status of a group that enjoyed an unblemished record.

8. A

With money scarce, many people had stopped going to movies since the “advent,” or beginning, of the Depression in the 1930s. It is logical to assume that theater owners would come up with a scheme to “lure,” or entice, these people back into the theater with the promise of a good bargain—“two films for the price of one.”

9. C

The man in the sentence is “susceptible” to flattery. Because of this “inclination,” he is an easy target for people who use “cajolery” (flattery) to get what they want.

10. A

The word “but” along with the word “concessions,” which refers to yielding to something, suggests that there is some contrast in the first part of the sentence. An architect certainly might want to “maintain” his initial vision and design, but as a result of needing to accommodate, or consider and allow for, requests from the client, he might have to change them. It makes sense to suggest that the architect made concessions and accommodated the client’s requests even though he wanted to keep his initial vision and design unchanged.

11. B

If the impoverished city needs to update its electrical infrastructure, the system is very likely “antiquated,” or outdated.

12. E

It is logical to conclude that critics who are “purists” would be devoted to traditional ways of staging classic plays, and would get angry when these plays are presented in new ways.

13. C

Someone who was “dauntless,” or fearless, when faced with danger might very well earn an award for bravery.

14. D

The words filling the blanks are opposites, since if the “explanations” are one thing, it is “unfair to treat them” as the opposite. They are “incidental” and cannot be treated as the opposite of incidental, namely, “essential.”

15. E

The structure of the sentence indicates that the statement after the colon gives an example of the idea in the first part of the sentence. If Alvin is unselfish, he likely “assists,” or helps, his friends without expecting anything from them in return. And helping people without expecting anything in return is an example of being “altruistic,” or unselfishly concerned with the welfare of others.

16. A

A “modicum” is a small amount. Since the artist did not have even a small amount of evidence, the image must have been “speculative.”

17. C

“Paltry,” or meager, fits within the context of this sentence because it questions or qualifies the scientist’s claim of achieving a “major breakthrough.”

18. C

It makes sense to say that when his factory exploded, Nobel discovered how “volatile,” or unpredictable, nitroglycerin could be; in fact, it was “liable” to, or prone to, detonate unexpectedly.

19. B

The first part of the sentence describes a cause and the second part describes resulting behavior. The literary figure desires “privacy” and so she finds public appearances loathsome.

20. D

The sentence implies that Kelly, in light of her neighbor's previous behavior, found his actions to be audacious, which means bold or daring.

21. B

The term "Although" in the first clause suggests that Rolf's response to the "salesman's rude remarks" differed from his usual behavior. If Rolf is usually "timorous," or timid, complaining to the salesman's manager would be an uncharacteristic response.

22. E

Facilitating meditation is a function—something valuable about Tantra paintings in addition to their beauty.

23. D

A "traditionalist" is someone who adheres to a time-honored set of practices or beliefs. "Inferior to" describes something that is of lesser quality or value than something else. An administrator certainly could be a traditionalist, or adhere to time-honored practices. If the new administrator prefers older, established ways of doing things, it makes sense to say that he might consider newer ideas but ultimately, or in the end, decide that they are inferior to, or lesser in value than, older ideas.

24. A

The sentence indicates that Sondra knew that Mark often did not "follow through" and do things he had promised to do. Therefore, it makes sense to suggest that Sondra "appreciated the offer" but was "more wary than grateful," or more distrustful and cautious than thankful, when Mark pledged to help with the project.

25. D

The term "histrionics" in this context refers to Forrest's theatrical performances as well as to the emotional outbursts that likely accompanied his temper.

26. C

The mayor was confident about her campaign, so it makes sense to suggest that she felt her political platform would "prevail," or triumph. The phrase "less...than" indicates that as

a result of her confidence, the mayor found her opponent's popularity to be less than a threat; she considered it a mere “distraction.”

27. C

A rumor that spreads slowly and subtly can be described as “insidious.”

28. D

Because the employees worked long hours to make sure that the project was finished on time, it makes sense to say that they are “diligent,” or that they show care and consideration in their work and duties. And it is possible that a manager would criticize employees for not having “completed” the project ahead of schedule, even though they did finish the project on time.

29. B

It is logical that the owner of a five-year-old computer would be concerned that her machine would soon be “obsolete,” or no longer useful, given the recent changes in computing.

30. B

It makes sense to say that even those who do not “concur with” Robinson’s views would “recognize” him as someone who has refused to compromise his beliefs.

31. D

The comma indicates that the second clause of the sentence will support or restate the first clause. Only the term “enamored” reinforces the notion that doctors and their patients are “captivated,” or charmed, by “high technology” such as “computer-designed drugs and laser surgery.”

32. C

Since an author would be unable to refer to events that occurred after he or she had died, scholars would have cause for considering the authenticity of an 1818 manuscript “suspect,” or worthy of suspicion.

33. A

It makes sense to claim that the reporter’s verification of a source’s information would conform to her newspaper’s “scrupulous,” or precise, standards for accuracy.

34. B

Only “triteness” logically completes the sentence; a poem echoing routine feelings might well be described as possessing “triteness,” in contrast to the fresh and unexpected ideas that Anne Spencer’s poems go on to express.

35. B

If these terms were inserted into the sentence, the sentence would read, “While a 'rock' is usually defined as an aggregate, or combination, of one or more minerals, geologists often extend the definition to include such materials as clay, loose sand, and certain limestones.” An “aggregate” is the sum total of a combination of things, so a “rock” is an aggregate of one or more minerals. In addition to minerals, geologists feel confident including other materials such as “clay, loose sand, and certain limestones” in their definition of a rock; they “extend,” or broaden, the definition.

36. A

The sentence indicates that “an onslaught of glaciers” once changed things in “northern forests” but not in “forests in the southern region of the continent.” It makes sense to suggest that the forests that did not have their “flora and fauna,” or plants and animals, wiped out by glaciers would be “rich in plant and animal diversity,” or would contain a vast amount of different plants and animals.

Part 3 Answer Sheet

1. D

The error in this sentence occurs at (D), where there is an improper idiom. What follows each part of the “both...and” construction must be grammatically parallel, but here “both” is followed by the article “the” while “and” is followed by the noun “television programmers.”

2. D

The error in this sentence occurs at (D), where there is improper pronoun use. The plural pronoun “those” should be used to refer to the seas (plural noun) of the regions.

3. D

The error in this sentence occurs at (D), where there is illogical pronoun reference. There is nothing in the sentence to which the singular pronoun “it” can logically refer. The plural pronoun “they” is needed to refer to the plural noun “handcuffs.”

4. D

The error in this sentence occurs at (D), where there is awkward and wordy phrasing. The conjunction “and” should be either deleted or replaced by “that are.”

5. B

The error in this sentence occurs at (B), where there is subject-verb disagreement. The singular verb “does” does not agree with the plural noun “processes.” The plural verb “do” is needed instead.

6. A

The error in this sentence occurs at (A), where there is inappropriate word choice. In this context, “Except for” doesn't make sense. Instead, “Without” is needed.

7. A

The error in this sentence occurs at (A), where there is awkward and wordy phrasing. The awkward “Long been” should simply be “Long” (“Long isolated...”).

8. B

The error occurs at (B) where there is subject-verb disagreement. The singular verb “is” is needed to agree with the singular noun “the number”.

9. C

The error in this sentence occurs at (C). The plural verb “have” does not agree with the singular subject “writer” and should be replaced with the singular verb “has.”

10. C

The error in this sentence occurs at (C), where there is subject-verb disagreement. The plural verb “make” does not agree with its singular subject, “An abundant supply.”

11. D

The error in this sentence occurs at (D), where there is an inappropriate verb form. The infinitive “to achieve” is needed to parallel the infinitive “to use.”

12. B

The error in this sentence occurs at (B), where there is noun-noun disagreement. The singular “a member” does not agree with the plural “trees.”

13. C

The error in this sentence occurs at (C), where a sentence fragment is created. To fix this problem, use “have” as the main verb of the sentence.

14. D

The error in this sentence occurs at (D), where there is an improper idiom. Caterpillars (or anything else) can cause damage *to* something, but they cannot cause damage *on* something.

15. C

The error in this sentence occurs at (C). The participle “switching” cannot function as the main verb of the sentence and should be replaced by the present tense verb phrase “are switching.”

16. E

There is no error in this sentence.

17. E

There is no error in this sentence.

18. A

The error in this sentence occurs at (A), where an inappropriate verb form makes the sentence a fragment. The verb “fall” should be used in place of “falling”.

Part 4 Answer Sheet

1. A

The best answer is A. It provides the best punctuation for the underlined portion. The phrase "waiting by the back door" describes the noun nets and is essential because it tells which nets the narrator "grew up with." Therefore, no comma should be placed after nets. The semicolon after the word door is appropriate because semicolons are used between items in a series when one or more of these items include commas.

2. C

The best answer is C. The verb form sitting is best here because it creates a parallel structure for all three items in the series: "nets waiting," "hip-waders hanging," "a microscope sitting."

3. D

The best answer is D. It offers the clearest, most concise wording for this sentence. "My mother is a marine biologist," is a clear statement that avoids unnecessary or confusing words.

4. C

The best answer is C. This is a good introductory sentence because the rest of the paragraph explains how the narrator's household "didn't run according to a typical schedule." The paragraph goes on to say that "meals weren't always served in the expected order" and that the mother operated according to the tides, which were not on a typical household schedule.

5. C

The best answer is C. It offers the clearest, most concise wording for this sentence. "Everything depended on the tides," is a precise, clear statement that avoids unnecessary or confusing words.

6. B

The best answer is B. This is the best introductory sentence because the rest of this new paragraph explains how "the phases of the moon" affected a "complete cycle of tides." The other choices do not logically lead into this explanation of what causes high and low tides.

7. C

The best answer is C. This choice creates a structurally sound compound sentence with two complete independent clauses connected by the coordinating conjunction so.

8. A

The best answer is A. The possessive pronoun its is appropriate here because it refers back to the moon: "[the moon's] gravitational pull."

9. D

The best answer is D because no punctuation is needed to separate the subject of the sentence (my brother and I) from the verb (joined).

10. A

The best answer is A because it is the only choice that results in a complete sentence.

11. D

The best answer is D. It offers the clearest and most concise wording for the underlined portion and avoids redundancy.

12. B

The best answer is B because the information about the attached "specimen bottle" is critical to understanding the last sentence of the essay, which describes the mother "peering at a drop of water from the bottle."

13. C

The best answer is C. It is the only choice where the sentence elements are placed in a logical, comprehensible order. The mother is "peering through the lenses of her microscope at a drop of water from the bottle." No other order makes sense.

College and Career Readiness Anchor Standards Addressed

Reading

Key Ideas and Details:

CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

CCSS.ELA-Literacy.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.CCRA.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-Literacy.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-Literacy.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

DIRECTIONS:

The passages are followed by 1 or more questions. After reading the passage, circle the letter which corresponds to the best answer to each question. You may refer to the passage as often as necessary.

Name: _____

Date: _____

Reading A

Outside, the rain continued to run down the screened windows of Mrs. Sennett's little Cape Cod cottage. The long weeds and grass that composed the front yard dripped against the blurred background of the bay, where the water was almost the color of the grass. Mrs. Sennett's five charges were vigorously playing house in the dining room. (In the wintertime, Mrs. Sennett was housekeeper for a Mr. Curley, in Boston, and during the summers the Curley children
10 boarded with her on the Cape.)

My expression must have changed. "Are those children making too much noise?" Mrs. Sennett demanded, a sort of wave going over her that might mark the beginning of her getting up out of her chair. I
15 shook my head no, and gave her a little push on the shoulder to keep her seated. Mrs. Sennett was almost stone-deaf and had been for a long time, but she could read lips. You could talk to her without making any sound yourself, if you wanted to, and she more than
20 kept up her side of the conversation in a loud, rusty voice that dropped weirdly every now and then into a whisper. She adored talking.

To look at Mrs. Sennett made me think of eighteenth-century England and its literary figures. Her hair
25 must have been sadly thin, because she always wore, indoors and out, either a hat or a sort of turban, and sometimes she wore both. The rims of her eyes were dark; she looked very ill.

Mrs. Sennett and I continued talking. She said she
30 really didn't think she'd stay with the children another winter. Their father wanted her to, but it was too much for her. She wanted to stay right here in the cottage.

The afternoon was getting along, and I finally left because I knew that at four o'clock Mrs. Sennett's "sit
35 down" was over and she started to get supper. At six o'clock, from my nearby cottage, I saw Theresa coming through the rain with a shawl over her head. She was bringing me a six-inch-square piece of spicecake, still hot from the oven and kept warm between two soup
40 plates.

A few days later I learned from the twins, who brought over gifts of firewood and blackberries, that their father was coming the next morning, bringing their aunt and her husband and their cousin. Mrs.

45 Sennett had promised to take them all on a picnic at the pond some pleasant day.

On the fourth day of their visit, Xavier arrived with a note. It was from Mrs. Sennett, written in blue ink, in a large, serene, ornamented hand, on linen-finish

50 paper:

. . . Tomorrow is the last day Mr. Curley has and the Children all wanted the Picnic so much. The Men can walk to the Pond but it is too far for the Children. I see your Friend has a car and I hate to ask this but
55 *could you possibly drive us to the Pond tomorrow morning? . . .*

Very sincerely yours,

Carmen Sennett

After the picnic, Mrs. Sennett's presents to me
60 were numberless. It was almost time for the children to go back to school in South Boston. Mrs. Sennett insisted that she was not going; their father was coming down again to get them and she was just going to stay. He would have to get another housekeeper. She said
65 this over and over to me, loudly, and her turbans and kerchiefs grew more and more distraught.

One evening, Mary came to call on me and we sat on an old table in the back yard to watch the sunset.

"Papa came today," she said, "and we've got to go
70 back day after tomorrow."

"Is Mrs. Sennett going to stay here?"

"She said at supper she was. She said this time she really was, because she'd said that last year and came back, but now she means it."

75 I said, "Oh dear," scarcely knowing which side I was on.

"It was awful at supper. I cried and cried."

"Did Theresa cry?"

"Oh, we all cried. Papa cried, too. We always do."

80 "But don't you think Mrs. Sennett needs a rest?"

"Yes, but I think she'll come, though. Papa told her he'd cry every single night at supper if she didn't, and then we all *did*."

The next day I heard that Mrs. Sennett was going
85 back with them just to "help settle." She came over the following morning to say goodbye, supported by all five children. She was wearing her traveling hat of black satin and black straw, with sequins. High and somber, above her ravaged face, it had quite a Spanish-
90 grandee air.

"This isn't really goodbye," she said. "I'll be back as soon as I get these bad, noisy children off my hands."

But the children hung on to her skirt and tugged at
95 her sleeves, shaking their heads frantically, silently saying, "*No! No! No!*" to her with their puckered-up mouths.

Name: _____

Date: _____

Reading A

Question 1 According to the narrator, Mrs. Sennett wears a hat because she:

- (A) is often outside.
- (B) wants to look like a literary figure.
- (C) has thin hair.
- (D) has unique taste in clothing.

Question 2 It is reasonable to infer from the passage that Mrs. Sennett asked "Are those children making too much noise?" (lines 11–12) because Mrs. Sennett:

- (A) concerns herself about the well-being of others.
- (B) wishes to change the subject to literary figures.
- (C) cannot supervise the children without the narrator.
- (D) is bothered by the noise the children make.

Question 3 Given the evidence provided throughout the passage, the children probably silently mouth the word "no" (lines 94–97) because:

- (A) Mrs. Sennett has just called them bad, noisy children, and they are defending themselves.
- (B) they do not want to leave the Cape before the summer is over and are protesting.
- (C) they are letting the narrator know that Mrs. Sennett is thinking about returning to the Cape.
- (D) they are continuing their battle against Mrs. Sennett's intention to return to the Cape.

Question 4 At what point does Mr. Curley cry at the supper table?

- (A) Before Mary and the narrator sit and watch the sunset
- (B) Before Mrs. Sennett tells the narrator she doubts she will stay another winter with the children
- (C) Before the children spend a rainy afternoon playing house in the dining room
- (D) After the narrator learns that Mrs. Sennett will return to Boston

Question 5 Which of the following does the passage suggest is the result of Mrs. Sennett's loss of hearing?

- (A) She is often frustrated and short-tempered.
- (B) She can lip-read.
- (C) She dislikes conversation.
- (D) She is a shy and lonely woman.

Question 6 The details and events in the passage suggest that the friendship between the narrator and Mrs. Sennett would most accurately be described as:

- (A) stimulating, marked by a shared love of eccentric adventures.
- (B) indifferent, marked by occasional insensitivity to the needs of the other.
- (C) considerate, notable for the friends' exchange of favors.
- (D) emotional, based on the friends' long commitment to share their burdens with one another.

Name: _____

Date: _____

Reading B Philosophy and Baseball

In the fall of 1967, the Boston Red Sox were playing in the World Series. I was a freshman at a

1. University that was located in the Midwest at the time, enrolled in a philosophy course that met at two in the afternoon. The course was taught by a native Bostonian. He wanted to watch the games on television, but he was too responsible to cancel class. So he conducted classes, those October afternoons, while actually listening to the games on a small transistor radio propped up inside his lectern, the volume turned down so that only he could hear.

2. Baseball is unique among American sports by its ability to appeal to a love resembling that of a child of fable and legend. Babe Ruth, Ted Williams, Joe DiMaggio, Roberto Clemente—names like these will echo through time that are trumpet calls to storied battles fought and won in ages past. When Hank Aaron stretched out a sinewy arm to pull one down, striding up to a rack of ash-hewn bats, he became a

3. modern-day knight selecting their lance. And when glints of the afternoon sun shone off Mickey Mantle's colossal bat, there will have to be seen for one brief, stirring moment the glimmer of the jewels in King Arthur's own mighty sword, Excalibur.

4. So there he stood, that learned professor of mine, lecturing about the ideas, that have engaged people's minds for centuries. Then he'd interrupt himself to announce, with smiling eyes, that the Sox had taken a two-to-nothing lead. Here was a man who's mind was disciplined inside his schoolbook to contemplate the collected wisdom of the ages—and he was behaving like a boy with a contraband comic opened. On those warm October days, as the afternoon sun dances and plays on the domes and spires of the university, the philosophers had to stand aside, for the professor's imagination had transported him to the Boston of his youth.

Name: _____

Date: _____

Reading B

Question 1. Choose the best alternative for the underlined part 1.

- (A) NO CHANGE
- (B) midwestern university then
- (C) midwestern university
- (D) university which was in the Midwest

Question 2. Choose the best alternative for the underlined part 4.

- (A) NO CHANGE
- (B) man whose
- (C) man, who's
- (D) man that's

Question 3. Choose the best alternative for the underlined part 4.

- (A) NO CHANGE
- (B) love that seems to occur during childhood
- (C) love like that of children
- (D) childlike love

Question 4. Choose the best alternative for the underlined part 2.

- A. NO CHANGE
- B. time like
- C. time in which
- D. time, which is like

Name: _____

Date: _____

Reading C

This passage is adapted from Leonard W. Levy's *Origins of the Fifth Amendment: The Right Against Self Incrimination*. (©1968 by Clio Enterprises Inc.).

Community courts and community justice prevailed in England at the time of the Norman Conquest [1066]. The legal system was ritualistic, dependent upon oaths at most stages of litigation, and permeated
5 by both religious and superstitious notions. The proceedings were oral, very personal, and highly confrontative. Juries were unknown. One party publicly "appealed," or accused, the other before the community meeting at which the presence of both was obligatory.
10 To be absent meant risking fines and outlawry. After the preliminary statements of the parties, the court rendered judgment, not on the merits of the issue nor the question of guilt or innocence, but on the manner by which it should be resolved. Judgment in other words
15 preceded trial because it was a decision on what form the trial should take. It might be by compurgation, by ordeal, or, after the Norman Conquest, by battle. Excepting trial by battle, only one party was tried or, more accurately, was put to his "proof." Proof being
20 regarded as an advantage, it was usually awarded to the accused party; in effect he had the privilege of proving his own case.

Trial by compurgation consisted of a sworn statement to the truth of one's claim or denial, supported by
25 the oaths of a certain number of fellow swearers. Presumably they, no more than the claimant, would endanger their immortal souls by the sacrilege of false swearing. Originally the oath-helpers swore from their own knowledge to the truth of the party's claim. Later
30 they became little more than character witnesses, swearing only to their belief that his oath was trustworthy. If he rounded up the requisite number of compurgators and the cumbrous swearing in very exact form proceeded without a mistake, he won his case. A
35 mistake "burst" the oath, proving guilt.

Ordeals were usually reserved for more serious crimes, for persons of bad reputation, for peasants, or for those caught with stolen goods. As an invocation of immediate divine judgment, ordeals were consecrated
40 by the Church and shrouded with solemn religious mystery. The accused underwent a physical trial in which

he called upon God to witness his innocence by putting a miraculous sign upon his body. Cold water, boiling water, and hot iron were the principal ordeals, all of which the clergy administered. In the ordeal of cold water, the accused was trussed up and cast into a pool to see whether he would sink or float. On the theory that water which had been sanctified by a priest would receive an innocent person but reject the guilty, innocence was proved by sinking—and hopefully a quick retrieval—guilt by floating. In the other ordeals, one had to plunge his hand into a cauldron of boiling water or carry a red hot piece of iron for a certain distance, in the hope that three days later, when the bandages were removed, the priest would find a "clean" wound, one that was healing free of infection. How deeply one plunged his arm into the water, how heavy the iron or great the distance it was carried, depended mainly on the gravity of the charge.

60 The Normans brought to England still another ordeal, trial by battle, paradigm of the adversary system, which gave to the legal concept of "defense" or "defendant" a physical meaning. Trial by battle was a savage yet sacred method of proof which was also thought to involve divine intercession on behalf of the righteous. Rather than let a wrongdoer triumph, God would presumably strengthen the arms of the party who had sworn truly to the justice of his cause. Right, not might, would therefore conquer. Trial by battle was originally available for the settlement of all disputes but eventually was restricted to cases of serious crime.

Whether one proved his case by compurgation, ordeal, or battle, the method was accusatory in character. There was always a definite and known accuser, some private person who brought formal suit and openly confronted his antagonist. There was never any secrecy in the proceedings, which were the same for criminal as for civil litigation. The judges, who had no role whatever in the making of the verdict, decided only which party should be put to proof and what its form should be; thereafter the judges merely enforced an observance of the rules. The oaths that saturated the proceedings called upon God to witness to the truth of the respective claims of the parties, or the justice of their cause, or the reliability of their word. No one gave testimonial evidence nor was anyone questioned to test his veracity.

Name: _____

Date: _____

Reading C

Question 1. Trial by compurgation was usually selected when:

- I. there were no oath-helpers available.
- II. the crime was not too serious.
- III. the person was a peasant or had a bad reputation.

- (A) I only
- (B) II only
- (C) III only
- (D) I and III only

Question 2. According to the passage, being put to the proof (lines 18–19) most nearly means the person was:

- (A) considered innocent until proven guilty.
- (B) considered guilty no matter what he did.
- (C) supposed to prove his own innocence.
- (D) given the privilege of presenting his side first.

Question 3. According to the passage, a medieval trial was always begun by an accusation by:

- (A) a clergyman.
- (B) God.
- (C) a private person.
- (D) the person who had been put to his proof.

Question 4. The medieval trials discussed in the passage used judges to:

- (A) decide what form the trial should take.
- (B) determine whether to use criminal or civil procedure.
- (C) determine which of the witnesses were telling the truth.
- (D) determine the guilt or innocence of the parties.

Question 5. As it is used in line 33, the word *cumbrous* most nearly means:

- (A) comfortable.
- (B) untruthful.
- (C) mistaken.
- (D) burdensome.

Question 6. According to the passage, how did trial by battle differ from trial by compurgation and ordeal in England?

- (A) It had a definite, known accuser.
- (B) It was only used after the Norman Conquest.
- (C) It had no secrecy in the proceedings.
- (D) It required judges to question witnesses.

Name: _____

Date: _____

Reading D

Bessie Coleman: In Flight

[1] After the final performance of one last practice landing, the French instructor nodded to the young African-American woman at the controls and jumped down to the ground. Bessie Coleman was on her own now. She lined up the nose of the open cockpit biplane on the runway's center mark, she gave the engine full throttle, and took off into history.

[2] It was a long journey from the American Southwest she'd been born in 1893, to these French skies. The year in which she was born was about a century ago. There hadn't been much of a future for her in Oklahoma then. After both semesters of the two-semester year at Langston Industrial College, Coleman headed for Chicago to see what could be done to realize a dream. Ever since she saw her first airplane when she was a little girl, Coleman had known that someday, somehow, she would fly.

[3] Try as she might, however, Coleman could not obtain flying lessons anywhere in the city. Then she sought aid from Robert S. Abbott of the Chicago Weekly Defender. The newspaperman got in touch with a flight school in France that was willing to teach this determined young woman to fly.

[4] While they're, she had as one of her instructors Anthony Fokker, the famous aircraft designer. Bessie Coleman took a quick course in French, should she settle her affairs, and sailed for Europe. Coping with a daily foreign language and flying in capricious, unstable machines held together with baling wire was daunting, but Coleman persevered.

[5] On June 15, 1921, Bessie Coleman, earned an international pilot's license, issued by the International Aeronautical Federation. Not only was she the first black woman to win her pilot's wings, she was the first American woman to hold this coveted license.

[6] She was ready for a triumphant return to the United States to barnstorm and lecture proof that if the will is strong enough for one's dream can be attained.

Name: _____

Date: _____

Reading D

Question 1: Choose the best alternative for the underlined in Part 1.

- (A) NO CHANGE
- (B) mark,
- (C) mark, Coleman
- (D) mark that

Question 2: Choose the best alternative for the underlined in Part 4.

- (A) NO CHANGE
- (B) Southwest that she'd been
- (C) Southwest, where she'd been
- (D) Southwest, she was

Question 3: The writer intends to add the following sentence to the essay in order to provide a comparison that would help underline the challenges that Bessie Coleman faced:

Her dream of becoming the world's first black woman pilot seemed as remote in Chicago as it had been in Oklahoma.

In order to accomplish this purpose, it would be most logical and appropriate to place this sentence after the:

- (A) first sentence in Paragraph 2.
- (B) first sentence in Paragraph 3.
- (C) last sentence in Paragraph 3.
- (D) first sentence in Paragraph 5.

Question 4: Choose the best alternative for the underlined part 6.

- (A) NO CHANGE
- (B) stronger than
- (C) strongly enough,
- (D) strong enough,

Question 5: Choose the best alternative for the underlined part 13.

- A. NO CHANGE
- B. lecture and proof
- C. lecture, proof
- D. lecture proof,

College and Career Readiness Anchor Standards Addressed

Reading

Key Ideas and Details:

CCSS.ELA-Literacy.CCRA.R.1

Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCSS.ELA-Literacy.CCRA.R.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CCSS.ELA-Literacy.CCRA.R.3

Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

Craft and Structure:

CCSS.ELA-Literacy.CCRA.R.4

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

CCSS.ELA-Literacy.CCRA.R.5

Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

CCSS.ELA-Literacy.CCRA.R.6

Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas:

CCSS.ELA-Literacy.CCRA.R.7

Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

CCSS.ELA-Literacy.CCRA.R.8

Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

CCSS.ELA-Literacy.CCRA.R.9

Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity:

CCSS.ELA-Literacy.CCRA.R.10

Read and comprehend complex literary and informational texts independently and proficiently.

Name: _____

Date: _____

Reading E

LITERARY NARRATIVE–PROSE FICTION: *This passage is adapted from the novel *The Men of Brewster Place* by Gloria Naylor (©1998 by Gloria Naylor).*

Clifford Jackson, or Abshu, as he preferred to be known in the streets, had committed himself several years ago to use his talents as a playwright to broaden the horizons for the young, gifted, and black—which
5 was how he saw every child milling around that dark street. As head of the community center he went after every existing grant on the city and state level to bring them puppet shows with the message to avoid drugs and stay in school; and plays in the park such as actors
10 rapping their way through Shakespeare's *A Midsummer Night's Dream*. Abshu believed there was something in Shakespeare for everyone, even the young of Brewster Place, and if he broadened their horizons just a little bit, there might be enough room for some of them to
15 slip through and see what the world had waiting. No, it would not be a perfect world, but definitely one with more room than they had now.

The kids who hung around the community center liked Abshu, because he never preached and it was
20 clear that when they spoke he listened; so he could zero in on the kid who had a real problem. It might be an offhand remark while shooting a game of pool or a one-on-one out on the basketball court, but he had a way of making them feel special with just a word or two.

25 Abshu wished that his own family could have stayed together. There were four of them who ended up in foster care: him, two younger sisters, and a baby

brother. He understood why his mother did what she did, but he couldn't help wondering if there might have
30 been a better way

Abshu was put into a home that already had two other boys from foster care. The Masons lived in a small wooden bungalow right on the edge of Linden Hills. And Mother Mason insisted that they tell any-
35 body who asked that they actually lived *in* Linden Hills, a more prestigious address than Summit Place. It was a home that was kept immaculate.

But what he remembered most about the Masons was that it seemed there was never quite enough to eat.

40 She sent them to school with a lunch of exactly one and a half sandwiches—white bread spread with margarine and sprinkled with sugar—and half an apple.

When Abshu dreamed of leaving—which was every day—he had his own apartment with a refrigera-
45 tor overflowing with food that he gorged himself with day and night. The Masons weren't mean people; he knew he could have ended up with a lot worse.

Abshu lived with these people for nine years, won a scholarship to the local college, and moved out to
50 support himself through school by working in a doughnut shop. By this time his mother was ready to take her children back home, but he decided that since he was already out on his own he would stay there. One less mouth for her to worry about feeding. And after he
55 graduated with his degree in social work, he might even be able to give her a little money to help her along.

One thing he did thank the Masons for was keeping him out of gangs. There was a strict curfew in their home that was rigidly observed. And church was
60 mandatory. “When you're out on your own,” Father

Mason always said, “you can do whatever you want, but in my home you do as I say.” No, they weren't mean people, but they were stingy—stingy with their food and with their affection. Existing that way all the **65** time, on the edge of hunger, on the edge of kindness, gave Abshu an appreciation for a life fully lived. Do whatever job makes you happy, regardless of the cost; and fill your home with love. Well, his home became the community center right around the corner from **70** Brewster Place and the job that made him most fulfilled was working with young kids.

The kids who hung out at the community center weren't all lost yet. They wanted to make use of the tutors for their homework; and they wanted a safe place **75** to hang. His motto was: Lose no child to the streets. And on occasion when that happened, he went home to cry. But he never let his emotions show at work. To the kids he was just a big, quiet kind of dude who didn't go looking for trouble, but he wouldn't run from it either.

80 He was always challenged by a new set of boys who showed up at the center. He made it real clear to them that this was his territory—his rules—and if they needed to flex their muscles, they were welcome to try. And he showed many that just because he was kind, it **85** didn't mean he was weak. There had to be rules someplace in their world, some kind of discipline. And if they understood that, then he worked with them, long and hard, to let them see that they could make a difference in their own lives.

Name: _____

Date: _____

Reading E

Question 1 The point of view from which the passage is told can best be described as that of:

- (A) a man looking back on the best years of his life as director of a community center in a strife-ridden neighborhood.
- (B) a narrator describing his experiences as they happen, starting with childhood and continuing through his adult years as an advocate for troubled children.
- (C) an unidentified narrator describing a man who devoted his life to neighborhood children years after his own difficult childhood.
- (D) an admiring relative of a man whose generosity with children was widely respected in the neighborhood where he turned around a declining community center.

Question 2 It can reasonably be inferred from the passage that which of the following is a cherished dream that Abshu expects to make a reality in his lifetime?

- (A) Establishing himself financially so as to be able to bring his original family back under one roof
- (B) Seeing the children at the community center shift their interest from sports to the dramatic arts
- (C) Building on the success of the community center by opening other centers like it throughout the state
- (D) Expanding for some, if not all, of the children the vision they have of themselves and their futures

Question 3 It can reasonably be inferred from the passage that Abshu and the Masons would agree with which of the following statements about the best way to raise a child?

- (A) For a child to be happy, he or she must develop a firm basis in religion at an early age.
- (B) For a child to be fulfilled, he or she must be exposed to great works of art and literature that contain universal themes.
- (C) For a child to thrive and be a responsible member of society, he or she must develop a sense of discipline.
- (D) For a child to achieve greatness, he or she must attach importance to the community and not to the self.

Question 4 The fourth paragraph (lines 31-37) establishes all of the following EXCEPT:

- (A) that Abshu had foster brothers.
- (B) that the Masons maintained a clean house.
- (C) how Mother Mason felt about the location of their house.
- (D) what Abshu remembered most about his years with the Masons.

Question 5 It can reasonably be inferred that which of the following characters from the passage lives according to Abshu's definition of a life fully lived?

- (A) Mother Mason
- (B) Father Mason
- (C) Abshu as a child
- (D) Abshu as an adult

Question 6 Which of the following statements about the children entering the community center is supported by the passage?

- (A) They had unrealistic expectations that Abshu toned down in the course of informal conversations.
- (B) In Abshu's eyes, they were all gifted.
- (C) In Abshu's eyes, the children who were likely to succeed were the ones who gave him the most trouble at the outset.
- (D) They were prepared to believe in each other more than in themselves.

Question 7 It can reasonably be inferred from the first paragraph that in obtaining outside funding for the community center, Abshu could be characterized as:

- (A) thorough in seeking out potential sources for financial backing.
- (B) reluctant to spoil the children with charity.
- (C) excited about having the children write grant applications.
- (D) determined to let the children decide how the money would be spent.

Question 8 Which of the following statements about Abshu's attitude toward his mother's choices early in his life is supported by the passage?

- (A) Abshu wishes he could get over the bitterness he feels toward her for allowing him and his siblings to be placed in foster care.
- (B) Abshu is worried that his mother is troubled by her decision to place her children in foster care and wants to comfort and support her now that he is a grown man.
- (C) Abshu wonders if she might have made a better decision about letting him and his siblings go into foster care, even though he understands why she did it.
- (D) Abshu wants to apologize for having been ungrateful as a child to his mother, who was only doing what she felt was best for her family.

Question 9 As it is used in line 65, the term *the edge* refers to a place where Abshu felt:

- (A) most alive.
- (B) unfulfilled.
- (C) defeated.
- (D) most competitive.

Question 10 According to the passage, which of the following most closely identifies Abshu's definition of a life fully lived?

- (A) Happiness in your work and love in your house
- (B) The pursuit of your goals and the realization of your dreams
- (C) Togetherness with your family and the sharing of laughter
- (D) Working in the community and striving for equality

Name: _____

Date: _____

Reading F Tuning In During the Twenties

[1]

Modern broadcasting began to develop after the First World War. Before 1920, radio was simply a useful way to send electrical signals ashore from a ship at sea, or, from one "ham" operator to another. The new technology associated with movies and airplanes was already developing rapidly by the time soldiers started returning from European trenches in 1918. The vast potential of the airwaves, therefore, had scarcely been touched.

[2]

1. Then a vice president of Westinghouse, looking for a way to make the transmission of radio signals more profitable, decided on a two-fold strategy. 2. First, he would entice an audience with daily programming of great variety. 3. Second, he would sell this audience the radio receivers necessary to listen to this entertainment. 4. The plan succeeded beyond anyone's expectations.

[3]

The federal Radio Division in Washington, D.C., was created to license stations, because it had no power to regulate them. Broadcasters multiplied wildly, some helping themselves to the more desirable frequencies, others increasing their transmission power at will. Chaos means things were out of control.

[4]

Yet even in the midst of such anarchy, some commercial possibilities and organizations saw clearly of a medium whose regulation seemed imminent. In 1926, RCA paid the American Telephone & Telegraph Company one million dollars for station WEAJ in New York City—and NBC was born. Years later, the Radio Law of 1927 was enacted. It authorized its control for licensing and of policing the broadcasters.

[5]

The RCA executives who created the powerful NBC network were right to see that sizable profits would come from this new medium. Even in 1930 for example an hour's advertising on nationwide radio to forty-seven cities cost \$10,180. Advertising turned broadcasting into an industry, and the untapped potential of the airwaves began to be realized.

Name: _____

Date: _____

Reading F

Question 1 Choose the best alternative for the underlined part 4.

- (A) NO CHANGE
- (B) some saw clearly the commercial possibilities and organizations
- (C) some organizations saw clearly the commercial possibilities
- (D) organizations saw clearly some possible commercials

Question 2 Choose the best alternative for the underlined part 1.

- (A) NO CHANGE
- (B) however,
- (C) also,
- (D) in fact,

Question 3 Which of the following sequences of sentences will make Paragraph 2 most logical?

- (A) NO CHANGE
- (B) 1,4,3,2
- (C) 2,1,3,4
- (D) 4,1,2,3

Question 4 Choose the best alternative for the underlined in part 3.

- (A) NO CHANGE
- (B) since
- (C) thus
- (D) but

Question 5. The writer has been asked to write an essay assessing the development of modern technologies after the First World War. Would this essay fulfill that assignment?

- (A) Yes; the writer focuses exclusively on the commercial possibilities of radio.
- (B) Yes; the writer focuses on the need for federal regulation in the world of broadcasting.
- (C) No; the writer focuses on the commercial possibilities of radio, just one technology.
- (D) No; the writer focuses on the contrast between early radio and radio broadcasting of today.

Answer Sheet-Reading Questions

Reading A Question 1. C

Lines 24–25 express the narrator's opinion that "Her hair must have been sadly thin," and other evidence in support of this view appears in the third paragraph (lines 23–28). While the narrator thinks of literary figures (line 24), there is no indication that Mrs. Sennett wears a hat for this reason, so B is a choice not supported by the passage. She wears a hat all the time, "indoors and out," which rules out A. There is no evidence that she has unique taste in clothing, which blocks D as a good answer.

Reading A Question 2. A

The best answer is A. This choice is consistent with Mrs. Sennett's generous personality, and Mrs. Sennett's action comes in direct reaction to the narrator's change of expression (line 11). There is no evidence anywhere in the passage in support of B; C is obviously not true (she has performed her duties to the Curleys' satisfaction); and there is never any evidence that Mrs. Sennett is bothered by the noise the children make—she is "almost stone-deaf," after all, which rules out D.

Reading A Question 3. D

The best answer is D. The last 30+ lines of the passage focus on this issue. C is simply not true: the children are speaking to Mrs. Sennett, not the narrator. There is no indication that they are reluctant to leave, which rules out B. A can be eliminated because the children do not seem offended by Mrs. Sennett's words; it is more likely that they are merely continuing their manipulative behavior (see lines 79, 81–83).

Reading A Question 4. A

The best answer is A. Mary tells the narrator of this earlier event as they sit watching the sunset (lines 67–68). Mrs. Sennett had told the narrator of her intentions before Mr. Curley even arrived (lines 61–63), so B cannot be correct. There is no evidence in the passage that supports C, which makes it implausible. The narrator learns of Mrs. Sennett's plans to return to Boston the next day, which rules out D.

Reading A Question 5. B

The best answer is B. The key is clearly supported by lines 16–18. All of the other foils are contradicted by the passage: C by line 22, and A and D by her personality as it is revealed over the course of the passage.

Reading A Question 6. C

The best answer is C. Both characters are considerate and exchange favors: the narrator lends Mrs. Sennett the car (lines 51–56) and Mrs. Sennett gives the narrator many presents (lines 59–60). There is no indication that their relationship has been anything but a relatively short-term, neighborly friendship, which makes both A and D choices that are not supported by the passage. B is contradicted by examples of both characters' sensitivity to the other (lines 11–16, 80).

Reading B Question 1. C

Answer C concisely and clearly expresses the idea that the university the writer attended was in the Midwest. The other choices all contain defects of style. Choices A and D are both needlessly wordy; in addition, the confusing arrangement of relative clauses and prepositional phrases they contain oddly suggests that the university was "in the Midwest at the time"—but may later have moved. Choice B is pointlessly redundant, because the word *then* and the phrase "at the time" mean the same thing here.

Reading B Question 2. B

Choice B uses the pronoun *whose*, which properly sets up the relative clause modifying man. The other choices use contractions instead of pronouns, and some also introduce punctuation errors.

Reading B Question 3. D

The best answer is D, because it avoids unnecessary wordiness and because it logically and clearly places the noun *love* closest to the prepositional phrase "of fable and legend" that modifies it. Choices A, B, and C are excessively wordy and separate the noun from its prepositional phrase, which unnecessarily clouds the meaning of the sentence.

Reading B Question 4. B

The best answer is B, because "time like" properly sets up the simile relationship (the names echo in the manner that trumpet calls do) and correctly relates the clauses of the sentence. The other choices introduce errors in the relationship of the sentence parts. Choice A improperly sets up a relative clause that modifies time (the most recent antecedent), when the relationship is clearly between names and calls. Choice C creates an unacceptable sentence fragment and also wrongly produces a relative clause modifying time. Choice D again improperly creates a relative clause modifying time.

Reading C Question 1. B

The best answer is B. Trial by compurgation requires oath-helpers, so option I is wrong (thus ruling out A and D). Lines 36–38 state that the more serious crimes required ordeals, lesser crimes compurgation, which makes option II true. The same lines reveal that peasants or persons of bad reputation usually had a trial by ordeal, making III incorrect (thus ruling out C). B is thus the only plausible choice.

Reading C Question 2. C

The best answer is C. Lines 21–22 explain what being put to the proof requires. Since there was no automatic assumption of innocence in England at this time nor was that something the courts of that time addressed (see lines 12–13), A is ruled out. Since innocence could be "proven" (line 50), B is incorrect, and because line 18 makes it clear that only one party was tried, D can also be ruled out.

Reading C Question 3. C

The best answer is C. The answer is strongly supported by information in lines 74–76.

Reading C Question 4. A

The best answer is A. Lines 78–81 support the answer by stating that the judges' only role was to decide which party should be put to proof and the form of the proof. The proceedings were the same for criminal and civil cases (lines 77–78), which rules out B; lines 85–87 directly contradict what is claimed in C and lines 78–81 directly contradict the assertions in D, which eliminates both as plausible answers.

Reading C Question 5. D

The best answer is D. The context makes clear that the process is very precise, and that any mistake has the serious consequence of proving guilt. This would make the swearing anything but "comfortable," which rules out A. C makes no sense in context and B is illogical, for if the "swearing" is dishonest it cannot be "without a mistake" (line 34). Given that the procedure seems quite involved and exacting, D is the best answer.

Reading C Question 6. B

The best answer is B. Lines 16--17 clearly state that trial by battle was used only after the Norman Conquest. All trials discussed in the passage were public and had a known accuser (see line 74), which rules out A; no trials in this era had secret proceedings (lines 76--77), which rules out C; and judges had no role in the verdict (lines 78--79), which rules out D.

Reading D Question 1. B

The best answer is B. This sentence presents a series of three verb phrases—three things that Bessie Coleman did. The subject for all three of the verb phrases is the pronoun *She* at the beginning of the sentence. The third verb phrase in the series ("took off into history") has no subject, so it would be inconsistent and illogical to state the subject of the second verb phrase in the series, as Choices A and C propose. Choice D proposes that, rather than being the second in the series of verb phrases, this should be a subordinate adjective clause describing the preceding noun, but there's no logical support for saying, "the runway's center mark . . . gave the engine full throttle."

Reading D Question 2. C

The best answer is C. It provides the relative pronoun and the punctuation that effectively relates this subordinate adjective clause to the main clause of this sentence. The main clause is as follows: "It was a long journey from the American Southwest to these French

skies." The subordinate clause is describing or defining the American Southwest: "where she'd been born in 1893." Since this clause occurs in the middle of the main clause and is not essential or restrictive information, it must be set off from the main clause. Choices A and B fail to do so. Choice D does set the phrase off with commas but fails to provide a pronoun that would effectively relate this clause to the main clause.

Reading D Question 3. B

The best answer is B, which provides the intended comparison by placing the sentence in the most logical location. Choice B underlines or emphasizes the challenges Coleman faced by comparing her hopes and expectations with the reality she met in Chicago. On the contrary, Choice A spoils the logical sequence that Choice B establishes, because the end of the first sentence in Paragraph 2—"these French skies"—does not support the intended comparison. Choices C and D delay making the comparison until too late in the essay. In Choice C, the comparison is weakened because, by the end of Paragraph 3, Coleman is already on her way toward flight school. In Choice D, a comparison intended to "underline the challenges" no longer is pertinent, because Coleman has already met the challenges.

Reading D Question 4. D

The best answer is D. It effectively coordinates the various elements of this noun clause, which is functioning as an appositive for the subject of the main clause of this sentence. The entire noun clause should read: "proof that if the will is strong enough, one's dream can be attained." You will see that within this noun clause, which is already serving a secondary role in terms of the main clause of the sentence, there is a main clause ("one's dream can be attained") and a subordinate clause related to that main clause by the conjunction if ("the will is strong enough"). Choice C is wrong because it proposes an adverb (strongly) where a predicate adjective is required. Choices A and B are both wrong because they coordinate these clauses in ways that don't make sense and that make clause fragments: "if the will is strong enough for one's dream can be attained" (Choice A) and "if the will is stronger than one's dream can be attained" (Choice B).

Reading D Question 5. C

The best answer is C. This is a difficult question in a rather complex sentence. The clause beginning with *proof* serves as an appositive, a phrase that describes or defines a preceding noun. Appositives are set off from the main clause with commas and, in most cases, immediately follow the noun they are describing. Here, the appositive occurs at the end of the sentence but describes the subject at the beginning of the sentence (*She*). "She was ready for a triumphant return to the United States to barnstorm and lecture, proof that . . . one's dream can be attained." The punctuation decisions offered by Choices A and D would both produce an illogical phrasing because they propose that *proof* should serve as the direct object of the verb *lecture* ("She was ready . . . to barnstorm and lecture proof . . ."). Choice B is equally illogical because it proposes that *proof* could function as a verb ("She was ready . . . to barnstorm and lecture and proof that . . . one's dream can be attained.")

Reading E Question 1. C

The best answer is C because the person who is telling the story is never identified. This unidentified narrator, however, knows enough about the main character, Abshu, to describe in detail Abshu's difficult childhood and his commitment as an adult to working in a community center.

Reading E Question 2. D

The best answer is D because the first paragraph specifically indicates that Abshu's goal was to expand the horizons of the children he worked with. In lines 2-5, the passage states that Abshu "had committed himself to . . . broaden the horizons for the young, gifted, and black—which was how he saw every child milling around . . ." Line 12 states a second time that he wanted to broaden their horizons.

Reading E Question 3. C

The best answer is C because both the Masons and Abshu tried to develop discipline in the children under their care. In the Masons' home, "There was a strict curfew" (lines 58-59), which Abshu credited for "keeping him out of gangs" (lines 57-58). At the community center, Abshu also believed in discipline: "There had to be rules someplace in [the

children's] world, some kind of discipline. And if they understood that, then he worked with them, long and hard" (lines 85-88).

Reading E Question 4. D

The best answer is D. This question asks test takers to find the choice that is NOT included in the fourth paragraph. Information about what Abshu remembered most about his time with the Masons is included in the fifth paragraph (lines 38-42).

Reading E Question 5. D

The best answer is D because the second half of the eighth paragraph specifically refers to what "gave Abshu an appreciation for a life fully lived" (line 66). The narrator goes on to explain that the job working with young kids was what made Abshu "most fulfilled" (lines 70-71). Abshu held this job as an adult.

Reading E Question 6. B

The best answer is B. Evidence for this choice is directly stated in lines 4-6: "young, gifted, and black, which was how Abshu saw every child milling around that dark street."

Reading E Question 7. A

The best answer is A because lines 6-7 explicitly state that Abshu "went after every existing grant on the city and state level." This statement clearly indicates that he was thorough in seeking out financial backing.

Reading E Question 8. C

The best answer is C. The third paragraph clearly states that "Abshu wished that his own family could have stayed together" but that "he understood why his mother did what she did."

Reading E Question 9. A

The best answer is A because lines 65-66 show that for Abshu, living "on the edge of hunger, on the edge of kindness" gave him "an appreciation for a life fully lived."

Reading E Question 10. A

The best answer is A because the passage states directly in lines 66-68 that according to Abshu, to have a life fully lived, one should "do whatever job makes you happy, regardless of the cost; and fill your home with love."

Reading F Question 1. C

The best answer is C, because it is the only response that clearly expresses the idea that, despite the anarchy in the broadcasting industry, some organizations saw commercial possibilities. The other choices propose wordings that are either ambiguous or contain defects in style or sentence structure. Choice A contains a misplaced modifier. The word organizations can be modified by "in the midst of such anarchy," but the phrase "some commercial possibilities" cannot be. Choices B and D are unclear and ambiguous.

Reading F Question 2. B

The best answer is B, because the transitional word however is the only choice that logically connects the last sentence in Paragraph 1 with the preceding sentence, and that clearly expresses the idea that even with the new technology, the vast potential of the airwaves had scarcely been touched. The other choices create faulty logic. In Choice A, the use of the word therefore is illogical because the potential of the airwaves was not the result of the new technology. Choice C is illogical because the potential of the airwaves was not in addition to the new technology. In Choice D, the use of the phrase in fact also creates an illogical connection that would confuse the reader.

Reading F Question 3. A

The best answer is A, because this places the sentences in this paragraph in the most logical order. The other choices create faulty logic within the paragraph. With Choice B, Sentence 4 is placed after Sentence 1, making the events occur out of chronological order. Choice C also arranges the sentences so that the events do not occur in a chronological order. Choice D is illogical because this sequence suggests that the vice president's plan succeeded before he had even conceived it.

Reading F Question 4. D

The best answer is D, which uses the coordinating conjunction but to logically connect the two clauses in the sentence. The other choices introduce defects in logic. Choices A and B (because and since, respectively) propose subordinating conjunctions that suggest a cause-effect relationship between the clauses that isn't supported by the essay. The use of the adverb thus in Choice C creates a comma splice as well as another logic problem: the creation of the federal Radio Division did not result in its lack of power to regulate.

Reading F Question 5. C

The best answer is C, which clearly states that the essay has not fulfilled the assignment, because it has a focus that is more narrow and specific than "assessing the development of modern technologies after the First World War." Choice A is illogical because while it says, yes, the writer has fulfilled the assignment, it also states the opposite by saying that the essay is exclusively about radio. Choice B does not even mention the development of technologies. Choice D describes a contrast between early radio and radio of today, a subject that is not addressed in this essay.

College and Career Readiness Anchor Standards Addressed

Writing

Text Types and Purposes:

CCSS.ELA-Literacy.CCRA.W.1

Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-Literacy.CCRA.W.2

Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

CCSS.ELA-Literacy.CCRA.W.3

Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.

Production and Distribution of Writing:

CCSS.ELA-Literacy.CCRA.W.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.W.5

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

CCSS.ELA-Literacy.CCRA.W.6

Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Language

Conventions of Standard English:

CCSS.ELA-Literacy.CCRA.L.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Essay Writing

Pay attention to the development of:

- Parts of Sentence – Nouns, pronouns, verbs, adjectives, adverbs, subject-verb agreement
- Spelling – Silent letters, homophones, prefixes, suffixes,
- Capitalization
- Punctuation – Periods, commas, apostrophes, quotation marks

Avoid:

- Fragments, run-ons, double negatives

Name: _____

Date: _____

Essay

This section measures your ability to use clear and effective written English. Pay attention to:

- *Well-focused main points*
- *Clear organization*
- *Specific development of your ideas*
- *Control of sentence structure, punctuation, grammar, word choice, and spelling.*

Write on the assigned topic:

Educators debate extending high school to five years because of increasing demands on students from employers and colleges to participate in extracurricular activities and community service in addition to having high grades. Some educators support extending high school to five years because they think students need more time to achieve all that is expected of them. Other educators do not support extending high school to five years because they think students would lose interest in school and attendance would drop in the fifth year. In your opinion, should high school be extended to five years?

In your essay, take a position on this question. You may write about either one of the two points of view given, or you may present a different point of view on this question. Use specific reasons and examples to support your position.

Name: _____

Date: _____

Essay

This section measures your ability to use clear and effective written English. Pay attention to:

- *Well-focused main points*
- *Clear organization*
- *Specific development of your ideas*
- *Control of sentence structure, punctuation, grammar, word choice, and spelling.*

Write on the assigned topic:

An Analysis of Daylight Saving Time

Twice a year, most Americans adjust their clocks before bedtime to prepare for Daylight Saving Time (DST). Every spring, clocks are moved ahead one hour. In the fall, they are moved back one hour, and all to maximize the benefits of the sun. DST was first implemented in the United States in 1918 to conserve resources for the war effort, though proponents encouraged its adoption long before then. Benjamin Franklin, for example, touted the idea of DST to citizens of France way back in 1784!

For years following DST's U.S. debut, cities could choose if and when they wanted to participate. However, by the 1960s, the open choice resulted in various cities throughout the United States using different times. These varying times created confusion, particularly for entertainment and transportation schedules. Imagine traveling across several states, each adhering to its own little time zone!

In order to remedy the confusing situation, Congress established a start and stop date for DST when it passed the Uniform Time Act of 1966. Although this act helped clarify when DST went into effect around the country, cities were not required to use DST. To this day, parts of Arizona and all of Hawaii, for example, do not use DST.

Arguments for DST

Many studies have investigated the benefits and costs of DST. Research in the 1970s found that DST saved about 1% per day in energy costs. On average, most electricity used is for lighting

and appliances. It makes sense that more sun at the end of the day meant less need for electricity. This follows right along with Ben Franklin's argument over 200 years ago.

Supporters of DST also claim that more sunlight saves lives. Studies have indicated that traveling home from work or school in daylight is safer. Nearly three decades of research shows an 8-11% reduction in crashes involving pedestrians and a 6-10% decrease in crashes for vehicle occupants after the spring shift to DST.

Other studies reveal that, following a similar logic, DST reduces crime because people are out completing chores after their business or school day in sunlight, lessening their exposure to crimes that are more common after dark.

Arguments against DST

Opponents of DST cite other studies that disagree with these outcomes. A 2007 study in California indicated that DST had little or no effect on energy consumption that year. A three-year study of counties in Indiana showed that residents of that state spent \$8.6 million more each year for energy, and air pollution increased after the state switched to DST. The researchers theorized that the energy jump was caused in part by increased use of air conditioning as a result of maximizing daylight hours.

Recent research has also brought into question the safety aspect of the yearly switch to and from DST. In one study, pedestrian fatalities from cars increased immediately after clocks were set back in the fall. Another study showed 227 pedestrians were killed in the week following the end of DST, compared with 65 pedestrians killed the week before DST ended.

The adjustment period drivers endure each year is a dangerous time for pedestrians, and Daylight Saving Time may be the reason. Instead of a gradual transition in the morning or afternoon by just minutes of sunlight each day, the immediate shift of one hour forward or backward fails to provide drivers and pedestrians time to adjust.

When you also consider the cost of the abrupt transition in terms of confusion caused by people who forget to adjust their clocks, opponents say, any benefits gained by DST are simply not worth the trouble.

