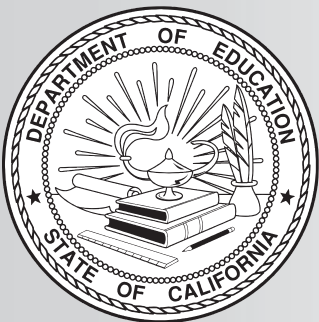


# *California High School Exit Examination*

## **English-Language Arts Released Test Questions**



California Department of Education  
2004

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*Dances With Dolphins* (National Geographic Society)

*White Fang* (Troll Communications)

*Acting Up* [The ALAN Review 24(3): 42-46]

*The Courage That My Mother Had* (© 1954, 1982, by Norma Millay Ellis. Reprinted by permission of Elizabeth Barnett, Literary Executor.)

*A Brain Divided* (© 1984 by Harcourt, Inc.)

## Introduction

Beginning with the 2005-06 school year, every senior must pass the California High School Exit Examination (CAHSEE) in order to receive a high school diploma from a California public school. Students in the Class of 2006 will have their first opportunity to take the CAHSEE in February and March 2004.

All questions on the CAHSEE are evaluated by committees of content experts, including California educators, teachers, and administrators, to ensure the questions' appropriateness for measuring the designated California academic content standards in English-language arts and mathematics. In addition to content, all items are reviewed and approved to ensure their adherence to the principles of fairness and to ensure no bias exists with respect to characteristics such as gender, ethnicity, and language.

This document combines released test questions that appeared on CAHSEE test forms in 2001 and 2002 with new test questions from 2003. It will replace the 2001 and 2002 CAHSEE released test questions formerly on the California Department of Education's Web site at <http://www.cde.ca.gov/statetests/cahsee/>. The questions are grouped by strand (e.g., Word Analysis). At the beginning of each strand section is a list of the specific standards assessed on the CAHSEE. Following a group of questions is a table that gives the correct answer for each question, the content standard each question is measuring, and the year each question originally appeared on the CAHSEE.

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

<b>STRAND</b>	<b>NUMBER OF QUESTIONS ON EXAM</b>	<b>NUMBER OF RELEASED TEST QUESTIONS</b>
• Word Analysis (RW)	7	15
• Reading Comprehension (RC)	18	41
• Literary Response (RL)	20	38
• Writing Strategies (WS)	12	13
• Writing Conventions (WC)	15	22
• Writing Applications (WA)	1	4
<b>TOTAL</b>	<b>73</b>	<b>133</b>

In selecting test questions for release, three criteria are used: (1) the questions adequately cover the content standards assessed on the CAHSEE, (2) the questions demonstrate a range of difficulty, and (3) the questions present a variety of ways each standard can be assessed. These released test questions do not reflect all of the ways the standards may be assessed. Released test questions will not appear on future tests.

For more information about the CAHSEE, visit the CDE's Web site at the address listed above.

## READING

The Reading portion of the CAHSEE has three strands: Word Analysis, Reading Comprehension, and Literary Response and Analysis. A description of each strand follows. The released passages and test questions for the Reading portion of the CAHSEE follow the strand descriptions.

### The Word Analysis Strand

The following two California English-language arts academic content standards from the Word Analysis strand are assessed on the CAHSEE and are represented in this booklet by 15 released test questions. These questions represent only a few of the ways in which these standards may be assessed on the CAHSEE.

READING (GRADES NINE AND TEN)	
<b>Standard Set 1.0</b>	<b>Word Analysis, Fluency, and Systematic Vocabulary Development:</b>
10RW1.1	Identify and use the literal and figurative meanings of words and understand word derivations.
10RW1.2	Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

### The Reading Comprehension Strand

The following six California English-language arts academic content standards from the Reading Comprehension strand are assessed on the CAHSEE and are represented in this booklet by 41 released test questions. These questions represent only a few of the ways in which these standards may be assessed on the CAHSEE.

<b>READING (GRADES NINE AND TEN WITH ONE STANDARD FROM GRADE EIGHT AS NOTED†)</b>	
<b>Standard Set 2.0 Reading Comprehension (Focus on Informational Materials):</b>	
†8RC2.1	Compare and contrast the features and elements of consumer materials to gain meaning from documents (e.g., warranties, contracts, product information, instruction manuals).
10RC2.1	Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.
10RC2.4	Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.
10RC2.5	Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.
10RC2.7	Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.
10RC2.8	Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationships between generalizations and evidence, the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text (e.g., in professional journals, editorials, political speeches, primary source material).

† *Eighth-grade content standard*

### The Literary Response and Analysis Strand

The following twelve California English-language arts academic content standards from the Literary Response and Analysis strand are assessed on the CAHSEE and are represented in this booklet by 38 released test questions. These questions represent only a few of the ways in which these standards may be assessed on the CAHSEE.

<b>READING (GRADES NINE AND TEN WITH ONE STANDARD FROM GRADE EIGHT AS NOTED†)</b>	
<b>Standard Set 3.0</b>	<b>Literary Response and Analysis:</b>
10RL3.1	Articulate the relationship between the expressed purposes and the characteristics of different forms of dramatic literature (e.g., comedy, tragedy, drama, dramatic monologue).
10RL3.3	Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.
10RL3.4	Determine characters' traits by what the characters say about themselves in narration, dialogue, dramatic monologue, and soliloquy.
10RL3.5	Compare works that express a universal theme and provide evidence to support the ideas expressed in each work.
10RL3.6	Analyze and trace an author's development of time and sequence, including the use of complex literary devices (e.g., foreshadowing, flashbacks).
10RL3.7	Recognize and understand the significance of various literary devices, including figurative language, imagery, allegory, and symbolism, and explain their appeal.
10RL3.8	Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.
10RL3.9	Explain how voice, persona, and the choice of a narrator affect characterization and the tone, plot, and credibility of a text.
10RL3.10	Identify and describe the function of dialogue, scene designs, soliloquies, asides, and character foils in dramatic literature.
†8RL3.7	Analyze a work of literature, showing how it reflects the heritage, traditions, attitudes, and beliefs of its author. (Biographical approach)
10RL3.11	Evaluate the aesthetic qualities of style, including the impact of diction and figurative language, on tone, mood, and theme, using the terminology of literary criticism. (Aesthetic approach)
10RL3.12	Analyze the way in which a work of literature is related to the themes and issues of its historical period. (Historical approach)

† *Eighth-grade content standard*

Read the following passage and answer questions 1 through 9.

## A Day Away

by Maya Angelou

Most people today know Maya Angelou as one of America's most important poets. One of her stories, "Georgia, Georgia," was the first story by an African-American woman to be made into a television movie. Angelou also wrote the screenplay for the movie *All Day Long* and even directed it. The variety, quality, and passion of her work continue to inspire people today.



We often think that our affairs, great or small, must be tended continuously and in detail, or our world will disintegrate, and we will lose our places in the universe. That is not true, or if it is true, then our situations were so temporary that they would have collapsed anyway.

Once a year or so I give myself a day away. On the eve of my day of absence, I begin to unwrap the bonds which hold me in harness. I inform housemates, my family and close friends that I will not be reachable for twenty-four hours; then I disengage the telephone. I turn the radio dial to an all-music station, preferably one which plays the soothing golden oldies. I sit for at least an hour in a very hot tub; then I lay out my clothes in preparation for my

morning escape, and knowing that nothing will disturb me, I sleep the sleep of the just.

On the morning I wake naturally, for I will have set no clock, nor informed my body timepiece when it should alarm. I dress in comfortable shoes and casual clothes and leave my house going no place. If I am living in a city, I wander streets, window-shop, or gaze at buildings. I enter and leave public parks, libraries, the lobbies of skyscrapers, and movie houses. I stay in no place for very long.

On the getaway day I try for amnesia. I do not want to know my name, where I live, or how many dire responsibilities rest on my shoulders. I detest encountering even the closest friend, for then I am reminded of who I am, and the circumstances of my life, which I want to forget for a while.

Every person needs to take one day away. A day in which one consciously separates the past from the future. Jobs, family, employers, and friends can exist one day without

## Reading

any one of us, and if our egos permit us to confess, they could exist eternally in our absence.

Each person deserves a day away in which no problems are confronted, no solutions searched for. Each of us needs to withdraw from the cares which will not withdraw from us. We need hours of aimless wandering or spaces of time sitting on park benches, observing the mysterious world of ants and the canopy of treetops.

If we step away for a time, we are not, as many may think and some will accuse, being irresponsible, but rather we are preparing ourselves to more ably perform our duties and discharge our obligations.

When I return home, I am always surprised to find some questions I sought to evade had been answered and some entanglements I had hoped to flee had become unraveled in my absence.

A day away acts as a spring tonic. It can dispel rancor, transform indecision, and renew the spirit.

From WOULDND'T TAKE NOTHING FOR MY JOURNEY NOW by Maya Angelou, copyright © 1993 by Maya Angelou. Used by permission of Random House, Inc.

64B

1. **What is the narrator's main purpose in this passage?**
  - A to entertain readers with a story of an unusual day
  - B to inform readers how to organize a day away from home
  - C to persuade readers to take some time for themselves
  - D to describe to readers what it is like to rediscover a city

L164B007
  
2. **Which sentence below is an example of a simile?**
  - A I will have set no clock . . .
  - B I do not want to know my name . . .
  - C We need hours of aimless wandering . . .
  - D A day away acts as a spring tonic.

L164B013
  
3. **The words *casual*, *wander*, and *gaze* in paragraph 3 suggest a feeling of—**
  - A determination.
  - B solitude.
  - C bewilderment.
  - D relaxation.

L164B006
  
4. **The narrator MOST likely laid out her clothes the night before her day away so that she—**
  - A wouldn't forget what she wanted to wear.
  - B wouldn't have to make a decision in the morning.
  - C would be able to sleep late in the morning.
  - D would be as stylishly dressed as possible.

L164B010



## Reading

5. Which BEST describes the narrator's tone in the second half of the passage?

- A persuasive
- B humorous
- C sarcastic
- D frustrated

L164B016

6. Which sentence from the passage is an example of figurative language?

- A Once a year or so I give myself a day away.
- B On the eve of my day of absence, I begin to unwrap the bonds which hold me in harness.
- C I enter and leave public parks, libraries, the lobbies of skyscrapers, and movie houses.
- D It can dispel rancor, transform indecision, and renew the spirit.

L164B014

7. In which sentence from the passage does the narrator acknowledge those who disagree with her main argument?

- A I inform housemates, my family and close friends that I will not be reachable for twenty-four hours; then I disengage the telephone.
- B I detest encountering even the closest friend, for then I am reminded of who I am, and the circumstances of my life, which I want to forget for a while.
- C If we step away for a time, we are not, as many may think and some will accuse, being irresponsible, but rather we are preparing ourselves to more ably perform our duties and discharge our obligations.
- D When I return home, I am always surprised to find some questions I sought to evade had been answered and some entanglements I had hoped to flee had become unraveled in my absence.

L164B015

8. Which statement from the passage BEST describes the narrator's motivation for "a day away"?

- A . . . we will lose our places in the universe.
- B . . . I sleep the sleep of the just.
- C . . . I want to forget for a while.
- D . . . friends can exist one day without any one of us.

L164B009

9. Which of the following is the main theme of the passage?

- A Self-energizing oneself is necessary.
- B Time is of the essence.
- C Problems will solve themselves.
- D A single decision has many consequences.

L164B011

Read the article and answer questions 10 through 13.

## DANCES WITH DOLPHINS

By Tim Cahill

Tim Cahill has been writing about nature for more than 25 years. In 1969, Cahill received a master's degree in English and Creative Writing from San Francisco State University. In 1976, he was the founding editor of *Outside Magazine*, which won several national magazine awards. Cahill has worked as an editor for other magazines, including *Esquire* and *Rolling Stone*. He has also published articles in magazines such as *National Geographic*, *The New York Times Book Review*, and *Travel and Leisure*. Additionally, Cahill has published six books. *Dances With Dolphins* was originally written as the screenplay for an IMAX documentary film which, in 2000, was nominated for an Academy Award in the category "Best Documentary Short Subject." Cahill also has written screenplays for the IMAX films *The Living Sea* and *Everest*.

- 1 Before dawn, Kathleen and I boarded a fishing boat at Tsubota Port and headed for the island of Mikura, 45 minutes away. The water temperature was about 60 degrees, the air around 15 degrees cooler. Minor squalls swept across the sea. Hard rain stung our faces.
- 2 The Japanese captain took us within 50 yards of shore. Almost immediately we saw dolphins rolling over the surface as they breathed. The captain turned toward the animals and slowed the engine to idle.
- 3 For a moment I lost the dolphins, couldn't see them at all. Then suddenly they were all around us. In an instant Kathleen and I plunged into the dark, churning sea.
- 4 The poet-scientist Loren Eiseley expressed the wistful thought that someday the dolphin might "talk to us and we to him. It would break, perhaps, the long loneliness that has made man a frequent terror and abomination even to himself."



- 5 I think this is the motive and purpose behind the work of Kathleen Dudzinski. She would never put it that way, though. As a scientist, Kathleen favors precision over poetry, at least in describing her own work. But sometimes she admits that when swimming with dolphins, she feels like a kid living out a dream.
- 6 Kathleen has always loved animals. As a teenager in Connecticut, she worked part-time with a veterinarian. She put together a petting zoo for inner-city kids who'd never seen a cow before—or goats or chickens. Then she took the little traveling

## Reading

- exhibit to urban parks, showing youngsters something of the natural world.
- 7 In the summer of 1987, during college, she went off to the Gulf of Maine to do field research on marine mammals. After graduating, she entered the Ph.D. program at Texas A&M University, where she spent five, six-month seasons studying dolphins in the Bahamas. Since then her research has been conducted mostly on free-ranging dolphins.
- 8 Dressed in her shiny high-tech wet suit, the 31-year-old Dudzinski swam beside me as half a dozen bottlenose dolphins swept by us like torpedoes. The dolphins were much bigger than I had imagined. And faster.
- 9 My first impression was not that of happy squeakers, or mystical healers on a watery mission to enlighten humanity. I thought, *Whoa, these guys are great, big, powerful predators!*
- 10 Kathleen was recording the dolphins with an audio-visual device of her own design—a pair of hydrophones (underwater microphones) set apart on a bar, with a video camera between them. Underwater, sound moves faster than in air, which causes it to seem to be coming from everywhere at once.
- 11 Studying her films and wearing headphones, she has been able for the first time ever to consistently identify which dolphins are producing which sounds while underwater.
- 12 Kathleen had told me she does not believe dolphins have a language like ours. They use clicks, chirps, whistles, and squawks to transmit signals to each other, or to echolocate—to identify the position of objects by bouncing sound waves off them—much the way submariners use sonar.
- 13 This is not to say that they cannot learn the meaning of words and syntax. In a University of Hawaii study, researchers created an artificial visual and acoustic language and were able to teach the animals the difference between sentences like “Take the surfboard to the person” and “Take the person to the surfboard.”
- 14 When the dolphins approached us again, they swam slowly, moving their heads from side to side. I thought I could hear the sounds they made—the squeaking of a rusty hinge, a whistle, a squawk—and I knew they were scanning me.
- 15 Kathleen took a deep breath and dived straight down about 20 feet. The dolphins seemed to understand the dive as an invitation to dance. They swarmed about us, swimming in slow sinuous curves, more than a dozen of them now.
- 16 Kathleen muscled her big video/audio recorder about, following one dolphin—her focal animal—as it

## Reading

- looped over backward, swimming slowly in a vertical circle that was at least 20 feet in diameter. The two swam together, human and dolphin, belly to belly, only inches apart.
- 17 Kathleen tried to get some distance on the animal, but it wanted to dance slow and close. They surfaced together, both of them breathing simultaneously—Kathleen through her snorkel, the bottlenose dolphin from its top-mounted blowhole—and my immediate thought was, *Hey, we're all mammals and air breathers here.*
- 18 Now, as Kathleen surfaced, I dived. I turned with one of the passing animals and tried to swim at its flank. As a collegiate swimmer, I set records in butterfly and freestyle sprints. Even now, years later, I'm very fast—for a human. But the dolphins swept by me like jets past a single-prop biplane. They shot past at speeds in excess of 20 m.p.h., I guessed.
- 19 One dolphin drifted slowly by me, close enough to touch. It dived, then looked up at me, moving its head from side to side.
- 20 I needed to breathe and moved slowly toward the surface. As I did, a dolphin below rose with me. A female. We were both upright in the water, belly to belly. I could see its round black eye, and the jaw anatomically designed in a constant grin.
- 21 Although I knew the smile is no more expressive of the animal's mood than an elephant's trunk, one still feels obliged to smile back. There was something bunching in my throat, like sorrow, but it came out in a brief snort through my snorkel. A laugh.
- 22 The dolphin moved with me, then sped around my body like a ball on a string as I rose to the surface. There were six- to nine-foot swells. One of them washed over my snorkel, and I gulped down what felt like half a pint of sea water. The dolphin dived and moved off toward more amusing pursuits as I treaded water on the surface, coughing and spitting.
- 23 Kathleen rose beside me. "They're gone," she said. Her lips were blue, and she was shivering like a child who has played too long in the water.
- 24 "Was that long enough to be an encounter?" I asked.
- 25 She laughed. In her studies Kathleen had defined a dolphin encounter as three minutes long or more. "Nearly fifteen minutes," she said.
- 26 I honestly thought it could have been less than three minutes.
- 27 "How was your first dolphin encounter?" she asked.

## Reading

- 28 I searched for words. Finally, I appropriated one of Kathleen's strongest expletives. "Yikes," I said. "This is what you do every day of your life?"
- 29 "Every day I can get the boat time."
- 30 "And they pay you for this?"
- 31 "Yep."

*From the book Dolphins by Tim Cahill. Copyright © 2000 by MacGillivray Freeman Films. Text Copyright © 2000 by Tim Cahill. Reprinted by arrangement with the National Geographic Society.*

24A

... half a dozen bottlenose dolphins swept by us like torpedoes.

10. **The author uses the word *torpedoes* to describe the dolphins to suggest—**
- A power and speed.
  - B intelligence and sensitivity.
  - C danger.
  - D fear.
11. **The difference between Kathleen's and the author's responses to the dolphins swimming past them is BEST expressed by which statement?**
- A She is relaxed, and he is nervous.
  - B She is excited, and he is bored.
  - C She is alert, and he is careless.
  - D She is playful, and he is businesslike.

L124A008

L124A017

12. **What evidence does the author provide to demonstrate the intelligence of dolphins?**

- A He compares their ability to swim to that of humans.
- B He mentions a study in which dolphins learned the meaning of words.
- C He describes instances in which dolphins helped humans.
- D He shows there is a relationship between Kathleen and the dolphins.

L124A010

13. **Which one of the following themes is developed in the article?**

- A the conflict between art and science
- B the importance of technology
- C the joy of exploration
- D the difficulty of being true to oneself

L124A018

## Reading

The following selection is from the book *White Fang*. White Fang is about to make an important decision. Read the selection and answer questions 14 through 16.



In the fall of the year when the days were shortening and the bite of the frost was coming into the air, White Fang got his chance for liberty. For several days there had been a great hubbub in the village. The summer camp was being dismantled, and the tribe, bag and baggage, was preparing to go off to the fall hunting. White Fang watched it all with eager eyes, and when the tepees began to come down and the canoes were loading at the bank, he understood. Already the canoes were departing, and some had disappeared down the river.

Quite deliberately he determined to stay behind. He waited his opportunity to slink out of the camp to the woods. Here in the running stream where ice was beginning to form, he hid his trail. Then he crawled into the heart of a dense thicket and waited. The time passed by and he slept intermittently for hours. Then he was aroused by Gray Beaver's voice calling him by name. There were other voices. White Fang could hear Gray Beaver's squaw taking part in the search, and Mitsah, who was Gray Beaver's son.

White Fang trembled with fear, and though the impulse came to crawl out of his hiding-place, he resisted it. After a time the voices died away, and some time after that he crept out to enjoy the success of his undertaking.

Darkness was coming on, and for awhile he played about among the trees, pleasuring his freedom. Then, and quite suddenly, he became aware of loneliness. He sat down to consider, listening to the silence of the frost and perturbed by it. That nothing moved nor sounded, seemed ominous. He felt the lurking of danger, unseen and unguessed. He was suspicious of the looming bulks of the trees and of the dark shadows that might conceal all manner of perilous things.

Then it was cold. Here was no warm side of a teepee against which to snuggle. The frost was in his feet, and he kept lifting first one forefoot and then the other. He curved his bushy tail around to cover them, and at the same time he saw a vision. There was nothing strange about it. Upon his inward sight was impressed a succession of memory-pictures. He saw the camp again, the tepees, and the blaze

## Reading

of fires. He heard the shrill voices of the women, the gruff basses of the men, and the snarling of the dogs. He was hungry, and he remembered pieces of meat and fish that had been thrown him. Here was no meat, nothing but a threatening and inedible silence.

His bondage had softened him. Irresponsibility had weakened him. He had forgotten how to shift for himself. The night yawned about him. His senses, accustomed to the hum and bustle of the camp, used to the continuous impact of sights and sounds, were now left idle. There was nothing to do, nothing to see nor hear. They strained to catch some interruption of the silence and immobility of nature. They were appalled by inaction and by the feel of something terrible impending.

He gave a great start of fright. A colossal and formless something was rushing across the field of his vision. It was a tree-shadow flung by the moon, from whose face the clouds had been brushed away. Reassured, he whimpered softly; then he suppressed the whimper for fear that it might attract the attention of the lurking dangers.

A tree, contracting in the cool of the night, made a loud noise. It was directly above him. He yelped in his fright. A panic seized him, and he ran madly toward the village. He knew an overpowering desire for the protection and companionship of man. In his nostrils was the smell of the camp smoke. In his ears the camp sounds and cries were ringing loud. He passed out of the forest and into the

moonlit open where there were no shadows nor darkness. But no village greeted his eyes. He had forgotten. The village had gone away.

Reprinted from “*White Fang*” by Jack London. (Troll Communications).

057

14. This selection is BEST described as—

- A fiction
- B biography
- C article
- D essay

L0057009

15. Which of the following BEST describes the relationship between Gray Beaver and White Fang?

- A Gray Beaver is White Fang’s owner.
- B Gray Beaver is White Fang’s brother.
- C Gray Beaver and White Fang are members of the same tribe.
- D Gray Beaver and White Fang are father and son.

L0057001

16. Which of these sentences from the story BEST illustrates the wild side of White Fang’s nature?

- A “He knew an overpowering desire for the protection and companionship of man.”
- B “Upon his inward sight was impressed a succession of memory-pictures.”
- C “Here in the running stream where ice was beginning to form, he hid his trail.”
- D “Then, and quite suddenly, he became aware of loneliness.”

L0057006

The following story is about the author’s love for “going home.” Read the story and answer questions 17 through 19.

## Going Home

Some days, I go to school, and on the way to school, I think that there is nowhere else in the world I would rather be. No matter what time of year it is, I walk through the neighborhoods, and every morning, I see the same people I always see: the tiny old lady walking what may be the tiniest dog in the world, the man at the newsstand with the walrus mustache, the skipping twins on their way to the bus stop. I don’t know any of their names or where they live, or what their favorite foods are, or what they think about anything, but these are people I’ve known forever. In a strange way, I think of them as my friends. Every day, I smile at them, and they smile at me. The man at the newsstand says “Buenos días” in his deep voice and will sometimes comment on the weather in Spanish because years and years ago I told him that my parents spoke Spanish too, and he told me I needed to learn. When it rains, the old lady with the dog always scolds me and tells me I should carry an umbrella.

And school—it’s the same. What I like best is the routine: homeroom, English, biology, physical education, lunch, math, and social studies, then soccer practice after school. I see the same people at school every day, sit next to the same people in my classes, eat lunch with my same friends. I have friends I have known as long as I can remember. It’s as comfortable as being at home.

My parents moved into our house before I was born. I know everything there is to know about our street. The oak tree in the yard has a tree house that my father built when I was six. The sidewalk is cracked in front of our neighbors’ house from the big earthquake; we use the uneven pavement as a skate ramp. If you run past the tall fence in front of the big white house on the corner, you can see through the fence as if it didn’t exist.

At breakfast my parents give each other a look, and I know something is going to happen. Before they can say anything, I want to know what it is all about.

“Nothing bad,” my father says.

I look at my mother, and she gives me a smile of reassurance and pats my shoulder. “You should be happy, Carlos. This is only good news.” What I see on their faces is worry.

“We’re going to move,” my father says.

Today on my way to school I look at everything as if seeing it for the first time. The tiny old lady waves at me; her tiny dog wags its tail and gives a tiny bark. The man at the newsstand greets me. The skipping twins almost run me off the sidewalk, but they veer in the other direction



*Reading*

and race off to the bus stop. I feel like a different person, a stranger, someone who really might be seeing these people for the first time. No longer are they the familiar landmarks of my daily trek to school. After I move with my family, I might never see them again, and I am filled with an indefinable feeling. I don't know if it's loneliness or grief.

For the first time ever, my school day is not comfortable. All day long, I feel constricted and restrained, the way you feel when it's winter and you're wearing layers of sweaters under your jacket, and everything feels too tight and you can't move. My English teacher's voice sounds high-pitched and scratchy; my friends say the same things they always do, but today it seems boring; my lunch tastes like chalk; and my pitches in P.E. class go wild, as if they have a mind of their own. In social studies, the teacher lectures from the chapter we read the night before, so it's like knowing how the movie ends before you sit down in the theater. Going home from this day is a relief—until I remember that we're moving.

I try to imagine living somewhere else, but all I can see is a blank space, a question mark, an empty page. All I know is my life. All I know is where I live, where I go, what I do here. I have been other places—I have visited my grandparents in Texas and my cousins in Mexico, and once we took a trip to New York. You can visit anywhere, but until you walk the same route to school every day for years, what do you know? You can know about the average rainfall and the geographical landmarks, but where is the best place to get a milkshake?

My mother comes up to my room and tells me that my father has gotten a promotion. That's why we are moving. "Don't you want to know where we're going?" she asks.

"Not really," I say. She tells me anyway. I pretend not to listen.

Every day, my parents tell me something about the town that will become our new home. There is a bronze statue honoring World War II veterans in the park downtown. In the summer, there are rodeos at the county fair. There is an annual strawberry festival. The mayor used to be a pro football player. There are oak trees in our new neighborhood, just like the one in our yard.

Images of oak trees and rodeo clowns and strawberries and statues begin to fill in the blank space in my mind. I start wondering what it might be like to live in this town where the mayor presides at all the high school football games, and the strawberries are supposed to be the best in the world.

On the day before we move, I walk in the same direction as I would if I were going to school. When I see the tiny old lady, I tell her good-bye, and she tells me to carry an umbrella when it rains. Her tiny dog holds out a tiny paw to shake my hand. The man at the newsstand shakes my hand, too. The twins wave as they board the bus. I go home, walking slowly through streets lined with oak trees.

## Reading

A huge truck is parked in front of our house. The movers are carrying boxes while my parents are loading suitcases into our car. Soon our house will be empty. But not for long; I know that somewhere there are parents telling their children about a town filled with oak trees, a place where you can get the best milkshake in the world, a place where, if you're lucky, you might see the same people every day of your life.

030

**17. Why does the narrator take a walk on the day before the family moves?**

- A to take one last look at everything familiar
- B to visit the statue in the middle of town
- C to see if the same people are still in the same places
- D to be away from home when the movers come

L0030003

**18. Read this sentence from the selection.**

... I know that somewhere there are parents telling their children about a town filled with oak trees, a place where you can get the best milkshake in the world ...

**What makes the preceding statement ironic?**

- A the fact that, like the narrator, other children are worried about moving
- B the fact that, like the people in the narrator's neighborhood, most people enjoy their homes
- C the fact that, like the narrator's father, parents often get promotions
- D the fact that, like the narrator's home, every house has its stories

L0030008

**19. What does the author emphasize by having the narrator see the same people three different times in the story?**

- A that the narrator feels at home in this town because nothing ever changes
- B that the narrator's life is repetitive and boring because nothing ever changes
- C that the new town the family is moving to will have similar people to meet
- D that the new children who move to the narrator's house will become comfortable in it

L0030007

## Reading

In the following story, a young man is remembering his high school acting career. Read the story and answer questions 20 through 23.



Write something.

“Huh?”

Write something.

“Ugh.”

My ninth grade teacher was telling me to write something about what I had just read, and my mind was gazing out across greener pastures. I was staring at the football field, through my high school English class’s window, daydreaming about what “pearls of wisdom” I should transcribe to my notebook paper, when all I really wanted to do was “to act.”

When I was a kid, and I read a book, all I could do was picture the book as a movie. And, naturally, I was the star. (Ah, to see my name in lights!) Indeed, all my life, I have thought cinematically. When I walk into a room, my immediate thoughts are how would this look on the big screen? What would this person say? Where would I put this chair? Can I make this more entertaining?

It is terrible to think this way. You spend half your time not really listening to what people have to say. And the other half rearranging their wardrobe.

Write something.

I would like to write something, but what I really like to do is “act.” I think it’s genetic.

I was born with a predisposition to sing and dance. I came out of the womb wearing a top hat and cane, ready to softshoe my way into the hearts of my relatives. My school years were spent playing the clarinet (not my forte), singing in choruses (you didn’t miss anything), and putting on plays. For my high school senior year, I was voted “Most Dramatic.” I was not surprised, though. I had performed for my high school a monologue entitled “The Night the Bed Fell” by James Thurber, and I had been—as they say in showbiz—a hit.

I remember the day vividly. As members of the high school debate team, we were forever going to district and state competitions. One category that I relished was

dramatic interpretation. My debate teacher, Mrs. Spector (dear Mrs. Spector, I remember the time when we jumped in the school's indoor pool with our clothes on, but that's another story), selected the piece for me, knowing my penchant for humor and my desire to entertain. She felt this Thurber piece, about a series of misadventures that lead everyone to believe that an earthquake has occurred, instead of a bed falling, was the perfect vehicle for my dramatic debut.

She was right.

There I was on the high school stage, standing near a single chair (You know the kind. They are wooden, sturdy, and usually found in turn of the century libraries), bathed in a glow of bright light. And a sea of people. My classmates. All staring in great anticipation.

“What’s this crazy kid going to do now?”

Until then, my classmates had only seen me in bit parts. I was not the Tom Cruise of my high school. I had been in school plays, but nothing really big. I was the character actor to the right, the nerdy kid in stage makeup, looking like someone’s long-lost relative.

I was no heartthrob.

Most high schools present Spring musicals, where good looking singers and dancers are held at a premium. And although I love to sing and dance, enthusiasm is my real talent.

Mrs. Spector, though, gave me my big break.

As soon as the audience quieted, I began.

It was awesome.

I held my classmates in the palm of my hand. They were glued to my every word. They sighed and laughed appropriately. They understood what I was saying (believe me, Thurber is not easy to follow), and moreover, they listened to me. No one else. Just me.

I was in seventh heaven.

Until this day, I still remember the final ovation.

I remember the applause sweeping over me like a wave of righteousness. Each clap, underlining what I already knew.

Acting is my thing.

Kaplan, J. 1997. Acting up across the curriculum: Using creative dramatics to explore adolescent literature. *The ALAN Review* 24(3): 42-46.

002

**Reading**

20. How does the reader know that the story is a dramatic monologue?

- A The narrator is the only speaker.
- B The story is about the narrator's love of acting.
- C The narrator has a vivid personality.
- D The story is based on the narrator's experiences.

L0002011

21. What is the main effect produced by the repetition of the phrase *Write something*?

- A It reminds the reader that the narrator is daydreaming.
- B It proves that the narrator has finished his homework.
- C It emphasizes the importance that writing has to an actor.
- D It makes the story easier for the reader to understand.

L0002004

22. Which statement BEST describes what happens in the story?

- A A teacher nurtures a talented writer.
- B A teacher gives students an impossible assignment.
- C A student avoids classwork by daydreaming.
- D A student gains confidence in his abilities by performing.

L0002002

23. What does the use of flashbacks accomplish in "Acting Up"?

- A makes the narrator seem dreamy and unrealistic
- B shows the reader what the narrator was like as a child
- C allows the narrator to list his achievements
- D gives the reader more insight into the narrator's character

L0002005

The following story describes a young boy's heroic actions to help his injured brother. Read the story and answer questions 24 through 26.



## Hiking Trip

“I never wanted to come on this stupid old hiking trip anyway!” His voice echoed, shrill and panicked, across the narrow canyon. His father stopped, chest heaving with the effort of the climb, and turned to look at the boy.

“This is hard on you, son, I know. But you’ve got to come through with courage and a level head.”

“But I’m scared! I don’t even want to have courage!” he retorted. He jerked his head the other way and wiped his eyes across his arm.

“If not courage, fine,” his father replied sternly. “Then have enough love for your brother to think this through!” He pulled a bandana from his back pocket and tied it around his neck. Then he gently placed his hand on the boy’s shoulder and continued, more softly this time.

“Now, I don’t know if I can make it without stopping every so often. And we just don’t have the time to stop. You’re young, but you’re strong and fast. Do you remember the way back from here to the road, if you had to go alone?”

Jeff flashed back to the agonizing scene of his seventeen-year-old brother at their campsite that morning. He’d been bitten by a snake yesterday during a rough hike through very rocky terrain. By the time they returned to their tents, he was limping badly. Then this morning he couldn’t put on his boots, and the pain seemed to be getting worse. He needed medical attention right away, so leaving him there was their only choice.

“Jeffrey? Jeffrey, could you do it? Could you make it to the road without me if you had to?”

Jeff blinked and looked past his father’s eyes to the end of the canyon, several miles away. He nodded slowly as the path and the plan began to take hold in his mind. “What was the name of that little town we stopped in to get matches, Dad?”

His father smiled and replied, “Flint. After we left Flint, we parked at the side of the road a few miles out of town. When you see which way our car is facing, you’ll know that the town is back the other direction.” Jeff thought

*Reading*

about this and then nodded. They both drank water and then continued scrambling over the rocks.

Nothing was as pretty as it had seemed when they first hiked this way to their campsite. Before, the boulders and rocks had been an interesting challenge. Now, they were obstacles that threatened their footing and their velocity. Overhanging limbs had earlier been natural curiosities in the cliffs. But now they were nature's weapons, slapping and scratching the boy and the man who crashed by and pushed through as quickly as they could.

Stone by stone, they made their way up the canyon. Jeff's father grew smaller and smaller in the distance. "He must be stopping a lot," Jeff thought. He waved to him from a bend in the canyon wall. His father waved back. Jeff turned and made the final ascent up an easier slope toward the road and spotted his father's car. He lurched toward it, half stumbling, and leaned on the hood, breathless.

"Can't stop," he thought. "Mark's in big trouble. Gotta keep going." The fast, loud thudding in his ears was deafening, and as he pulled himself upright, he was surprised as a car sped by, heading toward Flint. "Hey, mister!" he shouted, waving both arms. He began to walk, faster and faster until he was jogging. Then he quickly crossed the highway and broke into a full-speed run, holding his left arm straight out, his thumb up.

His chest was burning with every breath when he suddenly heard several loud honks from behind. He

turned as the brakes squealed and saw "Bob's Towing & Repair, Flint" right behind him. "Jump in, boy! What's up?" Jeff explained between gasps as the truck picked up speed. The driver reached for his two-way radio as soon as he heard about Mark. "Better get the helicopter in there," he seemed to be shouting into his hand. But Jeff wasn't sure about that because everything got fuzzy and then went black and quiet.

Hours later, Jeff opened his eyes to find strange surroundings and his father on a chair nearby.

"You're a hero, son," his father said with a smile. "You saved Mark."

"What happened?" Jeff asked through a wide yawn.

"Where are we?"

"This is a motel room in Flint. You made it into town and sent the helicopter into the canyon after Mark. I can't tell you how happy I was when I saw it overhead. I'm so proud of you!"

Jeff sat up suddenly. "Where's Mark? Is he OK?"

"They airlifted him out and got him to the hospital. His leg's still in bad shape, but he's going to be just fine in a couple of days. Thanks to you, son."

Jeff's worried face relaxed as his father spoke. "How about you, Dad? How did you get out?"

**Reading**

“Well, I finally hiked myself out of that canyon and to the road. I won’t be going back there any time soon. That’s for sure. Anyway, I couldn’t see the car, and as I headed for Flint, I got lucky and was able to hitch a ride from a fellow named Bob in a tow truck.”

Jeff laughed out loud. “I guess Bob makes a good living going up and down that road. I hope you gave him a good tip, Dad!”

157

**24. This story is an example of which of the following genres of writing?**

- A a narrative short story
- B an informational text
- C a persuasive essay
- D a biographical essay

L0157003

**25. Which of the following sentences BEST explains Jeff’s biggest problem in the story?**

- A He needed to face his fear of losing his father’s respect.
- B He needed to find someone to take him to the town of Flint.
- C He needed to climb the rock-covered hill to get to the top.
- D He needed to face his fear in order to help his brother.

L0157006

**26. What kind of person is Jeff’s father in the story?**

- A understanding and motivating
- B aggressive and annoying
- C humorous and entertaining
- D impatient and anxious

L0157005



The following story is about a character who discovers a book of quotations in the library. Read the story and answer questions 27 through 29.



## A Word in the Hand

It might have been destiny that left Marco waiting in the library for his sister. Whatever it was, Marco waited impatiently, tapping his fingers on the table until a librarian gave him a warning glance. He tapped his foot until the librarian sent another cautionary glance his way. Marco stood up, stretched, yawned, and viewed the stacks of books, the shelves of books, the books in every direction, books as far as the eye could see. He picked one randomly off the shelf: *Everyday Quotations and Proverbs*. Marco thumbed through the pages, a little bored. To be honest, Marco wasn't much of a reader. He didn't mind reading, but it just wasn't his favorite thing to do.

A line caught his eye. It was a quotation he had heard before, a million times at least, something his mom said to him all the time. This quotation was from the sixteenth century, was over 400 years old, and was still kicking around today. Marco read on. The more he read, the more he found that sounded familiar. He moved a stack of magazines off a chair and sat down, still reading. He found a saying to fit every situation and every occasion. There were proverbs that offered instruction on

everything, from loaning money to friends (not a good idea, according to the wisdom of the ages) to making excuses. Marco kept reading.

When his sister finally showed up, Marco didn't even notice. Alicia practically had to shout to get him to look up. Then she was the one who had to wait, somewhat impatiently, while Marco applied for and received a library card so he could check out the book and take it home.

"Come on," said Alicia. "Hurry up. Mom said to make sure we got home in time for dinner."

"Haste makes waste," said Marco calmly as he got into the car and put the key in the ignition.

"What's wrong with you?" Alicia wanted to know.

Marco pointed to the book that lay on the console between them. "Knowledge is power."

"You're crazy," she said.

*Reading*

“Birds of a feather flock together.”

“Whatever. All I know is that if we’re late for dinner, Mom’s going to be mad.”

“A soft answer turns away wrath.”

Alicia’s only response was to gape at Marco, her mouth slightly open.

Marco himself was surprised by the proverbs popping out of his mouth. The sayings had taken on a life of their own.

At dinner, Marco declined a serving of green beans.

“Marco, you need to eat some vegetables,” said his mother.

“Waste not, want not,” Marco replied.

When Marco’s mother asked him what was new, Marco shrugged and said that there was nothing new under the sun. When Marco’s father said that he had hired a new assistant, Marco nodded in approval and said that a new broom swept clean and that two heads were better than one. When his mother said that she had gotten stuck in the development phase of a new project, Marco said sympathetically, “Back to the drawing board.” As an afterthought, he cautioned that if she wanted anything done right, she would have to do it herself. Alicia

mentioned that she had snagged her favorite sweater on the sharp corner of a desk. Marco told her there was no use in crying over spilt milk. Alicia looked at him as if she had never seen him before. “Be quiet, please.” Her tone was anything but polite.

“It takes two to make a quarrel,” Marco instructed her.

“I guess it only takes one to act like an idiot,” his sister replied. “Stop it!”

“Familiarity breeds contempt,” said Marco sadly. “Let’s forgive and forget.”

“Marco,” his father said sternly, “discretion is the better part of valor.”

“That’s right,” said his mother in her strictest voice.

“Besides, this is all Greek to me!”

Both of his parents started laughing.

“Laughter is the best medicine,” said Marco.

“Oh, well,” said Alicia, relenting. “Better to be happy than wise.”

“Good one,” said Marco, surprised.

Alicia smiled. “If you can’t beat them, join them.”

## Reading

27. Read this sentence from the selection.

"Familiarity breeds contempt."

What does the word *contempt* mean in this sentence from the story?

- A alarm
- B dislike
- C emotion
- D confusion

L0042001

28. What does Marco mean when he says to his sister, "Birds of a feather flock together"?

- A If he is crazy, then she must be crazy, too.
- B She must set a good example for him.
- C She, not he, is the crazy one.
- D If she plans to stay out of trouble, they must unite.

L0042007

29. How does Marco's family react to his use of proverbs?

- A His parents are surprised; his sister is upset.
- B His parents are irritated; his sister is impressed.
- C His parents are entertained; his sister is annoyed.
- D His parents are disturbed; his sister is encouraging.

L0042004

The following is a story about two friends on a journey through the woods. Read the story and answer questions 30 through 32.



## Out of the Woods

There was a strange silence in the woods. As they walked, Gabriel and Marie could hear birds chirping, pine needles crunching under their feet, the snapping of twigs, even the slight thump of the occasional pine cone landing softly.

They had been hiking as part of a project with their natural sciences class, a group that included thirteen other students and two teachers. As the trail became steeper, the others had started to fall behind. Mr. Davis had kept up with Gabriel and Marie most of the way, but had turned around to make sure the others were on the right track. Oblivious to the group, Gabriel and Marie had climbed and climbed as the trail narrowed and twisted and peaked.

“It’s the soccer legs,” said Gabriel, who was a forward on the varsity team. “I could climb forever.”

“You’ll be sore tomorrow,” said Marie. “I, on the other hand, have the stamina. I’m used to logging miles and miles.” Marie ran cross-country.

“Miles of flat land. We’ll see who’s sore tomorrow.”

They thought they had been following a straight course, but when they finally turned back to find the group, they discovered that the trail had actually split.

“Are we lost?” Marie asked.

“How could we be lost? They were all here just a few minutes ago.”

The sheer silence, the absence of other human voices, was overwhelming.

*Reading*

“Let’s go back that way.” Marie pointed at the trail leading in the opposite direction.

The trail led nowhere. Gabriel and Marie soon found themselves at a precipice, looking down into a canyon. Realizing that they were lost, they panicked. Every snap of a twig was a mountain lion stalking them; every twitch of a branch behind them was a bear getting ready to charge. They ran. They ran wildly, blindly into the forest ahead, slipping on pine needles, leaping over fallen branches, and looking—they later agreed, laughing—like complete idiots.

“You should have seen yourself,” said Marie. She mimicked a terrified face.

“Me? You’re the one who ran into a tree,” said Gabriel.

“I tripped!”

“Okay, you just keep saying that.” Gabriel looked around. “We can’t be too far from everyone.”

“Then why can’t we hear them?”

They followed the trail back and began to make their way down the mountain. Surely they could find their way to the beginning of the trail. As they hiked down, the landscape looked unfamiliar. “Hey, this doesn’t look right,” said Gabriel, stopping. “Look how the trail slopes up again.”

“We didn’t come this way.”

“Let’s go back,” said Gabriel.

“No, wait. Listen.” Both were quiet. They heard a sound, a new sound.

“It’s a creek!” The first trail had crossed over a creek!

The sound of water led them to the creek. Following the direction of the running water, they hiked along the creek bed until they reached another trail crossing.

“This is it!”

“I knew we’d find it,” said Marie. They jumped the creek and ran down the trail. As the trail widened, they ran even faster, propelled by relief. Nearing the road where the bus was parked, they heard the sounds they had been longing to hear.

“Come on,” yelled Gabriel. “Race!”

047

**Reading**

30. What is the author's purpose in writing this story?

- A to entertain the reader with a lesson about paying attention to the surroundings when hiking
- B to teach the reader a moral about the importance of listening to your leader
- C to present factual information about the best places in nature to hike
- D to give an explanation of what to take when preparing to go for a hike

L0047001

31. Read this sentence from the selection.

Every snap of a twig was a mountain lion stalking them; every twitch of a branch behind them was a bear getting ready to charge.

What does the author convey in the above sentence?

- A Although the woods had been strangely silent at first, now they were full of deafening noises.
- B The strange noises Gabriel and Marie heard were being made by different animals.
- C Every strange noise they heard was frightening to Gabriel and Marie.
- D The woods were full of dangerous animals that were stalking Gabriel and Marie.

L0047006

32. Read this sentence from the selection.

Nearing the road where the bus was parked, they heard the sounds they had been longing to hear.

In this sentence, the author is referring to the sounds of—

- A the voices of the other hikers.
- B the water in the creek.
- C the pine needles crunching under their feet.
- D the noises of other cars on the road where the bus was parked.

L0047002

The following poem is about the poet's inheritance. Read the poem and answer questions 33 through 35.

## The Courage That My Mother Had

The courage that my mother had  
Went with her, and is with her still:  
Rock from New England quarried;  
Now granite in a granite hill.

The golden brooch<sup>1</sup> my mother wore  
She left behind for me to wear;  
I have no thing I treasure more:  
Yet it is something I could spare.

Oh, if instead she'd left to me  
The thing she took into the grave!—  
That courage like a rock, which she  
Has no more need of, and I have.



“The Courage That My Mother Had” by Edna St. Vincent Millay, from *Collected Poems*, Harper Collins. Copyright © 1954, 1982 by Norma Millay Ellis. All rights reserved. Reprinted by permission of Elizabeth Barnett, literary executor.

<sup>1</sup> pin

*Reading*

33. Which sentence **BEST** describes the theme of this poem?

- A Personal strengths are more important than valuable objects.
- B Only a daughter can truly relate to her mother's feelings.
- C Having a golden brooch is better than nothing.
- D Unlike jewelry, traits such as courage are not valued.

L0017001

34. Which phrase from the poem creates a tone of sadness and regret?

- A "Rock from New England quarried"
- B "Oh, if instead she'd left to me"
- C "The golden brooch my mother wore"
- D "That courage like a rock"

L0017008

35. Which pair of nouns **BEST** describes the mood of this poem?

- A admiration and longing
- B distrust and jealousy
- C awe and amazement
- D anger and resentment

L0017009



Read the following poem and answer questions 36 through 39.

## *I've Watched . . .*

I've watched the white clouds pantomime  
The inner workings of my mind,  
Where thought and feeling paint a scene  
As if the blue sky were a dream.



5 I've watched the snow-bogged trees bend down  
And shake their coats upon the ground  
In order that they may reclaim  
A straighter truth from whence they came.

I've watched the congress of the geese  
10 Assemble in a perfect V  
In order that they may keep sight  
Of one another's path of flight.

I've watched the flood tide turn its head  
And slack before the coming ebb  
15 Without want or predilection  
Waiting for the moon's direction.

I've watched the ocean lashed by wind,  
Make a fool of the fishermen,  
Who thought their knowledge of the sea  
20 Ensured them some security.

But all this watching, knows not much,  
For what are wind and sea and such,  
The V of geese, the bent-down tree,  
If nothing more than mystery?

## Reading

36. Which phrase BEST represents the organization of the poem?

- A 5 stanzas about nature and 1 about people
- B 5 stanzas of observation and 1 of conclusion
- C 1 stanza of introduction and 5 of explanation
- D 1 stanza about poetry and 5 about nature

L104A007

I've watched the ocean lashed by wind,

37. In this line from the poem, the word *lashed* suggests that the ocean is being—

- A soothed.
- B troubled.
- C sailed.
- D whipped.

L104A005

38. According to lines 17 – 20, the fishermen's knowledge of the sea—

- A reflects their love of natural elements.
- B helps them navigate more effectively.
- C is greater than their knowledge of the weather.
- D does not guarantee them safety.

L104A009

39. What is the theme of the poem?

- A Clouds can be a reflection of our thoughts.
- B Geese assemble in the shape of a V to navigate properly.
- C Nature remains a mystery, regardless of our observations.
- D Trees often bend beneath the weight of the snow.

L104A002

Read the following drama and answer questions 40 through 43.

## The School Garden

Cast:

MR. EMERSON, teacher  
Students in his class

(Setting: Desert Sky High School, MR. EMERSON's English class)

**MR. EMERSON:** (As he finishes taking attendance.) Vargas, Warner, and Zuniga. Everyone's here today. That's great, because I have good news! Remember that "Keep America Beautiful" essay contest we entered a few weeks ago that was sponsored by Lakeside Nursery?

(Class murmurs, acknowledging this.)

**MR. EMERSON:** We had an entry that came in first place. Raymond won with his essay on recycling! According to the judges, you *all* did very well, and they said it was a tough contest to judge. I'm really proud of you all!

**SARAH:** So, Mr. Emerson, what exactly did Raymond win?

**MR. EMERSON:** Well, since it was someone from *our* class, we will be able to select plants from Lakeside Nursery and plant them on the school grounds.

(The class groans.)

**SARAH:** *That's* the prize? Plants for the school?

**MR. EMERSON:** Hey! Think about it. This will be great. We can find a little spot on the school grounds, fix it up with some colorful plants, and we can go there on nice afternoons and read or write in our journals. Plus, it will make the school look nicer. Everyone will enjoy it.

**NATHAN:** So, you're saying that we can attend class *outside*?

**MR. EMERSON:** Sure! I think it would be nice to hold class outdoors now and then.

(Class begins to show approval.)

**HECTOR:** Way to go, Raymond!

**RENE:** Yeah, I could use some fresh air about this time of day.

**ALEX:** So could I. But I had some place in mind other than the school grounds. Maybe the skate park!

**MR. EMERSON:** (Laughing.) Sorry, not an option, Alex. We're talking about creating a garden, which brings me to my next question: What kind of garden would you like to create?

**JEN:** A rose garden.

**Reading**

**MR. EMERSON:** Rose gardens are nice. Yes, Carolina?

**CAROLINA:** Last week in Mrs. Villareal’s biology class we had a botanist come as a guest speaker.

**KARL:** A whatanist?

**CAROLINA:** A botanist. A scientist who studies plants. Anyway, she said that Xeriscaping<sup>TM 1</sup> is a smart way to garden in this desert area.

**KARL:** Now you’re *really* confusing me! What’s Xeriscaping?

**MAX:** Oh, I know! In our area, that’s when you use indigenous plants in your garden.

**KARL:** (*Rolling his eyes.*) Why is it that people always use a complicated word when they’re defining another complicated word?

**MR. EMERSON:** Can anyone help Karl and tell him what indigenous means?

**MACY:** (*Thumbing through her dictionary.*) It says here: “existing, growing, or produced naturally in a region or country.”

**MR. EMERSON:** Good job, Macy! That’s a dictionary point for you. (*Addressing class.*) Why do you think it’s a smart way to garden? (*Pauses.*) Yes, Jennifer?

**JENNIFER:** Well, I think indigenous plants would require less watering, and that would save the school time and money.

**MR. EMERSON:** Good point. In fact, Xeriscaping means growing plants with little water. Anything else?

**JAMAL:** If it grows in this region anyway, then it probably would be something that would be compatible with the soil, right?

**MR. EMERSON:** Makes sense. Anyone else?

**JESSIE:** It would probably need less maintenance than something that grows in another region.

**MR. EMERSON:** Very good! I like the idea of Xeriscaping, but I’m also open for other ideas. Anyone?

(*No one responds.*)

**MR. EMERSON:** Okay, then give me a show of hands. Who wants to have a Xeriscape garden?

(*Most of the students raise their hands.*)

**MR. EMERSON:** Okay then, a Xeriscape garden it is. (*Looks at the clock on the wall.*) Now, with the time we have left, why don’t we go outside and find a spot for our new garden?

(*The class exits excitedly.*)

---

<sup>1</sup> Pronounced ZER-i-scaping

**Reading**

40. Where does the drama take place?

- A in an auditorium
- B in a skate park
- C outside a school building
- D in a classroom

L103A003

41. How is Karl a foil character in the drama?

- A He shows a reluctance to agree with the group.
- B He explains the feelings of the class as a whole.
- C He asks questions that let other characters teach him.
- D He reveals thoughts that are mature for one so young.

L103A009

42. How does the students' attitude about the garden change during the play?

- A from hopeful to disappointed
- B from unenthusiastic to supportive
- C from worried to confident
- D from approving to disapproving

L103A004

43. Which sentence BEST expresses an important theme in this drama?

- A A positive attitude is its own reward.
- B Friendship helps overcome obstacles.
- C It is good to give new ideas a chance.
- D Working toward a goal requires patience.

L103A005

Read the passage and answer questions 44 through 47.

## The Remarkable Paper Cuttings of Hans Christian Andersen

- 1 Best known as an author of fairy tales, Hans Christian Andersen wrote such children’s classics as “The Ugly Duckling,” “The Little Mermaid,” and “The Emperor’s New Clothes.” Many people may not be aware, however, that he was also an actor, a singer, and an artist, and that as an artist, he excelled at the unusual craft of paper cutting.
  - 2 Andersen may have begun practicing paper cutting as a young boy in Denmark. It is known that he loved to play with puppets and frequently created clothes for them from scraps of cloth. He also may have helped cut leather for his father, a shoemaker. These practices could have contributed to his proficiency in using scissors to create works of art.
  - 3 Paper cutting was not a well-known craft in Denmark during the 1800s. Some Europeans created silhouettes out of black paper, but Andersen’s cuttings were quite different. Andersen usually used white or brightly colored paper. He never drew an outline first but simply snipped away with a design that existed only in his imagination. Sometimes he used a flat piece of paper. Other times he folded the paper, made some cuts, opened the paper, and then refolded it in a different way before cutting again. When at last he unfolded the finished paper cutting,
- an intricate design could be seen, often incorporating dancers, swans, windmills, storks, and castles. Frequently, the images were bordered by a stage with curtains and fancy decorations.
- 4 Andersen had many reasons for making his paper cuttings, but the main one was to entertain. Andersen loved to tell his fanciful stories to anyone who would listen. As he spoke, he would take out his scissors and create a remarkable paper cutting to illustrate his words. Audiences remained enthralled as they awaited the end of the tale and the outcome of the mysteriously changing piece of paper. Books, especially those other than instructional, were not very common at the time. People who enjoyed hearing a story purely for the sake of entertainment valued Andersen’s unique skill as a storyteller and an artist.
  - 5 Andersen also found that his paper cuttings helped bridge a communication gap between himself and others. Although an awkward and shy man, Andersen still loved an audience. His stories and paper cuttings helped him to communicate when he would have otherwise felt uncomfortable. He loved to travel and always took his scissors along. When encountering those who spoke different languages, Andersen found

## Reading

he could always make a connection by demonstrating his beautiful paper creations.

- 6 The paper cuttings also became unique gifts for friends and family. Sometimes Andersen would paste the cuttings into scrapbooks and present them to the children of relatives. Other times they were given as tokens of appreciation to hosts and hostesses. When his writing brought him fame, these gifts were even more valued.
- 7 Now more than 100 years old, many of Andersen's delicate paper cuttings still exist in a museum in Denmark devoted to his work. While Andersen will always be remembered for his classic fairy tales, his beautiful works of art also remain for all to enjoy.

02B

44. What does *delicate* mean as used in the following sentence?

Now more than 100 years old, many of Andersen's delicate paper cuttings still exist in a museum in Denmark devoted to his work.

- A thin  
B fragile  
C creative  
D old

L102B006

45. Based on the information in the passage, which of the following is MOST likely to happen?

- A Andersen's paper cuttings will be preserved for many years.  
B The museum will replace the paper cuttings with other objects created by Andersen.  
C Interest in Andersen's books will diminish when people learn about his paper cuttings.  
D Andersen's paper cuttings will become more treasured than his writings.

L102B003

46. What is the main purpose of this passage?

- A to illustrate the importance of having a variety of skills  
B to compare entertainment of the past to that of the present  
C to illustrate how a person used art to overcome shyness  
D to explore a lesser-known talent of a famous writer

L102B014

47. Which of the following would make this passage easier to understand?

- A a picture of one of Andersen's paper cuttings  
B an excerpt from one of Andersen's fairy tales  
C a quote from someone who owns one of Andersen's paper cuttings  
D an explanation of what inspired Andersen to write fairy tales for children

L102B013

The following article explains how the brain functions. Read the article and answer questions 48 through 50.

## A Brain Divided

Human beings have only one stomach, one heart, and one brain . . . right? Not exactly. The cerebral cortex, the most advanced part of the brain, might be thought of as two structures, connected by a band of fibers called the corpus callosum. Each structure, or hemisphere, performs different tasks and is responsible for different functions.

The right side of the body is controlled by the left hemisphere of the cortex, and vice versa. Thus, the hand movements of right-handed people are controlled by the left hemisphere and those of left-handed people by the right hemisphere. Similarly, everything perceived on the right is processed by the left hemisphere. Whatever is received in one hemisphere is quickly transmitted to the other across the corpus callosum. Thus, we see a single visual world rather than two half-worlds.

The two hemispheres not only control opposite sides of the body, but also seem to differ in function. The left hemisphere is apparently responsible for language and logical thought. The right hemisphere seems to be concerned more with spatial relations, perception, and fantasy.

How do scientists know all this? In some pioneering experiments, researchers have studied the behavior of patients who have had their corpus callosum severed

through surgery. This operation, sometimes performed on patients with severe epilepsy, prevents seizures from traveling across both hemispheres. It also produces a split brain, with each hemisphere functioning more or less independently.

In the everyday world, people with split brains function with little difficulty. This is because full communication between the two parts of the brain is not necessary in most processes. For instance, split-brain subjects can see what a normal person does by moving their eyes so that both hemispheres perceive an image. In some situations, however, the effects of split-brain surgery can be quite dramatic.

In one experiment, researcher Roger Sperry (who won a Nobel Prize for his work) flashed the word “heart” across the center of a screen. The “he” was shown to the left part of the visual field, the “art” to the right. When asked to say what they had seen, the subjects answered, “art.” This is because speech is controlled by the left hemisphere, where the “art” was processed. However, when they were told to point with the left hand to one of the two cards—“he” or “art”—to identify what they had just seen, the subjects always chose the card with “he.” In this case, the right hemisphere—which controls the left side of the body—prevailed.



It would be a mistake to assume that all language involves only the left hemisphere or that all spatial relations engage only the right. When a brain is damaged on one side, as in the case of a brain stroke, the other side frequently takes over and does its work. Neither hemisphere has exclusive control over any one task.

“A Brain Divided” from *Psychology: Its Principles and Application*, Eighth Edition, by T.L. Engle and Louis Snellgrove, copyright © 1984 by Harcourt, Inc. Reprinted by permission of the publisher.

011

**48. Read this sentence from the selection.**

In some pioneering experiments, researchers have studied the behavior of patients who have had their corpus callosum severed through surgery.

**What is the meaning of *severed* in this sentence?**

- A healed
- B split
- C examined
- D stretched

L0011005

**49. Which of the following best illustrates the function of the corpus callosum?**

- A a satellite dish designed to receive directed signals
- B a fiber-optic cable used to connect telephone networks
- C a computer disk used to store condensed information
- D a spark plug designed to ignite the fuel in a combustion engine

L0011002

**50. Which of the following BEST summarizes the information in the article?**

- A The brain, even when damaged, can recover if the other side takes over.
- B Though the right brain controls the left side of the body, it is also capable of dominating the left brain.
- C The brain consists of two hemispheres which, though connected, serve different purposes.
- D The effects of split-brain surgery can be dramatic, though not tragic.

L0011004

The following article describes some of the many positive features of the state of California. Read the article and answer questions 51 through 53.



## California: A Tribute

You do not have to travel to many other states to realize that California is a world unto itself. This is so widely recognized throughout the world that the state may as well be its own country. The Golden State is complete in itself, with a landscape ranging from desert to mountain to meadow to coastline. Snow-capped mountains rise up majestically before the ocean and golden deserts stretch over vast plains. Fragrant, fruit-scented breezes waft through valleys full of orange groves, apple orchards and vineyards. Pacific Coast Highway, also known as Highway 1, charts a sometimes winding course, edging the rugged, sea-worn cliffs, curving through the mountains, and sailing by smooth beaches, past the white-capped waves of wild surf and the glassy blue waters of the bays. Pastoral scenes of cows grazing in pastures contrast with urban views of skyscrapers and city lights.

California's population is as diverse as its geography, including people from every race and ethnic background. This diversity intensifies the beauty of the state. Music, art, and dance from every country is widely performed in

towns and cities throughout the state. Dragons lead parades for the Chinese and Vietnamese New Year celebrations, the music of guitars enlivens Cinco de Mayo festivals, and drumbeats quicken the heartbeat at Brazilian Samba and African dance performances in the parks. Music from summer jazz festivals drift over the communities while symphonies tune up for Bach festivals in the winter. All of these traditions and arts weave together to create an atmosphere of incredible intercultural beauty and richness.

The state's wealth is only increased by its eccentricities and its magic. In a small town north of San Francisco, there is a ranch populated with horses no bigger than large dogs. In the coastal city of Santa Cruz, a favorite tourist attraction is the Mystery Spot, a place where the rules of gravity don't seem to apply and objects actually roll uphill. The Monterey Bay region hosts hordes of regal black and orange Monarch butterflies during their annual migration. Swallows return yearly to San Juan Capistrano, perhaps because, like anyone who has traveled to California, they cannot bear to leave the Golden State forever.

**Reading**

51. What does the word *eccentricities* mean in the following sentence?

The state's wealth is only increased by its eccentricities and its magic.

- A unusual characteristics
- B large population
- C diverse climate
- D famous beauty

L0101001

52. Which of the following lines from the article BEST supports its theme?

- A "Fragrant, fruit-scented breezes waft through valleys full of orange groves."
- B "The state's wealth is only increased by its eccentricities and its magic."
- C "You don't have to travel to many other states to realize that California is a world unto itself."
- D "California's population is as diverse as its geography."

L0101009

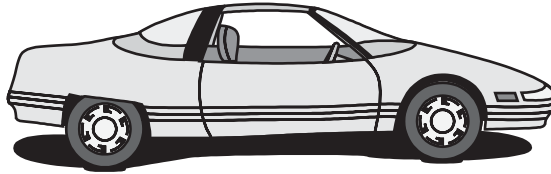
53. Which of the following strategies does the author use MOST frequently to describe California?

- A imagery
- B statistics
- C expert opinion
- D historical fact

L0101006

The following newspaper article is about electric cars. Read the newspaper article and answer questions 54 through 56.

## Electric Cars Deserve a Second Look



As the world becomes increasingly populated, it is also becoming alarmingly polluted. We deplete more resources, produce more waste, and cause more cumulative environmental strain than ever before.

Fortunately, there are many ways that you can help counter the negative effects that we impose on the environment.

One of these is driving an electric car. This benefits not only the environment, but also individual drivers.

Electric cars produce about 80 percent less pollution than cars with gas-powered motors. In fact, the only reason that electric cars produce any pollution at all is that their electric energy is generated by power plants—electric cars themselves emit no exhaust. When energy comes from large sources such as power plants, it's easier to regulate and monitor, so there's less waste than if the energy is generated by many smaller sources, such as the gas engines in individual cars.

In addition, electric cars are simply more efficient than gas-powered cars for several reasons. First, electric cars have regenerative braking, which means that when you use the brakes in an electric car, the battery has a chance to recharge. Conversely, when you brake in a gas-powered car, you actually *use* energy.

Also, during the production of electric cars, more time and energy is spent making the design lighter and more aerodynamic so that there will be less drag from the wind. This allows them to travel farther using less energy than a gas-powered car would use to go the same distance.

In addition to the environmental benefits of driving electric cars, there are also financial and time-saving benefits for the drivers.

For one, they cost less to maintain. The cost of charging an electric car is about 20 percent of the cost of gas, and

## Reading

electric cars require far less maintenance than gas-powered cars. This is due, in part, to the fact that a lot of the things that go wrong with gas-powered cars simply aren't present in electric cars. Electric cars have no cooling system, fan belts, radiators, hoses, or oil—just a battery. There are fewer moving parts overall, so there are fewer potential problems. Also, electric motors have far greater longevity than combustion motors, so after the body of an electric car gives out, the engine can be reused in another body.

Furthermore, the federal government is encouraging electric car use by giving significant rebates for purchasing electric cars, and some states offer additional rebates.

Electric cars can also save people time. While gas-powered cars require visits to a mechanic every few months, the only routine maintenance required by electric cars is replacing the battery every four years. And California, for example, recently passed a law making it legal for drivers of electric cars to use the carpool lanes any time—even if they are driving alone. This makes your trips much quicker and saves a considerable amount of time, especially in rush-hour traffic.

Overall, there are numerous benefits of driving an electric car. It may take a little getting used to, but in the long run, the use of electric cars can help preserve the environment and give people more time and money to be put to better use.

065

54. Read this sentence from the article.

Furthermore, the federal government is encouraging electric car use by giving significant rebates for purchasing electric cars, and some states offer additional rebates.

**What is the meaning of the word *rebates* in Darrow's article?**

- A money returned
- B tax credits
- C awards
- D additional guarantees

L0065003

55. Read this sentence from the article.

We deplete more resources, produce more waste, and cause more cumulative environmental strain than ever before.

**What does the word *deplete* in Darrow's article mean?**

- A store away
- B use up
- C own
- D ruin

L0065005

56. What is the main purpose of Darrow's article?

- A to convince readers that their cars are using too much energy
- B to show how to improve driving
- C to convince people that electric cars are good
- D to show how the environment can be saved

L0065001

The following essay discusses the early years of the film industry. Read the essay and answer questions 57 through 59.

## On Screen



The lights go down and flickering images appear on the big screen. Suddenly, the engaging grins of two small boys emerge in black and white. The tow-headed boys are dressed in coveralls and are sitting on a porch with their dusty bare feet propped on a wooden step below them. A long-eared hound lies listlessly at their feet. Catcalls and giggles fill the theater. “Hey, look. It’s George and Roy. And there’s old Tige snoozin’ away at their feet.” Applause and more giggles break out in the small movie house in eastern Tennessee.

It is early in the twentieth century, and movie houses are springing up all over the country. During this time, nickelodeons were being replaced by a new industry. The emerging movie houses were given regal names such as the “Majestic,” the “Imperial,” and the “Plaza.” Patrons were happy to pay the price of a movie ticket, usually 10 cents, to see the latest moving picture show. At first, single reels of film were projected onto the big screen. By 1907, multiple reels of film were spliced together and presented as feature films. Early audiences were lured into the movie houses not only by the western feature shown every Saturday but also by the promise of seeing still shots of themselves up on the big screen.

Traveling photographers earned a living, moving from town to town, taking photos of local people—especially children—and nearby scenes of interest to show on the screen of the local movie house. The photographers were paid not only by the movie house owner who knew that local shots would be popular attractions, but they were also paid by the parents for the children’s photographs. Eventually, these still shots of local people and places were replaced by newsreels of current news events, such as the world wars in Europe. These newsreels, precursors of the evening news now watched nightly, showed flickering images of real men going off to battle. The reels played before the main feature and were eagerly awaited reports of current events in the world.

The early features shown every Saturday and occasionally during the week were silent films. A local, talented pianist usually sat in the front of the theater supplying a musical backdrop for the action. Chords were pounded out as the western film star Tom Mix rode his horse up to the latest, staged train robbery or as the Keystone Cops investigated another caper.

## Reading

Soon, the feature films were no longer silent; recorded sound was now possible, and the feature films were now referred to as “talkies” and became even more popular. The films were all in black and white, with color films not appearing until the late 1930s.

With the invention of air conditioning, movie theaters became cool retreats in the midst of summer’s sultriest weather. The Rivoli Theater in New York heavily advertised the cool comfort of the interior, and summer ticket sales soared. Eager patrons slipped in out of the heat and humidity and enjoyed the cooled air and watched the latest feature film.

Today, movie theaters remain cool havens of sight and sound entertainment. Popcorn and sodas are served in every theater—multiplexes showing several different features at once. Missing are the still photographs of local children or scenes. The only remaining clues as to their part in the development of the industry are faded copies of the original photographs now tucked away in dusty family albums.

108

**57. According to the passage, the reason the sound of Tom Mix’s horse was accompanied by a piano was because—**

- A viewers were making too much noise.
- B the horse made snorting noises that needed to be masked by music.
- C films were silent since audio technology was not invented then.
- D Tom Mix preferred pianos to violins.

L0108005

**58. The main idea of this essay is that movies—**

- A are popular because theaters are air conditioned.
- B provide audiences with world news.
- C give parents an opportunity to entertain children.
- D have been entertaining audiences for many years.

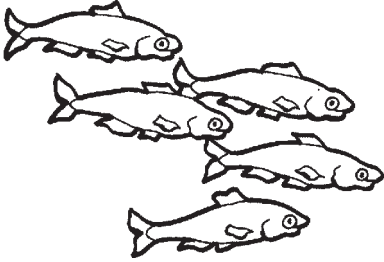
L0108010

**59. Which of the following sentences from the essay helps describe the setting of the opening paragraph?**

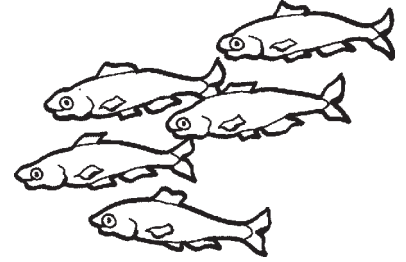
- A “Nickelodeons were being replaced by a new industry.”
- B “The films were all in black and white, with color films not appearing until the late 1930s.”
- C “Patrons were happy to pay the price of a movie ticket, usually ten cents, to see the latest moving picture show.”
- D “The lights go down and flickering images appear on the big screen.”

L0108013

The following article tells of children seining for minnows while also offering some general information on the fish. Read the article and answer questions 60 through 62.



## Seining for Minnows



There was a time when hot summer days brought children outdoors to local creeks and streambeds to seine for minnows. Catching the small, silver fish was a fun, refreshing opportunity to wade in cool, rushing water on a sultry summer's day. Before setting out for the creek in their neighborhood, however, children first had to locate a burlap bag to use for a seine. Girls as well as boys loved this outdoor activity.

Upon reaching the creek bank, the children pulled off their socks and shoes and plunged feet first into the cold, sparkling water. Wading carefully over the pebbly bottom, they looked for the right spot where the minnows flashed. Seining for minnows was easiest if two children worked together. Grasping two corners of the bag, each child would stand in shallow water and slowly lower the bag until it was flat on the bottom of the streambed. Then, standing very still, the children would wait for the dirt and silt to settle and for the fish life in the stream to resume normal activity. The children would bend over and again grasp a corner of the bag in each hand and quickly and smoothly raise the bag straight up, keeping it as level as possible. A flutter and flicker of silver shades would

glimmer all over the soaked burlap bag. Dozens of tiny silver fish almost too small to have been seen in the stream would now cover the rough bag. Tiny little fish bodies, startled by being thrust into the open air, would wiggle and turn, seeking an outlet back into the cold, clear water of their creek.

The joy of seining for minnows is that, once caught, the fish are thrown back into the water to continue their natural lives, perhaps to be scooped up by other children and then returned again to their watery home. So the net is swiftly lowered back into the stream, and the small fish swim off. Then the whole process is repeated once more as more minnows are scooped up and then released.

The small silver fish that children call minnows are really any small fish, regardless of species. Fish called *minnows* actually belong to the *cyprinidae* family of fish. Members of the *cyprinidae* family, including carp and goldfish among several dozen species, can be found in lakes and streams throughout the United States and much of the world.



## Reading

Minnows often serve as primary consumers in a streambed, sometimes as bottom feeders to suck up ooze or eat algae. Others, as secondary consumers, ingest zooplankton, crustaceans, insects, worms, and other minnows. Some become food for tertiary consumers, being the prey of birds, mammals, and other fish. Those of a larger size are used as bait for sport fishing. Still others are used as food additives in livestock feeds.

Their role as prey and their use as bait and food additives are not the only dangers that minnows face in the world today. The child with a burlap sack who goes out to seine for minnows on a summer's day now will find fewer glittering fish on the bag when it is lifted out of the stream. The destruction and alteration of the minnows' habitat due to land treatment and watercourse alteration threaten the future of this beautiful, hardy family of fish. If the children of tomorrow are to have the joy of seining for minnows on a hot summer's day, the natural habitats of our lakes and streams must be preserved.

110

**60. What does the word *consumers* mean in the following sentence?**

Minnows often serve as primary consumers in a streambed, sometimes as bottom feeders to suck up ooze or eat algae.

- A those who shop
- B those who eat
- C those who occupy
- D those who serve

L0110003

**61. This article suggests that minnows face which of the following dangers?**

- A being used as prey or bait
- B eating poisonous food
- C lack of food
- D children playing in the water

L0110009

**62. What information supports the idea that minnows play an important role in the food chain?**

- A Minnows do not eat algae.
- B Minnows only eat worms and insects.
- C Birds avoid eating minnows.
- D Birds and other minnows eat minnows.

L0110007

The following article provides information about a potentially fatal source of food that koalas were given in zoos. Read the article and answer questions 63 through 65.



## Deadly Leaves

Koalas, native to the Australian wilds, initially proved difficult to keep alive in zoos. Because koalas eat nothing but the leaves of the eucalyptus tree, zoos provided them with an unlimited supply of eucalyptus leaves. One zoo even planted eucalyptus trees in a special grove to ensure that the koalas had a continual supply of fresh leaves. However, koalas kept in captivity always died within a year of their arrival at the zoo.

Eventually it was discovered that eucalyptus trees that are less than five years old sometimes generate hydrocyanic acid in their leaves. Taking in small quantities of this acid is fatal to the koala. In their natural habitat, the koalas'

senses tell them which eucalyptus trees have dangerous leaves, and they simply move on to other trees until they find leaves that are safe to eat. But in captivity, when their keepers unknowingly were giving them leaves contaminated with acid, the koalas were left with only two options: eat the poisonous leaves or starve. Either option was fatal to the trapped koalas.

Fortunately, today's zoos use special tests to distinguish between poisonous eucalyptus leaves and safe ones, and now koalas are eating well and thriving in zoos.

103

**Reading**

63. What does the word *contaminated* mean in the following phrase?

But in captivity, when their keepers unknowingly were giving them leaves contaminated with acid, the koalas were left with only two options: eat the poisonous leaves or starve.

- A carried with
- B polished with
- C poisoned with
- D grown from

L0103002

64. What is the purpose of this article?

- A to inform
- B to persuade
- C to entertain
- D to express opinion

L0103004

65. What tone does the author establish in the article?

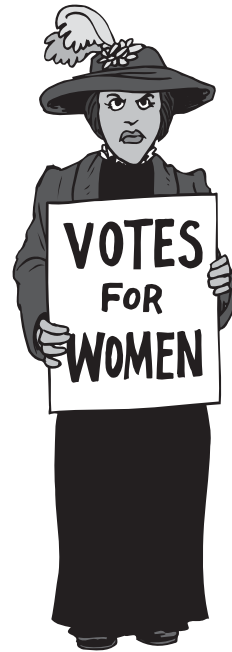
- A critical
- B hopeful
- C straightforward
- D humorous

L0103003

The following article discusses the inspiring efforts of Esther Morris in her crusade for women's suffrage. Read the article and answer questions 66 through 68.

## A One-Woman Campaign

In the territory of Wyoming on September 6, 1870, for the first time anywhere in the United States, women went to the polls to cast their ballots. By 1870, the women's suffrage movement had battled unsuccessfully for 30 years on the East Coast. The big surprise to everyone was that the first victory for women's right to vote occurred in Wyoming, where there had been no public speeches, rallies, or conventions for the women's suffrage movement. Instead, there had been just one remarkable woman: Esther Morris. Her one-woman campaign is a classic example of effective politics. She managed to persuade both rival candidates in a territorial election to promise that, if elected, they would introduce a bill for women's suffrage. She knew that, as long as the winner kept his word, women's suffrage would score a victory in Wyoming. The winning candidate kept his promise to Esther Morris, which led to this historic Wyoming voting event in 1870.



**Reading**

**66. According to the article, why is it surprising that Wyoming was the first state to allow women to vote?**

- A Few people knew about formal elections.
- B There was a small population of women in the state.
- C The community showed no obvious interest in the issue.
- D The efforts on the East Coast were moving ahead quickly.

L0116001

**68. Which statement below BEST illustrates the time sequence of the events in the article?**

- A It begins in the present and then goes back in time to explain the preceding events.
- B It begins on September 6, 1870 and then goes back in time to explain the preceding events.
- C It begins in 1865 and moves to September 6, 1870 and then goes back to 1865.
- D It all takes place on the same day—September 6, 1870.

L0116008

**67. Which sentence from the article explains specifically how Esther Morris succeeded in providing the women of Wyoming with the right to vote?**

- A “The big surprise to everyone was that the first victory for women’s right to vote occurred in Wyoming, where there were no public speeches, rallies, or conventions for the women’s suffrage movement.”
- B “In the territory of Wyoming in September 6, 1870, for the first time anywhere in the United States, women went to the polls to cast their ballots.”
- C “She managed to persuade both rival candidates in a territorial election to promise that, if elected, they would introduce a bill for women’s suffrage.”
- D “She knew that, as long as the winner kept his word, women’s suffrage would score a victory in Wyoming.”

L0116005

The following article discusses the sport of falconry. Read the article and answer questions 69 through 71.

## On Becoming a Falconer



Falconry, an ancient sport popular in the days of medieval royalty and jousting tournaments, is still practiced by dedicated enthusiasts around the world. Falconers work with predatory birds ranging from expert fliers, like the peregrine falcon, to less spectacular hawks, such as the redtail. Regardless of the species, training is the most important part of falconry. But it can be frustrating; so, you must be very patient.

The first step in training your falcon is to establish her trust in you. Initially, the falcon won't allow you near—she will “bate,” or beat her wings wildly, as you approach. But gradually you will coax her to fly to you by offering food. The proud and cautious bird will be reluctant to fly to your hand, but she will want the food there and she will move back and forth on her perch, stamping her feet. Suddenly she will leave her perch. She may land on your

hand and bate off right away, frightened by her own bravery at first. Sooner or later, however, she will return to feed, and that will be her first careful step toward accepting you.

Why do falconers love this sport? To understand falconry, you must understand the special nature of the bond that forms between the falconer and the bird. The wild behavior and skills of the falcon are treasured by the falconer. The reward in working with a trained falcon is the companionship of a creature that can choose at any time to disappear over the horizon forever. You can join the honored tradition of falconers if you have patience and respect for wild creatures.

113

## Reading

69. What does the phrase *disappear over the horizon* mean in the following sentence?

The reward in working with a trained falcon is the companionship of creatures that can choose at any time to disappear over the horizon forever.

- A return to the falconer
- B abandon the falconer
- C go behind some trees
- D fly very high

L0113002

70. According to the article, which of the following summarizes the main reason modern falconers love their sport?

- A It allows them to work with a creature that is normally wild.
- B It was popular among royalty of the Middle Ages.
- C The falcon bates the falconer.
- D They like the reward money from the sport.

L0113001

71. Which of the following MOST accurately indicates the author's attitude toward the sport of falconry?

- A It is not suited to modern times.
- B It can be frustrating.
- C It is best to work with a peregrine falcon.
- D It is a rewarding experience.

L0113004

The following articles discuss the opposite viewpoints of using vitamin supplements. Read both articles and answer questions 72 through 76.

## Pro and Con on Vitamin Supplements

### Pro: The Key to a Long and Healthy Life



No medical breakthrough means so much, to so many people, as the discovery of the role of nutrition in human health and longevity. Numerous scientific studies have shown that specific nutrients hold the key to a strong heart and cardiovascular system, a healthy immune system, a normal nervous system, and more. They can help prevent cancer, loss of memory and vision, physical and mental defects in newborns, and degeneration of health in seniors. Vitamins and minerals are essential to the healthy function of every system within our bodies; without them we would not have the energy to perform even the simplest daily task. Perhaps the most important part of any healthy diet, therefore, is a nutritional supplement. The simple “vitamin”—a comprehensive formula of high-quality, high-potency vitamins and minerals—is a

sure source of nutrition that can lead to better health, a longer life, and a better quality of life for years to come.

Those who recommend against a daily supplement, relying on a balanced diet instead, are unrealistic and uninformed. Few people consume the right amounts or types of foods to meet the recommended daily intake of vitamins and minerals. To get a full day’s supply of calcium, for example, you’d have to consume 1 cup of milk, PLUS 1 cup of chopped broccoli, PLUS one cup of navy beans, PLUS one cup of plain yogurt, PLUS four ounces of canned pink salmon.

The U.S. Department of Agriculture’s (USDA’s) Food Guide Pyramid recommends eating 2-3 servings each of meats and dairy products, 2-4 servings of fruits, 3-5 servings of vegetables, and 6-11 servings of breads, cereals, rice, and other grains every day. Most people don’t meet those guidelines. Some groups in particular, such as senior citizens, find it hard to squeeze that many servings into their daily diets. In a special food guide pyramid modified to address the needs of older Americans, the Tufts University USDA Human Nutrition Research Center specifically recommends supplements of calcium, vitamin D, and vitamin B12—vitamins many



older adults find difficult to get in adequate amounts from food alone.

Even people who get the recommended number of servings may not get the nutrition they expect. In this world of fast and processed food, little nutritive value is left in the food we eat. On top of that, many essential nutrients, such as vitamin C and the energy-producing B vitamins, are water-soluble. Because they are not stored in the body, adequate amounts must be consumed every single day. A supplement is like nutritional insurance. It fills the nutritional gap between the foods you eat and the amount you need. But even if you could meet the

recommended daily values for every nutrient every day, would that be enough for vibrant good health? Probably not. Scientific studies show that some vitamins and minerals can fight the aging process and strengthen your immune system—but only at levels far higher than the recommended daily value. Only through supplementation can you regularly and reliably get the high potencies needed for optimal good health.

Today, good nutrition is as close as the grocery store shelf. Help yourself to a daily vitamin and mineral supplement, and help yourself to improved health and longevity.

078



### Con: Danger in Disguise

Today, we know that the role of vitamins and minerals goes well beyond the prevention of deficiency diseases, such as scurvy, to actually preventing cancer and heart disease, the most fearsome and ferocious killers of our time. With this knowledge has come the widespread call for nutritional supplementation—and a confusing array of vitamin, mineral, and herbal supplements lining the supermarket shelves.

Far from contributing to better health, however, nutritional supplements threaten to turn a scientific breakthrough into a nutritional disaster.

Promoters of vitamins and minerals—especially the antioxidant vitamins A, C, and E—would have consumers believe that the little vitamin pill in the bottle is all they need for good health. Take your vitamins in the morning, and you're covered. It's okay to eat fast food for the rest of the day or skip meals to achieve today's fashionably skinny look. But vitamins and minerals are only one part of the nutritional puzzle. A diet rich in fiber and balanced in carbohydrates and protein is essential for good health. You can't get these things from a nutritional supplement. The focus on vitamin and mineral supplements may actually be robbing us of the full nutrition we seek.

*Reading*

And no supplement can compare to the quality of nutrition found in natural sources. For example, our bodies convert carotenes from plant foods into vitamin A. Many supplements contain a single carotene, beta-carotene. Natural sources are rich in many different carotenes, many of which are much more potent antioxidants than beta-carotene. Many supplements contain a synthetic form of vitamin E, when natural vitamin E is more readily absorbed and used by the body. And science is still discovering the wealth of nutrients in foods, including oligomeric proanthocyanidins (OPCs) found in grapes. These antioxidants are up to 50 times more powerful than vitamin E and are efficiently used by the body.

You'd be hard-pressed to find a supplement as nutritionally comprehensive and potent as a balanced diet. Even if you could, you'd pay much more than if you got the same nutritional value from natural sources.

But perhaps the greatest danger presented by nutritional supplements comes from the very real risks presented by self-medication. Anyone can walk into the market and buy as many different supplements as desired. The reported benefits of high dosages of certain nutrients have led some people to believe that the more the better. Many take several vitamin and mineral supplements without regard to total intake or possible interactions.

High-dose supplements of vitamin A can cause toxicity, leading to bone fractures, joint pain, liver failure, and

other significant symptoms. Excess vitamin D can result in kidney damage. Too much vitamin K can interfere with anti-clotting medications. Because these fat-soluble vitamins can be stored in the body, where excess amounts can build up to dangerous levels, experts recommend supplementation only with a doctor's supervision.

Surprising new research suggests that vitamin C pills may speed up hardening of the arteries, the underlying cause of heart attacks and strokes. Researchers said their findings support the recommendations of health organizations, which urge people to avoid high doses of supplements and to get their nutrients from food instead.

As appealing as they're made to sound, nutritional supplements are danger in disguise. If you're looking for good health, don't look on the supplement shelves of your supermarket. Look in the produce section instead.

078

## Reading

72. Read this sentence from the first article.

A supplement is like nutritional insurance.

What does the author mean by comparing the use of supplements to insurance?

- A Like nutritional supplements, insurance is necessary in order to maintain good health.
- B Having insurance and using supplements will keep bad health away.
- C Both insurance and vitamins are important in curing health problems.
- D Like insurance, the nutritional value of supplements will be available when you need it.

L0078005

73. Read this sentence from the first article.

Help yourself to a daily vitamin and mineral supplement, and help yourself to improved health and longevity.

What does the sentence mean?

- A Helping others means encouraging them to take vitamins and minerals.
- B A large helping of vitamins and minerals is necessary for good health.
- C Taking vitamins and minerals is one way that people may help themselves.
- D Taking vitamins and minerals regularly will have a positive effect on a person's health.

L0078002

74. Instead of depending heavily on vitamin supplements, the author of the second article encourages readers to—

- A eat fruits and vegetables.
- B begin an exercise program.
- C skip meals when necessary.
- D limit the intake of protein.

L0078010

75. What information supports the idea that vitamin supplements are potentially dangerous?

- A Supplements are usually available in powder, tablet, and liquid form.
- B People might accidentally take supplements that interfere with medications.
- C Supplements may play a large role in disease prevention.
- D People tend to be too cautious when using supplements.

L0078009

76. Based on the second article, which of these statements is true?

- A Vitamin supplements provide adequate carotenes for the human body.
- B A mineral supplement may be as full of nutrients as a balanced diet.
- C Vitamin supplements are less valuable than eating a variety of healthy foods.
- D A surplus of vitamin supplements can be beneficial to some people.

L0078008

Read the following document and answer questions 77 through 83.

## HOW TO CHOOSE A PASSWORD

Passwords are commonly used today to restrict access to personal possessions or privileged information. Passwords consist of a unique sequence of characters—letters, numbers, and symbols—required to access personal banking information, automated teller machines, secure buildings and businesses, computer networks, certain Web sites, e-mail, and more. Passwords are much like keys. Each password is different, and only the correct one allows the right of entry. It should be something unusual enough that the wrong person could not decipher it just by knowing you.

Before you can choose a password, however, you must know the types of passwords required. First find out if all letters must be lowercase or if upper- and lowercase are both acceptable. Should the password consist of letters or numbers only, or are special characters permissible? What is the minimum and maximum length allowed?

Now you are ready to think of an appropriate password. Your password should be something you can easily remember but something impossible for anyone else to decode or guess. We will discuss poor options first, so you will know what to avoid. Poor choices include names of people, family or fictional characters, common sequences such as QWERTY on the keyboard or 789456123 on the numeric keypad, or *any* word that appears in a dictionary.



Other inappropriate choices include your telephone number or birth date. Do not use your middle name, mother's maiden name, your street name, or any other familiar name or number in reverse order.

The best way to choose a password that is hard to crack, yet easy to remember, is to select something memorable from your past. It could be the name of your grandparents' dog when you were 5 (*tippy5*) or the name of your math teacher in room 118 (*118-Thompson*). You could form a string of characters using the first letter of each word in a phrase or saying that makes sense to you. For example, your mother might say, "The sun is shining—So am I." A password derived from this saying might be (*TsisSal*) or (*Tsis-Sal*).

Once you have created a good password, keep it safe. Do not store it in a computer or leave a handwritten copy where others might see it. You could put the number in

## Reading

your address book in a disguised form. It is not likely that anyone who found Ted Williams, 35 N. Sheldon Ave. in your address book would know it contains your password (TW35NSA).

It is best to have different passwords for each system. If you have used the same password for your bike lock and your access code to the Internet, would you be willing to loan your bike and lock to a schoolmate?

Since unauthorized access to sensitive information could open the door for an unscrupulous individual to access or even tamper with your personal records, as well as those of other people on the system, it is wise to change your passwords frequently. Some authorities suggest changing passwords every three months.

65B

**BAD PASSWORDS:**

**782-8973** (phone number)  
**Butch** (nickname)  
**LittleBoPeep** (storybook character)  
**12-11-86** (birth date)  
**dejavu** (foreign phrase)  
**leahcim** (name spelled backwards)  
**QQQQQQ** (repeated letter)  
**XyzXyzXyz** (repeated pattern of letters)

**GOOD PASSWORDS:**

**NYTXvincent** (best friend in first grade preceded by state of birth and current state of residence)  
**delygd** (first letters of coach's favorite saying: Don't ever let your guard down.)  
**ofcmgr98** (mother's abbreviated job title - Office Manager - in 1998)

## Reading

77. According to the document, what should you do **FIRST** before choosing a password?

- A determine what type of password must be used
- B think of something memorable from your past
- C decide where to store the information to keep it safe
- D change your password about every three months

L165B005

78. The two boxes included at the end of the document illustrate information that is primarily found in which two paragraphs?

- A 1 and 2
- B 3 and 4
- C 5 and 6
- D 6 and 7

L165B004

79. According to the two boxes at the end of the document, which of these would be the **BEST** password?

- A date of a wedding anniversary
- B your family nickname
- C the same number, repeated five times
- D the first letters in the title of your favorite book

L165B009

80. Based on information in the document, which statement about passwords is accurate?

- A Computer programs cannot be protected by passwords.
- B Passwords may not be used as a security measure in the future.
- C People only need to use one password for different systems.
- D Bad passwords could give access to unauthorized individuals.

L165B006

81. Which sentence from the document **BEST** summarizes the author's main point?

- A It is best to have different passwords for each system.
- B Before you can choose a password, however, you must know the prerequisites for the password.
- C Your password should be something you can easily remember but something impossible for anyone else to decode or guess.
- D Some authorities suggest changing passwords every three months.

L165B002

82. What suggestion does the article provide about writing down passwords?

- A Write it down often so you don't forget your password.
- B Disguise your password when you write it down.
- C Do not let people know your password.
- D Change your password frequently when you write it down.

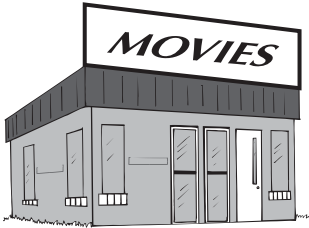
L165B014

83. Based on information in the two boxes at the end of the document, *lkjlkj* would be a bad choice for a password because it—

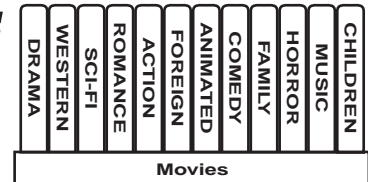
- A is someone's initials.
- B stands for a favorite saying.
- C is a repeated pattern of letters.
- D is an abbreviation of a familiar name.

L165B012

The following is a selection from an employee manual explaining the job description of working at a video rental store. Read the article and answer questions 84 through 86.



## Main Street Movies Employee Manual: Organizing Videos



In order to help customers find what they want quickly and to keep track of inventory, it's important to keep the thousands of titles in the Main Street Movies store organized properly. This section of the *Employee Manual* will tell you how to organize videos so that customers will always be able to find them. It will also help you familiarize yourself with the store layout, so that you can help a customer find a particular film or a particular genre of film.

Each Main Street Movies store has three main sections:

1. New Releases Wall
2. Film Library
3. Video Games

**New Releases Wall.** Almost 70 percent of movie rentals are new releases, and that is the first place that most customers go when they enter the store. The center section

of shelves on this wall holds **Hottest Hits**. When new titles come into the store (about 40 per month), place them on this wall in alphabetical order.

After 30 days, move the Hottest Hits titles to the shelves on either side, again in alphabetical order. The shelves flanking Hottest Hits are called **Recent Releases**. Titles stay on the Recent Releases shelves eight to ten months before being moved to Film Library shelves. The New Releases Wall, including the Hottest Hits and Recent Releases shelves, holds about 350 titles.

**Film Library.** The thousands of titles in the Film Library are organized into categories (genres). The films within each category are displayed alphabetically. Here are the categories and their two-letter computer codes:

*Reading*

AC	Action	FA	Family	SC	Science Fiction
CH	Children	FL	Foreign Language*	SI	Special Interest
CL	Classics	FO	Foreign	WE	Western
CO	Comedy	HO	Horror		
DR	Drama	MU	Music		

\*Foreign Language titles include films that were originally made in a foreign language, films that have been dubbed into a foreign language, and films with foreign language subtitles. A sticker on the back of each box specifies which type of film it is.

Special Interest includes these sub-categories:

AN	Animation	IN	Instruction	SP	Sports
DO	Documentaries	RE	Religion	TR	Travel
EX	Exercise				

**Video Games.** Main Street Movies carries games for Super Nintendo, Sony Play Station, and Nintendo 64 game systems. Games for all three systems are arranged together, in alphabetical order.

Although video games represent only a small percentage of our inventory, they are shoplifted more often than any other type of merchandise in our store. Therefore, video games are *never* displayed on the shelves. Shelves in the Video Game section of Main Street Movies hold

cardboard plaques with pictures and information about each game. When a customer wants to rent a particular game, he or she will bring you the plaque. You then retrieve the game from the locked case behind the counter, rent it to the customer, and file the cardboard plaque in the “Video Game Rentals” box. When the game is returned, put the plaque back on the appropriate shelf so that it is available for another customer.

077



*Reading*

**84. What is the order in which new movies are moved through the store?**

- A from Hottest Hits to Film Library to Recent Releases
- B from Film Library to Hottest Hits to Recent Releases
- C from Hottest Hits to Recent Releases to Film Library
- D from Recent Releases to Film Library to Hottest Hits

L0077001

**85. Which of the following is NOT a subcategory of Special Interest?**

- A animation
- B exercise
- C religion
- D western

L0077002

**86. A customer wants to know if a Foreign Language video has subtitles. Based upon the manual, what is the best way to find this information?**

- A Look at the back of the box.
- B Check the computer.
- C Ask an employee.
- D Watch a few minutes of the film.

L0077004

The following document is from a training manual for new employees at a restaurant. Read the document and answer questions 87 through 90.



## Staff Responsibilities

### Greeter

Your job as restaurant greeter requires that you greet every guest graciously and promptly. Upon greeting our early Sunset diners\*, be sure to provide them with the regular dinner menu as well as the special Sunset menu. In addition, every evening the chef posts daily specials on the chalkboard at the entrance. Be sure to remind the customers of those dishes too, although those are not eligible for the early Sunset dinner price. (Diners who are seated after the early Sunset period should not receive the special Sunset menu.)

You will be working with a team of three additional members: the person who sets the table and provides the water and place settings (in some restaurants referred to as the busboy or busgirl), the waiter/waitress who actually takes each order to the exact specification of each diner, and the cashier who will accept the diners' payments upon their way out the door after dining. Your job is to ensure that the diners feel welcomed, informed, and served pleasantly in every possible way. For example, if their coats are draped across the back of their chairs, creating a potential floor hazard, please suggest that you would be happy to hang them in the closet at the rear of the restaurant.

Our goal is satisfied, happy customers who will return to visit us again and will recommend our establishment to their friends. Each employee plays an important role in ensuring that our goal is met. If you smile, greet diners pleasantly, seat them as soon as possible, and provide them with the full range of dinner options, you should have every reason to believe that you have done your job well.

When customers have been unhappy in the past with the quality of service by the person who filled your position, it was generally because of one of the following reasons:

- Customers were left standing in the foyer as the entry greeter continued a personal phone call ignoring them.
- Customers were not told of their eligibility or ineligibility for the early Sunset dinner.
- Customers' seating preferences were not honored.

---

\* Early Sunset definition: a choice from one of five set-price, three-course meals available to diners seated before 6:00 PM, Monday through Friday.  
Note: One of those choices is always vegetarian.

059

**Reading**

**87. What is the purpose of this selection?**

- A to notify customers of Sunset dinner rules
- B to describe the layout of the restaurant and kitchen
- C to explain the duties of the greeter
- D to make new employees aware of meal prices

L0059001

**88. The document provides the MOST information on—**

- A how to satisfy diners.
- B how to get along with coworkers.
- C the restaurant's special offers.
- D the restaurant's payment policy.

L0059002

**89. Read this sentence from the selection.**

Your job as a restaurant greeter requires that you greet each guest graciously and promptly.

**According to this sentence, what must greeters do?**

- A Welcome customers warmly as they arrive.
- B Quickly list the specials for the customers.
- C Ask the customers what they would like to drink.
- D Seat customers as soon as possible.

L0059004

**90. The document provides the LEAST information on—**

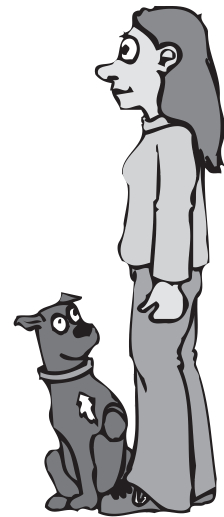
- A Sunset specials.
- B food preparation.
- C greeter responsibilities.
- D customer dissatisfaction.

L0059003

The following is a brochure provided for new volunteers at a pet hospital. Read the brochure and answer questions 91 through 94.

## Pet Hospital

Being a volunteer pet-aide in the Community Pet Hospital should be lots of fun! You were selected among many other applicants; so, you should feel proud that we recognize that you have something special to offer—a passion for helping pets in need. We also hope that over your eight-week assignment with us you will develop useful skills that will serve you well when you seek employment in the future. Who knows? Perhaps you will want to become a veterinarian too someday!



The pets who come to Community Pet Hospital are experiencing some level of illness, injury, or behavioral distress. Since we limit our practice to reptiles and birds, we can somewhat predict the activity in our waiting room on a typical day.

Frankly, we have more problems with pet owners than with the pets themselves. You will notice that we have signs prominently hanging around the office asking that owners should not release their pets from their pens or cages while in the office. Yet, nearly everyday some owner will permit his or her pet to crawl or fly about the office anyway. As a volunteer pet-aide, we ask you to discourage owners from this practice. But if and when it happens, we appreciate your assistance in helping to retrieve the escaped pet.

When pets and their owners are being seated, we ask your assistance in separating, when possible, the birds from the reptiles. This can help prevent a noisy, distressing climate in the waiting room. Also, it is our experience that small birds need separation from large birds who tend to be aggressive and dominate the “chatter.”

While we only have a few snakes in our practice, their visits can provoke upsetting responses in the waiting room. Both pets and owners seem to respond poorly to the presence of snakes in the waiting room, even if they are caged. So our receptionist tries very hard to arrange snake appointments at the end of the day when most of our other patients have been seen and are gone.

**Reading**

We encourage your interest in every pet that comes through the door! However, there are a few basic rules in engaging with any pet patient that are essential for you to apply at all times:

1. The pet owner should be politely asked first if it is acceptable to interact with his or her pet.
2. Don't assume that a pet wants to interact with anyone except his or her owner. You may like the pet but it may not like you (or anyone else).
3. Refrain from physically handling any pet except as absolutely necessary. Pets who come to us are in distress, so additional handling by strangers may exacerbate their fragile condition.
4. Pets in distress may lash out in self-defense and could injure you with a bite or a painful scratch.
5. Excessive attention paid to one pet may make an owner of another pet somewhat jealous on the other side of the room.
6. Sometimes it seems that paying attention to a pet causes an owner to feel it is all right to open the pen or cage in order to demonstrate pet tricks. We don't want that!
7. In the event you do handle any pet in any way, immediately wash your hands well with disinfectant soap in the washroom. *Absolutely never* touch one pet immediately after handling another unless your hands are thoroughly cleaned between interactions.

Helping a pet in distress and its owner is a very rewarding experience. We're sure you will come to feel the satisfaction of your contributions to the harmony of our waiting room here at the Community Pet Hospital.

## Reading

91. What does *retrieve* mean as used in the following sentence?

But if and when it happens, we appreciate your assistance in helping to retrieve the escaped pet.

- A help take care of the pet
- B help the owners take care of the pet
- C help the pet escape and leave the office
- D help catch the pet and put it back into its cage

L0132009

92. Which of the following is NOT a correct rewording of the following sentence?

Additional handling by strangers may exacerbate its fragile condition.

- A A stranger handling a pet may worsen its condition.
- B A stranger handling a pet may improve its condition.
- C A stranger handling a pet may intensify its condition.
- D A stranger handling a pet may aggravate its condition.

L0132011

93. The main purpose of this brochure is—

- A to explain to veterinarians how to care for hurt animals.
- B to explain to pet owners how to care for reptiles and birds.
- C to explain why pet owners should use the Community Pet Hospital.
- D to explain how volunteers should interact with pet patients and their owners.

L0132001

94. Which of the following is NOT discussed in this brochure?

- A how snake appointments are made by the receptionist
- B how to release pets from their pens or cages while in the office
- C why small birds need separating from large birds
- D why the hospital can predict the activity in the waiting room on a typical day

L0132004

*Reading*

Question Number	Correct Answer	Standard	Year of Exam
1	C	10RL3.1	2002
2	D	10RL3.7	2002
3	D	10RC2.5	2002
4	B	10RC2.5	2002
5	A	10RL3.9	2002
6	B	10RL3.7	2002
7	C	10RL3.8	2002
8	C	8RC2.1	2002
9	A	10RL3.5	2002
10	A	10RW1.2	2003
11	A	10RL3.3	2003
12	B	10RC2.8	2003
13	C	10RL3.5	2003
14	A	10RL3.1	2001
15	A	10RL3.3	2001
16	C	10RL3.4	2001
17	A	10RL3.4	2002
18	A	10RL3.8	2002
19	A	10RL3.10	2002
20	A	10RL3.1	2002
21	A	10RL3.3	2002
22	D	10RL3.5	2002
23	D	10RL3.6	2002
24	A	10RL3.10	2002
25	D	10RL3.10	2002
26	A	10RL3.4	2002
27	B	10RW1.1	2002
28	A	10RW1.1	2002
29	C	10RL3.3	2002
30	A	10RL3.1	2001
31	C	10RL3.7	2001
32	A	10RL3.8	2001
33	A	10RL3.5	2001
34	B	10RL3.9	2001
35	A	10RL3.5	2001
36	B	10RL3.10	2002
37	D	10RW1.1	2002
38	D	10RL3.3	2002
39	C	10RL3.5	2002

**California High School Exit Examination**

***Reading***

<b>Question Number</b>	<b>Correct Answer</b>	<b>Standard</b>	<b>Year of Exam</b>
40	D	10RL3.3	2003
41	C	10RL3.10	2003
42	B	10RL3.4	2003
43	C	10RL3.5	2003
44	B	10RW1.1	2003
45	A	10RC2.5	2003
46	D	10RC2.8	2003
47	A	10RC2.7	2003
48	B	10RW1.1	2002
49	B	10RC2.5	2002
50	C	10RC2.4	2002
51	A	10RW1.1	2001
52	C	10RL3.5	2001
53	A	10RC2.8	2001
54	A	10RW1.1	2001
55	B	10RW1.1	2001
56	C	10RC2.8	2001
57	C	10RC2.5	2001
58	D	10RC2.5	2001
59	D	10RL3.10	2001
60	B	10RW1.1	2001
61	A	10RC2.4	2001
62	D	10RC2.5	2001
63	C	10RW1.1	2001
64	A	10RC2.8	2001
65	C	10RC2.8	2001
66	C	10RC2.5	2001
67	C	10RC2.8	2001
68	B	10RL3.6	2001
69	B	10RW1.1	2001
70	A	10RC2.4	2001
71	D	10RC2.8	2001
72	D	10RC2.8	2002
73	D	10RW1.1	2002
74	A	10RC2.8	2002
75	B	10RC2.8	2002
76	C	10RC2.8	2002



*Reading*

Question Number	Correct Answer	Standard	Year of Exam
77	A	10RC2.1	2002
78	B	10RC2.1	2002
79	D	8RC2.1	2002
80	D	10RC2.5	2002
81	C	10RC2.8	2002
82	B	10RC2.4	2002
83	C	8RC2.1	2002
84	C	10RC2.1	2002
85	D	10RC2.1	2002
86	A	10RC2.1	2002
87	C	10RC2.1	2001
88	A	10RC2.7	2001
89	A	10RC2.1	2001
90	B	10RC2.7	2001
91	D	10RW1.1	2001
92	B	10RW1.1	2001
93	D	10RC2.1	2001
94	B	10RC2.7	2001

## WRITING

The Writing portion of the CAHSEE has three strands: Writing Strategies, Writing Conventions, and Writing Applications. A description of the Writing Strategies and Writing Conventions Strands follows. The released passages and test questions for the Writing portion of the CAHSEE follow the strand descriptions. The description of the Writing Applications strand and the released writing tasks begin on page 89 of this document.

### The Writing Strategies Strand

The following five California English-language arts content academic standards from the Writing Strategies strand are assessed on the CAHSEE and are represented in this booklet by 13 released test questions. These questions represent only a few of the ways in which these standards may be assessed on the CAHSEE.

WRITING (GRADES NINE AND TEN)	
<b>Standard Set 1.0</b>	<b>Writing Strategies:</b> Students write clear, coherent, and focused essays. The writing exhibits students' awareness of audience and purpose. Essays contain formal introductions, supporting evidence, and conclusions. Students progress through the stages of the writing process as needed.
10WS1.1	Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.
10WS1.2	Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than the passive voice.
10WS1.4	Develop the main ideas within the body of the composition through supporting evidence (e.g., scenarios, commonly held beliefs, hypotheses, definitions).
10WS1.5	Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).
10WS1.9	Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.

**The Writing Conventions Strand**

The following three California English-language arts academic content standards from the Writing Conventions strand are assessed on the CAHSEE and are represented in this booklet by 22 released test questions. These questions represent only a few of the ways in which these standards may be assessed on the CAHSEE.

<b>WRITING (GRADES NINE AND TEN)</b>	
<b>Standard Set 1.0 Written and Oral English Language Conventions:</b>	
10WC1.1	Identify and correctly use clauses (e.g., main and subordinate), phrases (e.g., gerund, infinitive, and participial), and mechanics of punctuation (e.g., semicolons, colons, ellipses, hyphens).
10WC1.2	Understand sentence construction (e.g., parallel structure, subordination, proper placement of modifiers) and proper English usage (e.g., consistency of verb tenses).
10WC1.3	Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

The following passage is a rough draft. It may contain errors in grammar, punctuation, sentence structure, or organization. Read the passage and answer questions 95 through 98.

**ROUGH DRAFT****Amelia Earhart: An Aviation Pioneer**

(1) Earhart began her flying career soon after airplanes were first invented. (2) As a child, she was fascinated by the idea of being a pilot. (3) At the age of 23, she took flying lessons from Neta Snook, one of very few women pilots at the time. (4) In 1921 Earhart bought her own airplane. (5) And she used it to set the first of many aviation records. (6) She flew up to 14,000 feet, setting the women's altitude record.

(7) In 1928 Earhart was the first woman to cross the Atlantic by air. (8) The trip took about 21 hours. (9) She published a book about her experiences and followed it with a lecture tour. (10) A few years later, in 1932, she piloted a plane from Newfoundland to Northern Ireland, making her the first woman to fly across the Atlantic alone. (11) Then she went on to do many other things in aviation. (12) In fact, Earhart became an important pioneer in the world of aviation.

(13) In June of 1937 Earhart and her navigator Frederick Noonan left Miami, Florida, in an attempt to fly around the world. (14) The pair made it to New Guinea on June 30. (15) Earhart and Noonan had traveled a distance of 20,000 miles across the Pacific Ocean before their plane was lost. (16) Amelia Earhart, one of the most renowned aviators in history, dared to attempt the most hazardous flights of her time. (17) In her own words, she summed up her philosophy: "Courage is the price that life exacts for granting peace with yourself."

46B-2

**Writing**

95. Which sentence would BEST begin the essay?

- A This paper is about Amelia Earhart, a famous pilot.
- B Most people like to read about famous pilots.
- C There are several interesting facts about Amelia Earhart, a famous airplane pilot.
- D Amelia Earhart was one of the most famous airplane pilots of her time.

L146B001

96. What is the BEST way to combine the sentences labeled 4 and 5?

- A In 1921 Earhart bought her own plane and used it to set the first of many aviation records.
- B Buying her own plane in 1921, the first of many aviation records was set by Earhart.
- C The first of many aviation records was set in 1921 by Earhart when she bought her own plane and used it.
- D Setting the first of many aviation records in 1921, Earhart bought her own plane.

L146B002

97. Which of the following would be the MOST precise way to state the underlined words in the sentence labeled 11?

- A have several other good times
- B take some other actions
- C find other adventures
- D set other records

L146B006

98. What source is BEST for finding out what happened on Amelia Earhart's flight from Newfoundland to Northern Ireland?

- A a chapter in a history textbook
- B an encyclopedia article on Earhart
- C a book on the construction of airplanes
- D a biography of Earhart

L146B007

The following is a rough draft of an article explaining how to write an essay. It may contain errors in grammar, punctuation, sentence structure, and organization. Some of the questions may refer to underlined or numbered sentences or phrases within the text. Read the article and answer questions 99 through 100.

## Essay Writing

(1) To begin an essay, a student should have some knowledge of the topic or be willing to search out information. (2) Then one must focus clearly on the prompt, addressing all its major points, and making sure that the central purpose is evident throughout the entire essay. (3) Interesting and convincing examples with lots of specific details are always helpful. (4) The details must show some kind of clear arrangement—chronological, spatial, or order-of-importance. (5) A student writer will also want to revise a first draft so that any errors in grammar and mechanics can be got rid of. (6) Steps can be taken to edit essays. (7) Relying solely on “SpellCheck” can be risky; (8) it does not catch the common errors that students make, such as confusing “your” and “you’re.” (9) If students meet all these requirements, then they will have written very effectively.

198

*Writing*

99. Which of the following sentences, if inserted before sentence 1, would make the MOST effective opening sentence?

- A Writing an essay is easy if one uses a computer.
- B Good essays are always written in black pen.
- C Any student can write a successful essay.
- D Teachers sometimes assign difficult essays.

L0198001

100. Which is the MOST effective substitution for the underlined part of sentence 5?

- A and ridding of errors in grammar and mechanics.
- B to get rid of errors in grammar and mechanics.
- C and getting rid of errors in grammar and mechanics.
- D Leave as is.

L0198004

The following is a rough draft of an essay discussing how opposite sides of the writer's brain might influence her personality and behavior. It may contain errors in grammar, punctuation, sentence structure, and organization. Some of the questions may refer to underlined or numbered sentences or phrases within the text. Read the essay and answer questions 101 through 102.

## My Brain

Sometimes I think I am probably more right-brained, but other times I feel more left-brained. I love to play music and I especially like to make it up as I go along. For anybody else to hear my music, they might think it sounds like noise. My brother, for one, always complains about it. (1)

I also like to write poetry. It is a way for me to put down on paper how I am really feeling. I write things in my poetry I would probably never tell anyone else. I am also pretty good at giving prepared speeches in my English class. Because I really like to do these kinds of things, I feel that I must be right-brained.

But there are other times I am not so sure about it. For example, I am really pretty good at math and other things that require me to be logical. I also think I am pretty good at writing essays about technical things, like explaining how things work. And I'm good at remembering things too. (2)

Though I guess I prefer right-brained activities and can do them more easily, I can do left-brained things pretty well if I have to. I like doing math problems. So I am not sure what that makes me!



*Writing*

**101. Which of the following sentences does NOT fit well in the paragraph in which it is found?**

- A “I love to play music and I especially like to make it up as I go along.” (first paragraph)
- B “I also like to write poetry.” (second paragraph)
- C “I like doing math problems.” (fourth paragraph)
- D “For example, I am really pretty good at math and other things that require me to be logical.” (third paragraph)

L0012003

**102. What is the BEST way to combine the underlined sentences labeled 2?**

- A I am good at writing technical essays explaining how things work, and I also have a good memory.
- B Writing technical essays, I am good at explaining how things work and I have a good memory.
- C I am good at explaining how things work by writing technical essays and remembering things too.
- D Explaining how things work and technical things are things I am good at writing essays about, and I have a good memory.

L0012002

The following is a rough draft of an essay that discusses the future of the human race in light of the Earth's history. It may contain errors in grammar, punctuation, sentence structure, and organization. Some of the questions may refer to underlined or numbered sentences or phrases within the text. Read the essay and answer questions 103 through 106.

## Killer Asteroids

People tend to think that the human race will be around forever. After all, we have been here for thousands of years and, many would argue, we dominate our planet in a way that no other species ever has. However, before we get too cocky, it would be wise to review the history of the Earth. Many species before us have enjoyed great success only to fall victim to changes in climate, competing of other species, or other factors beyond their control. Could the same thing happen to human beings? (1)

Just as humans do today, dinosaurs once walked the Earth in great numbers. Then, about 65 million years ago, an asteroid about 5 to 10 miles across hit the Earth and everything changed. The asteroid produced a deadly fireball, threw huge amounts of dust into the atmosphere, and caused tidal waves, fires, and terrible storms. With their world so interestingly changed, the dinosaurs were helpless. And most scientists agree that it is only a matter of time before another asteroid hits the Earth, causing similar trouble. (2) (3)

Of course, humans might have a better chance of survival than the dinosaurs did. We can adapt to a wide range of climates, and even underground living is something we can do if we have to. We might even be able to use our technology to locate the asteroid and destroy it before it strikes the Earth. However, there is one thing about which everyone can agree. If human beings ever have to face a killer asteroid from space, it is our brains rather than our brawn that will give us a fighting chance. (4)

062

*Writing*

103. Which phrase would BEST replace the underlined phrase labeled (1)?

- A competed by
- B competition from
- C compete by
- D Leave as is.

L0062001

104. To more accurately describe how the impact of the asteroid changed the dinosaurs' world, the underlined word labeled (2) should be changed to—

- A dramatically.
- B strangely.
- C mysteriously.
- D thrillingly.

L0062002

105. In order to achieve more precise meaning, the underlined word labeled (3) should be changed to—

- A danger.
- B worry.
- C destruction.
- D hassle.

L0062003

106. Which change to the underlined clause labeled (4) would make it more consistent with the first part of the sentence?

- A even underground living can be done by us if we have to.
- B even we can live underground if we have to.
- C we can even live underground if we have to.
- D Leave as is.

L0062004

The following is a rough draft of an essay that discusses the legend of the Abominable Snowman. It may contain errors in grammar, punctuation, sentence structure, and organization. Some questions may refer to underlined or numbered sentences or phrases within the text. Read the essay and answer questions 107 through 109.

## The Abominable Snowman

(1) The Abominable Snowman is a hairy, apelike thing that is said to live in the Himalayan Mountains of Nepal. (2) Natives of this region have believed in the existence of this beast for many centuries. (3) However, since no one has ever found a Yeti (the Nepalese name for the Abominable Snowman), doubts still remain.

(4) Some people who believe in the Yeti point to the discovery of peculiar footprints found above the snowline of the Himalayas. (5) There were footprints left by animals, and some people think that they were very much like human footprints but that they must have been made by animals which were much heavier and larger than humans.

(6) Scientists who have studied the footprints, however, agree that they were most likely left by bears. (7) "Bears are quite capable of walking on their two hind legs," says zoologist Hans Miller. (8) "This also explains many supposed Yeti sightings.

(9) At a distance, a bear walking in such a way could easily appear to be a creature of human form. (10) In fact, three of the five Yeti sightings last year were determined to be bears. (11) The others remain unexplained." (12) Nonetheless, many people remain convinced that the Yeti is real. (13) "There has to," says Raju, a mountain guide, "be something out there. (14) There have been too many sightings for this all to be the product of overactive imaginations." (15) And, yet, it seems that the world will not be convinced of the existence of the Yeti until it is confirmed by hard evidence, a live specimen, or at least a skeleton. (16) For now, it appears that the Yeti will continue to inhabit the shadowy region between legend and reality.

## Writing

107. Which of the following words is the BEST way to express the meaning of the word *thing* in sentence 1?

- A object
- B item
- C creature
- D article

L0176001

108. Which of the following ideas is supported by details or evidence in the essay?

- A The world will never believe in the existence of the Yeti.
- B Yeti sightings cannot be explained by overactive imaginations.
- C A bear walking on its hind legs can appear to be a Yeti.
- D All mountain guides believe in the Yeti.

L0176002

109. What is the BEST way to write sentence 13?

- A “There has to be something out there,” says Raju, a mountain guide.
- B “There has to be something out there, says Raju, a mountain guide.”
- C “There has to, says Raju, a mountain guide, be something out there.”
- D Leave as is.

L0176004

The following is a rough draft of an article suggesting that water may have flowed (or does flow) on the planet Mars. It may contain errors in grammar, punctuation, sentence structure, and organization. Some of the questions may refer to numbered sentences or phrases within the text. Read the article and answer question 110.

## Water on Mars

(1) For a long time, people have considered the possibility that life may have once existed (or may still exist) on the planet Mars. (2) In 1910, Percival Lowell wrote a book suggesting that a large system of “canals” was built on Mars by a civilization that has since disappeared. (3) The “canals” were grooves on the planet’s surface which Lowell saw through a telescope he believed had been built by Martians. (4) We now know that Lowell was wrong—there is no evidence of construction on Mars. (5) However, recent photos from the Mars Orbiter Camera suggest that, until very recently, liquid water flowed on the surface of the planet. (6) And some scientists believe that liquid water might still be found beneath the planet’s surface. (7) Why is this important? (8) Well, scientists think that water is necessary for life to develop. (9) If there was (or is) water on Mars, it’s quite possible that the planet may have supported life at some point during its history. (10) And if there was once life on Mars, the odds that there is life elsewhere in the Universe become much greater. (11) Scientists warn that it’s too early to tell for sure, but maybe we Earthlings are not alone after all.

155

## Writing

110. What is the correct way to express the ideas in the sentence labeled 3?

- A When the “canals” were observed by Lowell, he believed that they had been built by Martians through his telescope.
- B The “canals” were grooves on the planet’s surface that, when observed by Lowell, appeared to have been built by Martians.
- C Through a telescope, Martians were those who Lowell believed had built the “canals.”
- D Leave as is.

L0155005

For questions 111 through 121, choose the answer that is the most effective substitute for each underlined part of the sentence. If no substitution is necessary, choose “Leave as is.”

111. While Sara visited with Sam: she finished her science project.

- A with Sam. She finished
- B with Sam; she finished
- C with Sam, she finished
- D Leave as is.

L00SA100

112. “Why should I wear a sweater?” grumbled the boy as his mother reminded him again of the cold weather.

- A ‘Why should I wear a sweater’?
- B “Why should I wear a sweater”
- C “Why should I wear a sweater”?
- D Leave as is.

L00SA201

113. The Alaskan rivers are clear and sparkling in summer however, they are frozen in winter.

- A in summer, however they are frozen in winter.
- B in summer; however, they are frozen in winter.
- C summer: however they are frozen in winter.
- D Leave as is.

L00SA043

## Writing

114. **When Tom arrived at school he was carrying all his books with him.**

- A arrived at school, he
- B arrived, at school he
- C arrived at school he,
- D Leave as is.

L00SA073

115. **After, the volcano erupted, the tiny tropical island was quiet and devastated.**

- A After the volcano erupted, the
- B After the volcano erupted the
- C After the volcano erupts, the
- D Leave as is.

00SA032

116. **When our parents celebrate their silver wedding anniversary later this year, they were married for twenty-five years.**

- A they will have been married for twenty-five years.
- B they have been married for twenty-five years.
- C they would have been married for twenty-five years.
- D Leave as is.

L00SA039

117. **Akia told us about her safari across the plains of East Africa in our geography class.**

- A In our geography class, Akia told us about her safari across the plains of East Africa.
- B Akia told us about her safari in our geography class across the plains of East Africa.
- C In our geography class Akia told about her safari across the plains of East Africa to us.
- D Leave as is.

L00SA134

118. **If Mark will have made fewer errors, he will have passed his driving test.**

- A If Mark would have made fewer errors, he would have passed his driving test.
- B If Mark had made fewer errors, he would have passed his driving test.
- C If Mark would of made fewer errors, he would have passed his driving test.
- D Leave as is.

L00SA037

119. **Responsibilities of the job include greeting customers, escorting them to a table, and offering beverages.**

- A greeting customers, escort them to a table and offer a beverage.
- B to greet customers, escorting them to tables and offering a beverage.
- C to greet customers, escorting them to a table, and to offer a beverage.
- D Leave as is.

L00SA041

120. **A dog bit Tom's ankle while riding a bicycle.**

- A Riding a bicycle, a dog bit Tom's ankle.
- B While riding a bicycle, a dog bit Tom's ankle.
- C While Tom was riding a bicycle, a dog bit his ankle.
- D Leave as is.

L00SA036

121. **The poetry of Langston Hughes combining the idioms of African-American speech and the rhythms of the blues.**

- A The poetry of Langston Hughes will combine
- B The poetry of Langston Hughes combines
- C Langston Hughes' poetry combining
- D Leave as is.

L00SA012



## Writing

For questions 122 through 129, choose the word or phrase that best completes the sentence.

122. The green backpack has \_\_\_\_\_ pockets than the blue one.

- A least
- B less
- C fewest
- D fewer

L00SA136

123. The musician played Wendy's favorite waltz for her husband and \_\_\_\_\_.

- A I
- B he
- C she
- D her

L00SA076

124. \_\_\_\_\_ going to be late if they don't hurry.

- A They're
- B Their
- C There
- D They'll

L00SA078

125. When she \_\_\_\_\_ the award, she blushed and quickly returned to her seat.

- A excepted
- B accepts
- C accepted
- D excepts

L00SA016

126. The frightened pilot's face was ashen as he gingerly lowered the plane onto the Smiths' private \_\_\_\_\_ that time was running out for his ailing friend.

- A runway: he knew
- B runway, he knew
- C runway. He knew
- D runway but he knew

L00SA031

127. "We should \_\_\_\_\_ without the captain," the coach said impatiently.

- A proceeds
- B precede
- C precedent
- D proceed

L00SA020

128. The legendary goddess was the \_\_\_\_\_ of all the Greek deities.

- A beautifulest
- B more beautiful
- C most beautiful
- D most beautifying

L00SA022

129. "Which of the three Olympic runners is the \_\_\_\_\_?" the spectator asked the judge.

- A more fast
- B fastest
- C most fastest
- D most faster

L00SA023

*Writing*

Question Number	Correct Answer	Standard	Year of Exam
95	D	10WS1.1	2003
96	A	10WS1.2	2003
97	D	10WS1.9	2003
98	D	10WS1.5	2003
99	C	10WS1.1	2002
100	B	10WS1.9	2002
101	D	10WS1.1	2001
102	A	10WS1.2	2001
103	B	10WC1.3	2001
104	A	10WS1.2	2001
105	C	10WS1.2	2001
106	C	10WC1.2	2001
107	C	10WS1.2	2002
108	C	10WS1.4	2002
109	A	10WS1.2	2002
110	B	10WC1.2	2001
111	C	10WC1.1	2003
112	D	10WC1.1	2002
113	B	10WC1.1	2002
114	A	10WC1.1	2001
115	A	10WC1.1	2001
116	A	10WC1.2	2002
117	A	10WC1.2	2002
118	B	10WC1.2	2002
119	D	10WC1.2	2001
120	C	10WC1.2	2001
121	B	10WC1.2	2001
122	D	10WC1.3	2003
123	D	10WC1.3	2002
124	A	10WC1.3	2002
125	C	10WC1.3	2002
126	C	10WC1.2	2001
127	D	10WC1.3	2001
128	C	10WC1.3	2001
129	B	10WC1.3	2001

### The Writing Applications Strand

The following five California English-language arts academic content standards from the Writing Applications strand are assessed on the CAHSEE and are represented in this booklet by 4 released writing tasks. These tasks represent only a few of the ways in which these standards may be assessed on the CAHSEE.

<b>WRITING (GRADES NINE AND TEN)</b>	
<b>Standard Set 2.0 Writing Applications (Genres and Their Characteristics):</b>	
10WA2.1	<p>Write biographical narratives.</p> <ol style="list-style-type: none"> <li>Relate a sequence of events and communicate the significance of the events to the audience.</li> <li>Locate scenes and incidents in specific places.</li> <li>Describe with concrete sensory details the sights, sounds, and smells of a scene and the specific actions, movements, gestures, and feelings of the characters; use interior monologue to depict the characters' feelings.</li> <li>Pace the presentation of actions to accommodate changes in time and mood.</li> <li>Make effective use of descriptions of appearance, images, shifting perspectives, and sensory details.</li> </ol>
10WA2.2	<p>Write responses to literature.</p> <ol style="list-style-type: none"> <li>Demonstrate a comprehensive grasp of the significant ideas of literary works.</li> <li>Support important ideas and viewpoints through accurate and detailed references to the text or to other works.</li> <li>Demonstrate awareness of the author's use of stylistic devices and an appreciation of the effects created.</li> <li>Identify and assess the impact of perceived ambiguities, nuances, and complexities within the text.</li> </ol>
10WA2.3	<p>Write expository compositions, including analytical essays and research reports.</p> <ol style="list-style-type: none"> <li>Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</li> <li>Convey information and ideas from primary and secondary sources accurately and coherently.</li> <li>Make distinctions between the relative value and significance of specific data, facts, and ideas.</li> <li><del>Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.*</del></li> <li>Anticipate and address readers' potential misunderstandings, biases, and expectations.</li> <li>Use technical terms and notations accurately.</li> </ol>

\* The crossed-out portion of this standard is not assessed on the CAHSEE, but is still included in grade-level standards.

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10WA2.4	Write persuasive compositions. a. Structure ideas and arguments in a sustained and logical fashion. b. Use specific rhetorical devices to support assertions (e.g., appeal to logic through reasoning; appeal to emotion or ethical belief; relate a personal anecdote, case study, or analogy). c. Clarify and defend positions with precise and relevant evidence, including facts, expert opinions, quotations, and expressions of commonly accepted beliefs and logical reasoning. d. Address readers' concerns, counterclaims, biases, and expectations.
10WA2.5	Write business letters. a. Provide clear and purposeful information and address the intended audience appropriately. b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients. c. Highlight central ideas or images. d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

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To demonstrate achievement in this CAHSEE strand, students must successfully respond to one on-demand writing task. The writing task either will be a response to a reading passage, or a response to a writing prompt. With a response to literature, students are asked to analyze the passage and write a text-based response. With a response to a writing prompt, students are asked to write a response based on their own knowledge and viewpoints about a given topic. The CAHSEE 4-point Response to Literary/Expository Text Scoring Guide and Response to Writing Prompt Scoring Guide, which are based on the Writing Applications content standards, are used to score the writing task. These scoring guides are reprinted in the CAHSEE Teacher Guide for English-language arts.

All student essays written for the CAHSEE are scored by two trained scorers who use the scoring guide to assign a score of 1, 2, 3, or 4. If the two scorers give different but adjacent scores (e.g., a 3 and a 4), the student's final score is an average of the two scores. If the two scorers give different and nonadjacent scores (e.g., a 2 and a 4), a scoring leader reads the essay and assigns the score. Papers receive no score if they are blank, off-topic, illegible, unintelligible, or written in a language other than English.

The writing tasks on pages 91, 101, and 106 are response-to-writing-prompt tasks. The writing task on page 96 is a passage-based task and is associated with the story *Hiking Trip* that begins on page 20. Sample student responses that represent each score point are included.

## Writing

### REMINDER

- ✍ Write your response to the writing prompt below.
- ✍ You may give your writing a title if you like, but it is not necessary.
- ✍ You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.
- ✍ You may either print or write in cursive.
- ✍ Write clearly! Any erasures or strike-throughs should be as clean as possible.

### Writing Task:

**Throughout your years in school, you have studied about many different people. Think about one of these people you have studied during your time at school. What makes this person special enough to study?**

**Write an essay in which you discuss a person you have studied in school. Explain what it is about this person that is special. Use details and examples to support your ideas.**

L0000070

### Checklist for Your Writing

The following checklist will help you do your best work. Make sure you:

- Read the description of the task carefully.
- Organize your writing with a strong introduction, body, and conclusion.
- Use specific details and examples to fully support your ideas.
- Use words that are appropriate for your audience and purpose.
- Vary your sentences to make your writing interesting to read.
- Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.

*NOTE:* Pages 92 through 95 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.

## 4

**Score Point 4  
Student Response**

*The most interesting person that I have ever studied in history class is Napoleon Bonaparte. He did many great things for the European country France after the French Revolution. He used outstanding military strategies to conquer his enemies. He was also a great leader causing all of his men to be loyal and trustworthy to him. Another quality of Napoleon that made him a special person in history was his ability to control and command other countries once he had conquered them. These qualities alone make Napoleon Bonaparte special enough to study in school.*

*Napoleon used military strategies that, at that time, Europe had never seen before. He used them to conquer the Austrians at Waterloo and the Prussians at Jena. It was important battles like these that made France one of the most powerful countries in Europe in the 18th Century.*

*Napoleon's leadership skills were also very helpful to him. His men were always loyal to him because they trusted his decisions. When Napoleon returned from being exiled, (the "Hundred Days"), he was still able to raise an army because he was respected by many men.*

*Lastly, when Napoleon conquered a country, he did a great job of controlling it. When he conquered Prussia, for example, he cut their territory in half (less power for Prussia). He also did not allow Prussia to raise a large army (this also lessened the power of Prussia).*

*Those qualities make Napoleon a very special person to study in history. He did many great things for his country and his people. Napoleon Bonaparte is one of the greatest leaders in the history of Europe.*

**Commentary**

In this response the writer addresses the three main elements of a persuasive essay. The writer identifies the problem or issue, states a position or opinion, and thoroughly supports that position utilizing logical arguments and elaborating with specific details and examples.

In the first sentence the writer effectively identifies the issue and states a position by indicating that Napoleon Bonaparte is the most interesting person the writer has studied in history class. The writer then goes on to summarize the arguments that will be presented in the remainder of the essay, stating that Napoleon used outstanding military strategies, was a great leader, and was able to control and command other countries effectively.

In paragraphs 2, 3, and 4 the writer elaborates on these reasons individually by offering specific examples and details that support these arguments. In paragraph 2, for example, the writer names specific battles in which Napoleon's military strategies enabled France to win, making France "one of the most powerful countries in Europe in the 18th century."

The writer uses a brief but effective transition at the start of paragraph 3 and uses the remainder of the paragraph to support the argument that Napoleon is an interesting person to study due to his leadership skills. The writer then offers specific evidence of these skills by relating Napoleon's ability to raise an Army even after returning from exile.

In paragraph 4 the writer elaborates upon the final argument that Napoleon was able to effectively conquer and control foreign countries. The writer thoroughly supports this argument with specific details and examples.

Finally, the author concludes by restating the position and by offering a brief but adequate summary of the argument.

The writer's organizational structure is well designed, and the writer utilizes a variety of sentence patterns and descriptive language. The writer also exhibits a firm command and control of written English conventions.

Overall, the response thoroughly addresses the prompt, is well organized and thoughtfully developed, and with specific examples, relevant details, and precise and interesting language. The essay is an example of a 4-point response.

## 3

**Score Point 3  
Student Response**

*During the course of the years of school you attend, you come in contact with a lot of information about people who have changed the world & who have risked their life for causes they believed in. Martin Luther King was one of these people. He is a very special man because he fought for black people to have rights, but he also fought for peace.*

*Martin Luther King was an extremely remarkable man. He fought for black people to have rights at a time when many people were very racist against the African Americans. He gave many speeches that influenced many to stand up & fight for their rights. He believed that African Americans should be treated as equally as a white American & that there shouldn't be laws that were based on the color of your skin. To be able to stand up against the common opinion of African Americans, I think you would have to be very courageous & strongly believe in what you were fighting for.*

*Martin Luther King also fought for peace. He didn't like all the war & the hatred, so he promoted love. He wanted peace everywhere & for people to start loving & stop hating. Some people stopped hating & started loving, but many didn't care to listen because he was black. I think now, many more people have respect for what he was fighting for. The U.S. has a holiday especially reserved for him & for what he fought for during his life - love and peace. I would think you'd have to be very influential on the world to have a holiday reserved for you.*

*Martin Luther King was an extraordinary man who fought for many things. I don't think African Americans would have the rights today if it wasn't for him. He changed the world's view on Racism & equality. Even though his dream of peace hasn't been fulfilled, it may someday.*

**Commentary**

In this response the writer adequately addresses the three main elements of a persuasive essay. The writer identifies the problem or topic, states a position, and offers supporting arguments that are somewhat developed through specific details and examples.

In the first paragraph the writer effectively introduces the topic by relating that students receive a large amount of information about influential people. The writer then effectively states a position by focusing on Martin Luther King and introduces two main arguments for this choice: that King fought for African-American rights and for peace.

In paragraph 2 the writer elaborates on the argument that King fought for African-American rights. As support the writer relates that King made many speeches that influence others to stand up for their rights. The writer then goes on to state King's beliefs, but then gets somewhat sidetracked by speculating on King's courage.

In paragraph 3 the writer attempts to elaborate on King's efforts for peace; however, this paragraph is not as well developed as paragraph 2 and though it basically restates the writer's position that King wanted peace and fought for it, the paragraph does not state specific examples that support the position. The writer then digresses somewhat into speculation on what it takes to have a holiday to honor someone.

Finally, the writer concludes by summarizing the earlier information given about King. The writer does effectively address the prompt and does adequately support the position, but the development of ideas is inconsistent and does not quite indicate the level of thoughtfulness and thoroughness required of a 4-point paper.

Overall, the response is well organized and the student effectively utilizes a variety of sentence patterns. Though there are some minor errors in the use of conventions, these errors do not significantly detract from the student's presentation of ideas, and the student demonstrates an adequate command of the conventions of written English. The response is an example of a 3-point essay.

## 2

**Score Point 2**  
**Student Response**

*In my years of school, there were many different people that we studied. I've learned alot from my teachers and their minds of thought of the people we studied. Even though, many of the people we studied were alreaded planned, the teachers made them seem alive.*

*The person that I choose was Oliver Twist. We didn't exactly study about it, but we talked about the society because it worked well with the section we were working on. I choose Oliver because I admired his strength and his will to go on. He wasn't in the best position but he did his best. Also he was very loyal and cared for many. He did want he could in his situation and show a strive for living.*

*When he got found from the "nicer people", Oliver was so grateful and kind. He knew he was lucky to be him.*

*In anyway, I admire him on how he saw life. He was at the bottom of the social class but he was still happy with everything. Good things happen to good people.*

**Commentary**

This response attempts to address the prompt and is somewhat organized. However, the writer's introduction does not adequately inform the reader of the problem or issue, and the writer's purpose is therefore unclear. The paragraph is not organized around a central theme and seems to focus more on teachers than on the people the writer studied.

Though the writer states a position in the first sentence of paragraph 2, the position is unclear and dependent upon the reader's knowledge of the prompt. The writer then attempts in the remainder of the essay to support the choice of Oliver Twist, but the writer offers only vague details and opinions.

The writer utilizes only simple sentence patterns and basic language. The writer's modest support is wholly dependent on the reader having knowledge of the subject, and the writer's conclusion does not adequately reflect the essay's content. The writer makes frequent errors in the use of conventions that do occasionally detract from the presentation of ideas. Overall this response is consistent with a 2-point score.



## 1

## Commentary

**Score Point 1  
Student Response**

*The Write brothers are very important people in history because they allowed us to do things that we do today. They invented the airplane. Without them we wouldn't have airlines or privit airptns. Without them we wouldn't have anything to do with flight. As you can see the Write brothers are very important people in history.*

In this extremely short, one-paragraph response, the writer attempts to address the prompt, but does so in such a vague manner that the reader is unable to determine the writer's purpose without prior knowledge of the prompt.

The writer attempts to support the choice of the Wright brothers, but this support is very superficial and vague and, given the lack of an introduction, it is very ineffective. The writer provides no specific examples or details and does not elaborate upon or explain the sole argument (that there would be no airplanes or flight without the Wright brothers). The concluding sentence is simply a restatement of the vague introductory sentence.

The response lacks organization, utilizes simple sentence patterns and basic language, and lacks elaboration. The writer makes frequent errors in conventions and grammar that contribute to the ineffectiveness of the response. Overall, this response is extremely vague and does not indicate any level of thoughtfulness on the part of the student. These problems place this response in the 1-point score range.

**Writing** **REMINDER**

- ✍ Write your response to the writing prompt below.
- ✍ You may give your writing a title if you like, but it is not necessary.
- ✍ You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.
- ✍ You may either print or write in cursive.
- ✍ Write clearly! Any erasures or strike-throughs should be as clean as possible.

**Writing Task:**

In the story, “The Hiking Trip,” the reader learns about the main character, Jeff. Jeff’s personality and emotions are revealed through the actions and dialog presented in the story.

Write an essay in which you describe the personality and emotions of Jeff, the main character. How do his personal characteristics add to the events in the story? How does the author reveal this information about Jeff in the story? Use details and examples from the story to support your ideas.

L0157007

**Checklist for Your Writing**

The following checklist will help you do your best work. Make sure you:

- Carefully read the passage and the description of the task.
- Organize your writing with a strong introduction, body, and conclusion.
- Use specific details and examples from the passage to demonstrate your understanding of the main ideas and the author’s purpose.
- Use precise language that is appropriate for your audience and purpose.
- Vary your sentences to make your writing interesting to read.
- Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.

*NOTE:* Pages 97 through 100 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students’ own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.

## 4

**Score Point 4  
Student Response**

*In the story “The Hiking Trip” Jeff had to hike down a canyon and go get help for his brother Mark. Jeff is courageous and loving, and his true character is revealed by his actions.*

*The author gradually reveals Jeff’s bravery through his actions and his decision to save Mark. At first, Jeff is afraid of hiking down the canyon alone. The father tells Jeff to have courage and Jeff exclaims that he doesn’t want it. The father also tells Jeff to have enough love for his brother to save him. Even though he is afraid and doesn’t want to hike down the canyon, Jeff does it anyways. He does it to try to save his brother. This point in the story shows Jeff’s love for his brother and his determination to save him.*

*This is the turning point in the story. If Jeff had not made the decision to hike down the canyon alone the outcome of the story may be entirely different. Jeff’s bravery, love, and perserverance played an enormous role in this story. Without them he may have never tried or been able to save Mark.*

*This story shows how someone can overcome their own fears to help others. Jeff was an example of unselfishness, bravery, and courage. His character traits caused him to do what was right and they (his character traits) may have been the deciding point of his action and later on the outcomes of his story.*

**Commentary**

In this response, the writer addresses all parts of the writing task, which include describing Jeff’s personality and emotions, identifying the way the author reveals Jeff’s personality, and relating Jeff’s personality to the plot. The response also illustrates a comprehensive grasp of the text.

The first paragraph of the response summarizes the main action of the story and states the thesis that Jeff is courageous and loving and that his “true character is revealed by his actions.”

Next, the writer gives more detail about the main action of the story, using evidence from the text to show how Jeff’s actions reveal his courage and love. Specific references to the text are included (e.g., “the father also tells Jeff to have enough love for his brother to save him”).

In the third paragraph the writer focuses on the relationship between Jeff’s personality and the plot, identifying the turning point in the story as Jeff’s decision to go for help alone and tying this decision to Jeff’s love and determination: “Without them he may have never tried or been able to save Mark.”

The use of precise language and a variety of sentence types add to the success of this essay. There are only a few errors in the conventions of written English within this response, and they are generally first-draft in nature. Overall, this essay is a sample of a 4-point response.

## 3

**Score Point 3  
Student Response**

*To understand who Jeff is, you have to realize what he has to go through in the story. In the beginning, Jeff is afraid to hike and doesn't want to have the courage to climb the mountain. After Jeff's dad says, "If not courage, fine. Then have enough love for your brother," Jeff realizes that he has to do it to save his brother's life. He becomes determined to find help. He thinks about how badly his brother needs medical attention.*

*Jeff becomes so determined to get help, he begins to climb faster and faster until he passes up his dad. He says to himself "Can't stop, Mark's in big trouble." This shows how his love for his brother has substituted for the courage that he did want to have. Do you think that his love for his brother gives him the courage or the will to climb the mountain and get help for Mark.*

*Hours later after Mark is rescued, Jeff wakes up but doesn't know what had happened. His father tells him that he's a hero and that he saved his brother's life. He had pushed himself to the limits trying to get help for Mark. His love for Mark had given him the will, the determination, and the courage to get over his fear and climb the mountain for help.*

**Commentary**

In this response, the writer explicitly or implicitly addresses all parts of the writing task and shows a good grasp of the text.

The first paragraph of the response summarizes the main action of the story and suggests the thesis that is later expressed in the final paragraph—that Jeff has determination, courage, and love. The second paragraph summarizes events in the story to show that the author uses the events to reveal Jeff's character, although this connection is not explicitly stated. The final paragraph sums up Jeff's role in the plot: "His father tells him that he's a hero and that he saved his brother's life." Again, this relationship is not explicitly stated.

The response represents a 3-point paper because it addresses all parts of the writing task and shows a good grasp of the story. Also, it makes specific references to the text (e.g., "Can't stop, Mark's in big trouble"). However, it lacks the purposeful control of organization and explicit statement of ideas that characterize a 4-point paper. The observations about Jeff's personality are structured by the story line rather than directed by the writer. The paper also illustrates an inconsistent sense of audience, as shown by the direct address to the reader in the first and second paragraphs.

There are only a few errors in the conventions of written English within this response, but they do not interfere with the meaning. Overall, this essay is a sample of a 3-point response.

## 2

**Score Point 2  
Student Response**

*Jeff, the main character shows much of his personality and emotions. He is an understanding and motivating person. He knows what strength he has but he doesn't know how to use it. Although Jeff has many fears and knows he must overcome them to save his brother. His father knows his sons power, but its Jeff who doesn't realize his own. Jeff doesn't have self confidence of self will. His emotions in the story change. He starts off as a boy who doesn't believe in himself, to a boy who's emotions completely change under the circumstances. He must save his brother in order know if he really has inner power inside of him. This was the test. His personal characteristics add to the event of the story by making it more intense. The more intense the better the story. He adds problem to the story line and a resolution He doubts his own strength but he ends up winning.*

**Commentary**

In this response, the writer addresses some parts of the writing task and demonstrates a limited understanding of the main elements of the story. The response begins with three very general statements about Jeff's personality. Then the writer begins to focus on a potential thesis that could be supported by textual evidence: "Although Jeff has many fears and knows he must overcome them to save his brother." This statement also shows the writer's grasp of important ideas within the text. As the response continues, the statement that Jeff must overcome his fears receives additional development with the assertion that Jeff's emotions "completely change under the circumstances." However, these ideas receive no additional development through the use of textual evidence.

The final sentences of the response begin to address the relationship between Jeff's personality and the plot: "His personal characteristics add to the event of the story by making it more intense." One of these sentences uses the vocabulary of plot analysis ("He adds problem to the story line and a resolution") but provides little actual analysis.

The lack of a clear thesis statement and the failure to develop ideas by using evidence from the text are characteristic of a 2-point paper. The response also fails to demonstrate a purposeful control over organization. There is some variety in sentence structure, but there are several errors in the conventions of written English. Overall, this essay is an example of a 2-point response.

1

**Score Point 1  
Student Response**

*This story tells about a boy who has doesn't want to go on a trip with his father and learn more about hiking but then, when he gets their he realizes the important thing that is about hiking. His father was really understanding and motovating, one of the things Jeff new it was important to learn hiking was for what happened to his father the accident he had, he knew it was important cause he know what to do during an accident.*






**Commentary**

This response begins to address the writing task in its opening statement: "This story tells about a boy who has doesn't want to go on a trip with his father." However, there is little understanding of the main elements of the story; the response continues by implying that the primary issue is the value of hiking and that Jeff's father (not his brother) has had an accident.

The failure to demonstrate a grasp of the text, the lack of a main idea, the failure to develop ideas using evidence from the text, and the serious errors in the conventions of written English make this a 1-point response.

## Writing

### REMINDER

-  **Write your response to the writing prompt below.**
-  **You may give your writing a title if you like, but it is not necessary.**
-  **You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.**
-  **You may either print or write in cursive.**
-  **Write clearly! Any erasures or strike-throughs should be as clean as possible.**

### Writing Task:

**By the time students enter high school, they have learned about many moments in history that have influenced our world today. Think about a moment in history you studied and consider its importance.**

**Write a composition in which you discuss a moment in history. Share its importance in today's world. Be sure to support the moment with details and examples.**

L0000064

### Checklist for Your Writing

The following checklist will help you do your best work. Make sure you:

- Read the description of the task carefully.**
- Organize your writing with a strong introduction, body, and conclusion.**
- Use specific details and examples to fully support your ideas.**
- Use words that are appropriate for your audience and purpose.**
- Vary your sentences to make your writing interesting to read.**
- Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.**

*NOTE:* Pages 102 through 105 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.

## 4

**Score Point 4  
Student Response**

*While thinking about a moment in history that has influenced our world today, many events come to mind. But an event that seems prominent is not an event at all, but rather a time period and the accomplishments that took place within it, the Industrial Revolution.*

*Having learned about the industrial era just recently a few aspects remain vivid in my mind, such as the many new inventions that served to make our lives easier. The steam engine was developed allowing cities to form in locations other than near water sources, as things had been previously. Once inside those cities, people all came together working in factories which was much more efficient.*

*Through the factory system, goods were produced at a much faster rate, requiring less work so prices were less. Different social classes could afford items causing a change in social structure. Women and children began working stirring up awareness and laws about labor. Unions were formed as a result as well as more organized forms of education. Every aspect of life changed within this time period including advances in medicine, communications, and the way we manufacture today. The moments throughout the Industrial Revolution hold so much importance, they brought us to the way our world is today.*

**Commentary**

In this response, the writer addresses all parts of the writing task, which is to discuss a moment in history and share its importance in today's world. The writer provides a meaningful thesis that suggests that the accomplishments that took place during the Industrial Revolution have influenced our world today. This is followed with purposefully organized support to illustrate just why this period in history has been so influential.

In the second paragraph, the writer discusses how the steam engine positively affected the growth of cities and the fact that factories helped the people in the cities.

A further discussion on the factory system is developed in the third paragraph. The writer provides thoughtful support through the use of specific details to illustrate the effects that factories had on people. More detail is included to share how the existence of factories united people into unions causing a "change in social structure."

As the essay comes to a close, the writer provides more detail about the Industrial Revolution to connect its positive effect on how it "brought us to the way our world is today."

The variety of sentence types and the use of precise, descriptive language all add to success of this essay. There are only a few errors in the conventions of the English language within this response, but they are generally first-draft in nature. Overall, this essay is a sample of a 4-point response.



## 3

**Score Point 3  
Student Response**

*One of the most important days in history so far is the day that man set foot on the moon. This was not only important in U.S. history, but it was important to everywhere else in the world too. This amazing achievement showed Americans that they can do anything they want, if they try hard enough, and it showed other countries how great we really are.*

*The day that man set foot on the moon was a very exciting day. A lot of people didn't believe that it really happened because it was so amazing. But when everyone realized that it had really happened, it gave them the courage to strive for their goals and achieve them.*

*For years before man stepped on the moon, other countries had been trying to and were unsuccessful. But, America was able to. This made the other countries have so much more respect for us.*

*When man set foot on the moon, it was honestly one of the most important days in history because of what took place as a result of it.*

**Commentary**

In this response to the writing prompt, the writer discusses “the day that man set foot on the moon.” The thesis expresses the idea that this event was an amazing achievement that affected both Americans and the rest of the world and that it proved that “Americans . . . can do anything they want, if they try hard enough . . .”

The thesis is supported in an organized manner with details and examples. In the second paragraph, the writer concludes that the event was responsible for giving people the “courage to strive for their goals and achieve them.” In the third paragraph, the writer suggests that other countries respect the United States for having walked on the moon.

The writer concludes with the idea that setting foot on the moon was “one of the most important days in history . . .”

The writer addresses all parts of the task through discussion on what the event was and how it affected the world today. The details and examples used to support the thesis are more general than in a 4-point response, but they do successfully support the thesis.

The use of a variety of sentences along with a general sense of audience is evident throughout the essay. There are a few errors in the conventions of the English language, but they do not interfere with the readers’ understanding of the essay. Overall, this essay is a sample of a 3-point response.

## 2

**Score Point 2  
Student Response**

*A moment history that I had studied was when Ben Franklin discovered electricity. Electricity is important today, we use it for a lot of stuff. If he did not discover electricity, we probably wouldn't have a lot of stuff that we have now like lights, heat, air conditioning and a lot other things. He could have gotten electracuted trying to discover it. So it is a good thing that he had find it out. Without electricity we can" do a lot of stuff we do now. We would have to use candles for light or just day light.*

**Commentary**

In this response to the writing prompt, the writer discusses Ben Franklin's discovery in a very limited manner. No explanation is provided on the event itself. The writer only provides few details to support the idea that "electricity is important today . . ." Through the use basic, predictable language, the idea that "we probably wouldn't have a lot of stuff that we have now . . ." is suggested. The language used to support this idea is limited to the word "stuff" that appears three times in this very short paragraph.

There is very little variety at the sentence level and there are several errors in the conventions of the English language. The overall word choice and lack of development illustrate a very limited sense of audience. This essay exemplifies all the criteria within a 2-point response.

1

**Score Point 1  
Student Response**

*We studied about all kind of stuff in History.  
Every thing we Stuyed in History I learned Something  
know eveyday. History is go because you get to learn  
about all kinds of knew things aboutat whats going on  
In this world.*

**Commentary**

In this response, the writer provides no thesis related to the prompt beyond the idea that “we studied about all kind of stuff in History.” No attempt is made to discuss an event in history.

The ideas presented are no more than a brief discussion on the value of learning history. They are expressed through a lack of control at both the sentence and the language level. There are errors in the conventions of written English in each of the three sentences written in this 1-point response.

**Writing** **REMINDER**

- ✍ Write your response to the writing prompt below.
- ✍ You may give your writing a title if you like, but it is not necessary.
- ✍ You may NOT use a dictionary. If you do not know how to spell a word, sound the word out and do the best you can.
- ✍ You may either print or write in cursive.
- ✍ Write clearly! Any erasures or strike-throughs should be as clean as possible.

**Writing Task:**

**Some students at your school expressed an interest in making the school more attractive by getting rid of the trash on the school grounds.**

**Write a persuasive essay for your school paper in which you convince the readers of the importance of getting rid of the trash and making the school more attractive. Convince your readers through the use of specific reasons and examples.**

L000060

**Checklist for Your Writing**

The following checklist will help you do your best work. Make sure you:

- Read the description of the task carefully.
- Organize your writing with a strong introduction, body, and conclusion.
- State your position, support it with specific examples, and address the reader's concerns.
- Use words that are appropriate for your audience and purpose.
- Vary your sentences to make your writing interesting to read.
- Check for mistakes in grammar, spelling, punctuation, capitalization, and sentence formation.

*NOTE:* Pages 107 through 110 provide a sample student essay for this writing task at each of the four score points with commentary and rationale for the given score. The student responses have been typed with the students' own content, grammar, capitalization, and spelling. The CAHSEE Response to Writing Prompt Scoring Guide for this writing task may be found in the Teacher Guide for English-Language Arts.

## 4

**Score Point 4  
Student Response**

*Would you enjoy taking your classes at the city dump? Trash is not beautiful. It is a well-known fact that students learn better when they're in a clean environment. To be more attractive, trash on our school grounds must be picked up. The importance of picking up trash is to beautify our campus and make our school a healthier place to learn.*

*We want our campus to be attractive and clean, right? When rival schools come to compete against us, we don't want them going home criticizing us because of our campus. We don't want our mascot to become a rat or a pig in their eyes. We want to keep our campus clean to show that we're not slobs and are educated enough to pick up our own garbage.*

*Who would want to eat lunch inside a dumpster? Or exercise in a gym that smells like rotten eggs and spoiled milk? We need a campus that will make it easier and healthier to learn. Would essays show the student's best if they brainstormed ideas while looking out the window at old food, used bandaids, empty soda cans and gum wrappers? The way this campus looks influences the way we perform in our classrooms. To get the maximum quality work done, we need clean and sanitary workspaces.*

*In conclusion, picking up any trash around school will be beneficial to everybody, especially us. If you see a piece of paper blowin around stop it with your foot and bend down, pick it up, then throw it away. There's no reason why our campus needs to be anything other than attractive. With everyone's help, it can be attractive and provide a better learning atmosphere.*

**Commentary**

In this response, the writer addresses all parts of the persuasive writing task: stating a position about the importance of cleaning up trash, defending the position with evidence, and anticipating the reader's concerns. The first paragraph gives the writer's position ("trash on our school grounds must be picked up") and then gives two reasons that picking up trash is important ("to beautify our campus and make our school a healthier place to learn"). These two ideas become the focus for the rest of the essay.

The writer uses the questions that open each of the next two paragraphs to anticipate objections to cleaning up trash, thereby addressing the reader's potential concerns. The second paragraph provides several images to support the argument that a more attractive campus would provide specific benefits (e.g., "We don't want our mascot to become a rat or a pig in their [rival schools'] eyes"). Although the third paragraph provides little detail about the health aspect of the argument, it does use specific details to develop the concept that a clean environment is conducive to learning. The essay provides a strong conclusion that not only restates the writer's position, but also extends the argument with a call to action: "If you see a piece of paper blowin around stop it with your foot and bend down, pick it up, then throw it away".

The essay demonstrates the control of organization that is required for a 4-point paper, and the stated position is developed with details. Although there is a misplaced modifier ("To be more attractive, trash . . ."), and a few additional errors in conventions, overall the writer demonstrates the control of conventions. The essay also uses a variety of sentence types and precise, descriptive language. Overall, this essay is a sample of a 4-point response.

## 3

**Score Point 3  
Student Response**

*Nobody would like it if people stopped picking up trash and let our school become filled with trash. It is very important to keep our school clean to provide an appropriate learning environment. If everyone would help out our school would look more attractive.*

*A clean school campus would offer a nicer and appropriate learning environment. A dirty school makes it harder to concentrate on school work. If trash covered the campus students might be looking out classroom windows for what awaits them after class and wondering why someone is not cleaning it up. A clean school would help the students concentrate so grades might raise not only making the school look better on the outside but academically as well.*

*No one enjoys being in a dirty environment. Before school, snack, lunch, and after school would be much less enjoy-able to both the students and faculty if our campus was dirty. People do not like eating in trash filled lunch areas and so there would be more students leaving school permitted or not for lunch. Basically, students and teachers would not be able to stand being in a dirty environment during school hours.*

*In conclusion living environments are kept clean and so it is equally important to keep learning environments clean as well. Both the students and faculty spend large portions of their days here so to make school a little better and more attractive our school needs to be kept clean. It would be easy if everyone just did their part.*

**Commentary**

In this response to the writing prompt, the writer begins with a paragraph that states three positions about picking up trash—that “Nobody would like” a school “filled with trash,” that a clean school provides “an appropriate learning environment,” and that a clean school would “look more attractive.” The paragraphs that follow discuss each of these ideas.

The second paragraph of the essay focuses on the learning environment, explaining that students can concentrate better if there is no trash on campus. The third paragraph addresses the idea that “no one enjoys being in a dirty environment.” The final paragraph restates the idea that the school could look more attractive if everyone helped.

In general, the paper defends the three positions with some details and examples, but the development is not as thoughtful or thorough as that in a 4-point paper. In the third paragraph, for example, each sentence restates the topic sentence and adds only a few additional details.

The paper addresses readers’ concerns and expectations in a general way by stating that “Nobody would like it if people stopped picking up trash” and “No one enjoys being in a dirty environment,” and thus a general sense of audience is evident throughout the essay.

There are a few errors in the conventions of written English, but they do not interfere with the reader’s understanding. Overall, this essay is an example of a 3-point response to this writing task.

## 2

**Score Point 2  
Student Response**

*The importance of getting rid of garbage on school camps is very important. The importance of getting rid of the garbage is makeing are school look nice, giving less work for the teachers and janitors to do. Another reason it is important because if I don't look oke people are going to think that it isn't a good school.*

*I think that this a good subject to write on because the trash on school campus is terrible. School campuses have alot of garbage because people don't care about throwing there trash away. But people need to think more reasonsivly because they are destroying the earth if they do not pick up there garbage. So people from now on when you have garbage don't throw it on the ground throw it in the garbage can.*

*Another reason it is important for people not to litter because this where we live and we don't need to destroy where we live. Pluse what would other people come to our school meaning the district office people think of us if we just left our trash all over the ground that would make us look bad.*

**Commentary**

In this response to the writing prompt, the writer begins by stating three reasons that picking up trash is important: “making are school look nice,” “giving less work for the teachers and janitors to do,” and preventing people from thinking “that it isn’t a good school.”

Although the paper states these positions with some authority, it fails to support them in the paragraphs that follow. The second paragraph focuses on a new, although related, topic, that people should pick up their trash to avoid destroying the earth. The third paragraph moves from the idea that trash destroys the earth to the idea that it destroys “where we live.” This paragraph also contains an attempt to develop the third position in the opening paragraph, that having trash around suggests that this isn’t a good school: “if we just left our trash all over the ground that would make us look bad.”

This essay provides little or no support for its thesis, shows little control over organization, and demonstrates an inconsistent tone and focus. It also fails to anticipate readers’ concerns. These factors, in addition to the lack of control over the conventions of written English, particularly spelling, make this essay an example of a 2-point response.

1

**Score Point 1  
Student Response**

*It would be a good idea to clean up our envirement, maybe if there was more trash cans well you could make our schlool cleaner if just everybody picked up on thing our schlool would not be 3/4ths clean that's how bad our mess has gotten to who wants to attend a school that's now for the trash and ants and roaches etc. No one does that's why we should clean our school & our great reward in the end a clean & safe and healthy envirement and school.*

**Commentary**

In this response to the writing prompt, the writer begins with the position that cleaning up the environment is a good idea. This statement is followed by two suggestions—that there could be more trash cans and that everyone should help pick up trash. Another topic which is a description of the extent of the trash problem at school, and then the final sentence of the response reaffirms that cleaning up trash will have beneficial results.

This response offers several ideas related to the topic but fails to support these ideas with details or examples. In addition, the response lacks consistency of focus and fails to demonstrate a control of organization. The serious errors in the conventions of written English, particularly in sentence boundaries, interfere with the reader's understanding of the essay and result in a score of 1.



*Writing*

<b>Writing Task Number</b>	<b>Correct Answer</b>	<b>Standard</b>	<b>Year of Exam</b>
1	Written Response	10WA2.1	2003
2	Written Response	10WA2.2	2002
3	Written Response	10WA2.3	2001
4	Written Response	10WA2.4	2002