Read the passage. Then answer the questions that follow.

The Gift of the Flute

_a Brule Sioux legend_

_retold by Isabella Stroud_

1. Long ago, in the land of the Sioux, there was a time before the People had flutes. They had drums made of wood and animal hide, and rattles made of gourd; but they had no flutes, for they had never seen or heard one.

2. One day, a young hunter left his village to follow the fresh tracks of an elk. He carried with him a new wooden bow and a deerskin quiver holding arrows carved of wood, with fine feathers and flint stone arrowheads as sharp as glass. Into the mountains he followed the tracks of the elk, who remained always just out of sight, so that the hunter never caught a glimpse of him. The elk’s tracks led deep into a forest—where, as night fell, both they and the elk disappeared.

3. As darkness filled the woods, the moon did not rise, and the hunter was forced to admit that until daybreak he was lost. He ate a little of the wasna—dried meat, mixed with berries and fat—that he carried in his deerskin pouch, and followed the sound of water to a cold stream, from which he drank. Then he wrapped himself in his fur robe and tried to sleep. But the night sounds of the forest were ones of animals calling, and owls hooting, and trees groaning, and instead of sleeping the hunter lay wakefully listening. The more he listened, the more he heard, until he realized that he was hearing a sound he had never heard before. It was a sound of wind—though not only of wind—and it was strangely lovely, yet dry and mournful, like the whistle of a ghost. And it was somewhat frightening. With a shiver, the hunter gathered his robe closer about him and took a long, long time to fall asleep.

4. When the hunter awoke with the sun, he looked up and saw wagnuka, the redheaded woodpecker, on a branch of the tree under which he had slept. The bird flitted to another tree, and to another, each time looking back as if to say, “Follow!” Again the hunter heard the lovely, strange sound of the night before, and he took up his bow and quiver and followed the woodpecker from tree to tree through the forest, until the bird came to a great cedar. There it paused on one hollow, slender branch, and began hammering with its beak at holes it had pecked in the wood. When the wind entered the holes the woodpecker had carved, the branch whistled with the lovely, strange sound. “Kola—friend,” said the hunter to the woodpecker, “permit me to take this branch back to my people!”

5. So the hunter returned to his village with no elk meat, but instead with the first flute: a gift of the tree, of the wind, of the bird, and of one who had learned how to listen.
1. What causes the hunter to gather his robe around himself “with a shiver” at the end of paragraph 3?
   A. He is afraid of the dark night.
   B. He sees a large imposing animal.
   C. He is cold in the forest without a fire.
   D. He hears a beautiful yet disturbing sound.

2. The author begins the fourth paragraph with the words “When the hunter awoke with the sun”. How does this choice of words affect the tone of the story?
   A. The words further develop the frightening tone because the hunter is too scared to notice the sun.
   B. The words create a surprising tone because the reader expected the hunter to sleep into the afternoon.
   C. The words create a light tone to contrast with the mysterious tone of the previous paragraph.
   D. The words create a humorous tone because the hunter is now amused by his fear.

3. Read this sentence from the story.
   “Kola—friend,” said the hunter to the woodpecker, “permit me to take this branch back to my people!”

   What does this dialogue suggest about the character of the hunter?
   A. that he is respectful because he could take the branch without asking but chooses to ask anyway
   B. that he is greedy because he wants something that the woodpecker doesn’t want him to have
   C. that he is sneaky because he plans to steal the branch from the woodpecker while the woodpecker isn’t looking
   D. that he is weak because he has to ask permission from a tiny bird even though he is a grown man
4 A central theme of this story is that if people are not distracted by what they think they want, they can find unexpected surprises. Which sentence from the story best supports this theme?

A “Into the mountains he followed the tracks of the elk, who remained always just out of sight, so that the hunter never caught a glimpse of him.”

B “The more he listened, the more he heard, until he realized that he was hearing a sound he had never heard before.”

C “Again the hunter heard the lovely, strange sound of the night before, and he took up his bow and quiver and followed the woodpecker from tree to tree through the forest, until the bird came to a great cedar.”

D “So the hunter returned to his village with no elk meat, but instead with the first flute: a gift of the tree, of the wind, of the bird, and of one who had learned how to listen.”

5 In the story, the hunter is forced to stay in the woods overnight although he did not plan to do so. Which sentence from the story best supports this assertion?

A “One day, a young hunter left his village to follow the fresh tracks of an elk.”

B “Into the mountains he followed the tracks of the elk, who remained always just out of sight, so that the hunter never caught a glimpse of him.”

C “As darkness filled the woods, the moon did not rise, and the hunter was forced to admit that until daybreak he was lost.”

D “But the night sounds of the forest were ones of animals calling, and owls hooting, and trees groaning, and instead of sleeping the hunter lay wakefully listening.”

6 Which of these best summarizes the plot of this story?

A A Sioux hunter follows an elk into a forest. The elk stays too far ahead of him, so the hunter loses sight of the elk. The hunter decides to stay the night in the forest and look for the elk in the morning. When he wakes up, the hunter cannot find the elk. The hunter walks home and finds a flute on the way. He plays it for his people.

B A Sioux hunter follows an elk into a forest, and then night falls. Realizing it’s too dark to get home, he lies down and listens to the sounds of the forest. He hears an unusual sound, and in the morning, he follows it to find a woodpecker who makes a flute. With permission from the woodpecker, the hunter takes the gift to his people.

C A Sioux hunter foolishly follows an elk into the forest. He lies down to fall asleep but is kept awake all night by the sounds of animals and trees. He also hears an unusual sound which frightens him because he is a coward. When he wakes up in the morning, he sees a woodpecker putting holes in some trees. This gives him an idea to make a flute.

D A Sioux hunter follows an elk into a forest until it gets dark. Then, he stays the night in the forest but is too worried about finding the elk to get any sleep. He hears the wind, the trees, and the animals of the forest. All the noises are very loud and frighten the hunter. He is given a flute on the way home.
Read the passage. Then answer the questions that follow.

The Basques

by Cameron Watson, Faces

“Everyone who has visited the Basque Country longs to return; it is a blessed land.”

—Victor Hugo (1802–85), French poet and novelist

1 The Basques, who live in the rolling foothills and plains east of the Pyrenees Mountains, have been considered the mystery people of Europe for hundreds of years. That is partly because Basque history has rarely been written from the Basque point of view. It is also because the ancient origins of the Basques themselves are so old they have been lost over time. As a result, it is an ongoing struggle to keep the Basques’ heritage separate from that of their more well-known neighbors.

2 The Basques may be the sole survivors of Europe’s earliest modern humans—the Ice Age hunters who drifted across the continent 40,000 years ago. Evidence suggests that by the Neolithic period (around 5000 to 4000 b.c.) people resembling the Basques had settled in the area known today as Euskal Herria (the Basque Country). That may mean that the Basques had been living in their corner of the world for thousands of years when the Indo-European tribes invaded Europe in 2000 b.c. Those tribe members are the ancestors of most of Europe’s present-day people.

3 The Basques have preserved their unique language and culture for 4,000 years. They have been able to maintain their identity despite many obstacles. Their identity has survived repeated invasions of armies and the division of the Basque homeland when the border between France and Spain was created. Between the 7th and 11th centuries, the Basques were a minority in their own land. Invading groups, such as the Romans, Goths, and Franks controlled the land. However, the Basques still managed some independence by creating the Dukedom of Vasconia and the Kingdom of Navarre.

4 Between the 12th and 15th centuries, Christianity was becoming the dominant religion of the Iberian Peninsula. Also Spain was becoming a separate country made up of several different peoples. The Spanish rewarded the Basques for their loyalty by giving them certain rights known as fueros. At the same time, Basques had a government in place that centered on biltzarrak, or local popular assemblies. This form of government reflected the independent spirit of the Basques. The fueros were upheld by the Basque government.

5 However, Basque unity was split by the creation of the border between France and Spain in 1512. A new chapter in Basque history began. For the past 500 years, Basque history has been split between and become part of the histories of France and Spain.

6 In Iparralde (the northern Basque Country), Basque culture suffered under the stifling French government. French officials insisted there be one government and one language for the entire country. From the early 16th century through the modern era, Basques in Iparralde have been continually denied their own government and the use of their language.
In Hegoalde (the southern Basque Country), the fueros allowed Basques to be involved in the Spanish exploration of the New World, while holding on to their cultural identity. Because of their involvement in Spain’s voyages between the 16th and 18th centuries, the Basques earned a reputation for being skilled and valuable sailors, traders, soldiers, and explorers.

Christopher Columbus sailed on the Basque-owned Santa María with a predominantly Basque crew when he made his historic voyage of 1492. Juan de Elcano, the first sailor to circumnavigate the globe between 1519 and 1522, was a Basque. De Elcano finished the voyage after its original leader, Ferdinand Magellan, died in the Philippines.

Basques were also prominent in the development of Latin America. Perhaps the most famous land-based explorer of Basque descent was Juan de Oñate, who in 1601 traveled as far north as present-day Kansas. Later, he explored the Colorado River area (including what is today Arizona) to the Pacific coast at Baja California. It was also a man of Basque descent, Simón Bolívar, who rose up to challenge the Spanish Empire and lead the countries of Latin America to their independence in the early 18th century. Basques were thus central to the development of the New World and renowned for their strong and independent spirit.

Yet major changes were to take place in Hegoalde in the 19th century. After two civil wars, a new constitution in Spain removed the Basques’ regional rights. After 1876, Spanish officials promoted the Castilian language and lifestyle as the only true Spanish culture. Modern industry also appeared in the Basque country. The new industry attracted large numbers of non-Basque people from other parts of Spain. Many Basques feared the influx of Spanish people and ways would wipe out their culture. This Basque nationalism movement reached its most troubling point in the Spanish Civil War of 1936–39. This war is perhaps remembered most for Nazi German planes bombing the Basque city of Guernica. Spanish dictator Francisco Franco ordered the bombing.

Following the war, the Spanish government further suppressed Basque culture. The dictatorship, which lasted until 1975, prohibited all use of Euskara, the Basque language. Basques could not use their language in public or private. That meant Euskara could not be written in books or magazines or used in conversations. In school, Basque children were taught in Spanish and were forbidden to use Euskara. Furthermore, parents could not give their children Basque names, and any Basque words or names were removed from tombstones.

After 1975, Spain became a democracy and Basque culture survived Franco’s attempt to erase its existence. Today, the Basque Country remains politically divided not just between France and Spain but also within the Spanish state. The Basque Autonomous Community is made up of three of the four Spanish provinces—Nafarroa is not included. However, past triumphs have given the Basques confidence in the future. If you go to the Basque city of Bilbao today, you will see a modern, thriving metropolis with industry and major stores, a modern communication system, and world-famous cultural centers.
7 Which of the following states a central idea from the passage that is supported by the details in paragraph 3?

A The Basque homeland was split by the creation of France and Spain.
B The Basques were invaded by the Romans, Goths, and Franks.
C The Basques have maintained their culture and language despite many challenges.
D The Basques are a mysterious people, and little is known about their political history.

8 Read these sentences from the passage.

Following the war, the Spanish government further suppressed Basque culture. The dictatorship, which lasted until 1975, prohibited all use of Euskara, the Basque language. Basques could not use their language in public or private.

Based on the context clues, what does the word “suppressed” mean?

A put down with force
B provided help to
C strongly disliked
D caused to change

9 One idea in the passage is that the Basque people continue to face challenges. Which sentence from paragraph 12 most clearly develops this idea?

A “After 1975, Spain became a democracy and Basque culture survived Franco’s attempt to erase its existence.”
B “Today, the Basque Country remains politically divided not just between France and Spain but also within the Spanish state.”
C “However, past triumphs have given the Basques confidence in the future.”
D “If you go to the Basque city of Bilbao today, you will see a modern, thriving metropolis with industry and major stores, a modern communication system, and world-famous cultural centers.”
10 The author believes that the Basques have overcome tremendous difficulties but remain hopeful. Which sentence from the passage best supports this statement?

A “Christopher Columbus sailed on the Basque-owned Santa Maria with a predominantly Basque crew when he made his historic voyage of 1492.”

B “Between the 7th and 11th centuries, the Basques were a minority in their own land.”

C “This war is perhaps remembered most for Nazi German planes bombing the Basque city of Guernica.”

D “However, past triumphs have given the Basques confidence in the future.”

11 Which detail from the passage most strongly supports the idea that the Basques are an ancient people?

A The Basque history has rarely been written from their own perspective.

B The Basque people have preserved their culture and writing for over 4000 years.

C Indo-European tribes were ancestors of most of Europe’s present-day people.

D The Nazi government bombed Basque territory in the Spanish Civil War.
Which is the best summary of the passage?

A The ancient Basques live east of the Pyrenees Mountains. They have preserved their language and culture for thousands of years despite invasions and a division of their homeland, which has been part of France and Spain for 500 years. The Basques faced stifling rules under both French and Spanish governments. Today, although the Basque Country remains divided, the Basque people remain committed to their culture.

B The Basque are a mysterious people with an ancient culture, and their story has rarely been told from their perspective. They have been invaded by many peoples, including Romans, Goths, and Franks, and they were bombed by the Germans during the Spanish Civil War. The Spanish rewarded the Basques for their loyalty by giving them certain rights known as fueros.

C The Basques live in the rolling foothills east of the Pyrenees Mountains. They are an ancient people whose roots may be traced back to Europe’s earliest modern humans. Between the 7th and 11th centuries, they create the Dukedom of Vasconia and the Kingdom of Navarre. The northern part of Basque country became part of France, and the southern part became part of Spain.

D The Basque people have an ancient culture. Basque sailors traveled with Christopher Columbus to the new world. Basques were treated poorly by the French and Spanish governments. Basques were not allowed to speak their own language. In Spain, the Basques couldn’t use their language in schools or at home, and any words in their language were even deleted from their tombstones. They were bombed during the Spanish Civil War.
Read the passages. Then answer the questions that follow.

In 1985, a group of concerned citizens formed a committee called the Parents Music Resource Center. Representatives of the PMRC approached Congress to propose a system of labeling records containing content that they considered inappropriate or damaging to underage listeners. Some of their testimony is presented here.

Susan Baker and Tipper Gore Testimony

from Record labeling: hearing before the Committee on Commerce, Science, and Transportation, United States Senate, Ninety-ninth Congress, first session, on contents of music and the lyrics of records, September 19, 1985

1 Mrs. BAKER. . . . The Parents Music Resource Center was organized in May of this year by mothers of young children who are very concerned by the growing trend in music toward lyrics that are [inappropriate in nature].

2 Our primary purpose is to educate and inform parents about this alarming trend as well as to ask the industry to exercise self-restraint.

3 It is no secret that today’s rock music is a very important part of adolescence and teenagers’ lives. It always has been, and we don’t question their right to have their own music. We think that is important. They use it to identify and give expression to their feelings, their problems, their joys, sorrows, loves, and values. It wakes them up in the morning and it is in the background as they get dressed for school. It is played on the bus. It is listened to in the cafeteria during lunch. It is played as they do their homework. They even watch it on MTV now. It is danced to at parties, and puts them to sleep at night.

4 Because anything that we are exposed to that much has some influence on us, we believe that the music industry has a special responsibility as the message of songs goes from the suggestive to the blatantly explicit.

5 Our children are faced with so many choices today. What is available to them through the media is historically unique. The Robert Johnson study on teen environment states that young people themselves often feel that they have: One, too many choices to make: two, too few structured means for arriving at decisions: and three, too little help to get there.

6 We believe something can be done, and Tipper Gore will discuss the possible solution. Thank you.

7 Mrs. GORE. Thank you . . . .

8 We are asking the recording industry to voluntarily assist parents who are concerned by placing a warning label on music products inappropriate for younger children due to [inappropriate content].

9 The Parents Music Resource Center originally proposed a categorical rating system for explicit material. After many discussions with the record industry, we recognize some of the logistical and economic problems, and have adjusted our original suggestions accordingly. We now propose one generic warning label to inform consumers in the marketplace about lyric content. The labels would apply to all music.
10  We have asked the record companies to voluntarily label their own products and assume responsibility for making those judgments. We ask the record industry to appoint a one-time panel to recommend a uniform set of criteria which could serve as a policy guide for the individual companies. Those individual recording companies would then in good faith agree to adhere to this standard, and make decisions internally about which records should be labeled according to the industry criteria.

11  We have also asked that lyrics for labeled music products be available to the consumer before purchase in the marketplace. Now, it is important to clearly state what our proposal is not.

12  A voluntary labeling is not censorship. Censorship implies restricting access or suppressing content. This proposal does neither. Moreover, it involves no Government action. Voluntary labeling in no way infringes upon first amendment rights. Labeling is little more than truth in packaging, by now, a time honored principle in our free enterprise system, and without labeling, parental guidance is virtually impossible.

13  Most importantly, the committee should understand the Parents Music Resource Center is not advocating any Federal intervention or legislation whatsoever. The excesses that we are discussing were allowed to develop in the marketplace, and we believe the solutions to these excesses should come from the industry who has allowed them to develop and not from the Government.

14  The issue here is larger than [inappropriate lyrics]. It is one of ideas and ideal freedoms and responsibility in our society. Clearly, there is a tension here, and in a free society there always will be. We are simply asking that these corporate and artistic rights be exercised with responsibility, with sensitivity, and some measure of self-restraint, especially since young minds are at stake. We are talking about preteenagers and young teenagers having access to this material. That is our point of departure and our concern.
Many musicians disagreed with the goals of the PMRC, and voiced their concerns before Congress. The resulting hearings led to many memorable testimonies, such as this one by singer-songwriter John Denver.

**John Denver Testimony**

*from* Record labeling: hearing before the Committee on Commerce, Science, and Transportation, United States Senate, Ninety-ninth Congress, first session, on contents of music and the lyrics of records, September 19, 1985

1. I am here to address the issue of a possible rating system in the recording industry, labeling records where excesses of [inappropriate content] are included in the lyrics.

2. These hearings have been called to determine whether or not the Government should intervene to enforce this practice. Mr. Chairman, this would approach censorship. May I be very clear that I am strongly opposed to censorship of any kind in our society or anywhere else in the world.

3. I have had... encounters with this sort of censorship. My song “Rocky Mountain High” was banned from many radio stations... This was obviously done by people who had never seen or been to the Rocky Mountains and also had never experienced the elation, celebration of life, or the joy in living that one feels when he observes something as wondrous as the Perseides meteor shower on a moonless, cloudless night, when there are so many stars that you have a shadow from the starlight, and you are out camping with your friends, your best friends, and introducing them to one of nature's most spectacular light shows for the very first time.

4. Obviously, a clear case of misinterpretation. Mr. Chairman, what assurance have I that any national panel to review my music would make any better judgment?...

5. Discipline and self-restraint when practiced by an individual, a family, or a company is an effective way to deal with this issue. The same thing when forced on a people by their government or, worse, by a self-appointed watchdog of public morals, is suppression and will not be tolerated in a democratic society.

6. Mr. Chairman, the suppression of the people of a society begins in my mind with the censorship of the written or spoken word. It was so in Nazi Germany. It is so in many places today where those in power are afraid of the consequences of an informed and educated people.

7. In a mature, incredibly diverse society such as ours, the access to all perspectives of an issue becomes more and more important. Those things which in our experience are undesirable generally prove to be unfurthering and sooner or later become boring. That process cannot and should not be stifled.

8. On the other hand, that which is denied becomes that which is most interesting. That which is hidden — excuse me. That which is denied becomes that which is most desired, and that which is hidden becomes that which is most interesting. Consequently, a great deal of time and energy is spent trying to get at what is being kept from you. Our children, our people, our society and the world cannot afford this waste.

9. It was my pleasure to meet with radio programmers and broadcasters from all over the country this past week in Dallas. They expressed their concern about this issue and the direction in which it seemed to be going. They also expressed their willingness to practice the discipline and self-restraint that I mentioned earlier, especially when they were given direction by their listeners. I believe this to be true, because they are in the business to please their listening audience.
I would like to acknowledge the PMRC for bringing this issue to the attention of not only our industry, but our Government and our people. It is obvious that we are dealing with a real problem which warrants our concern. I would like to point out, however, that we address ourselves not to the problem, but to the symptoms.

I suggest that explicit lyrics and graphic videos are not so far removed from what is seen on television every day and night, whether it be in the soap operas or on the news . . .

In my experience, sir, all over the world one of the most interesting things about the music that young people are listening to is it gives us as adults a very clear insight as to what is going on in their minds. We can know what they are thinking by listening to the music that they surround themselves with.

They do not see things getting better economically. They do not see things getting better for the small businessman, for the small farmer. They do not see a future for themselves. . . . We can turn this around, sir. We can address the reality of a problem and not deal with just the symptoms, and create not only a better world for our children but for ourselves and all of humanity.

What tone does Mrs. Baker introduce through her use of words such as “concerned” and “alarming” in paragraphs 1 and 2 of her testimony?

A a heavy, fearful tone
B a light, happy tone
C a mocking, sarcastic tone
D a serious, solemn tone

How do Mrs. Baker and Mrs. Gore address the potential criticisms of their proposal?

A by pointing out that rock music is important to teenagers
B by suggesting a categorical rating system for explicit material
C by limiting the types of music that the labels would apply to
D by stressing that they are not calling for any government action
15 Read these sentences from paragraph 4 of Susan Baker’s testimony.

We are talking about preteenagers and young teenagers having access to this material. That is our point of departure and our concern.

What does Mrs. Gore mean when she says “that is our point of departure”?

A Mrs. Gore is saying that the problem starts with children being exposed to explicit lyrics in music.

B Mrs. Gore is saying that children accessing this material is the point on which she and the committee disagree.

C Mrs. Gore is saying that it is the time for the government to take action against inappropriate content.

D Mrs. Gore is saying that the negative influence of certain lyrics will soon take flight and become worse.

16 Reread paragraph 12 in the testimony made by Mrs. Baker and Mrs. Gore. Which of the following sentences from the testimony best conveys the paragraph’s key concept?

A “A voluntary labeling is not censorship.”

B “Censorship implies restricting access or suppressing content.”

C “Moreover, it involves no Government action.”

D “Labeling is little more than truth in packaging . . .”

17 Mrs. Baker’s and Mrs. Gore’s main claim is that a warning label is needed on music containing inappropriate lyrics. Which sentence from the passage best supports this statement?

A “It is no secret that today’s rock music is a very important part of adolescence and teenagers’ lives.”

B “The Robert Johnson study on teen environment states that young people themselves often feel that they have: One, too many choices to make: two, too few structured means for arriving at decisions: and three, too little help to get there.”

C “Those individual recording companies would then in good faith agree to adhere to this standard, and make decisions internally about which records should be labeled according to the industry criteria.”

D “Clearly, there is a tension here, and in a free society there always will be.”
18 Which of the following points from the passage is least effective in supporting the problem that Mrs. Baker and Mrs. Gore discuss?

A Teenagers play music while doing their homework.
B Modern children have a lot of difficult choices to make.
C Music influences people when we listen to it all the time.
D Children do not have enough help in making their decisions.

19 Read this sentence from paragraph 5 of John Denver’s testimony.

The same thing when forced on a people by their government or, worse, by a self-appointed watchdog of public morals, is suppression and will not be tolerated in a democratic society.

What feeling is suggested by the phrase “self-appointed watchdog of public morals”?

A sadness
B caution
C anger
D indifference

20 John Denver believes that censorship is unethical. Which sentence from his testimony best supports this statement?

A “These hearings have been called to determine whether or not the Government should intervene to enforce this practice.”
B “Discipline and self-restraint when practiced by an individual, a family, or a company is an effective way to deal with this issue.”
C “The same thing when forced on a people by their government or, worse, by a self-appointed watchdog of public morals, is suppression and will not be tolerated in a democratic society.”
D “They also expressed their willingness to practice the discipline and self-restraint that I mentioned earlier, especially when they were given direction by their listeners.”
21. Which detail from John Denver’s testimony is least relevant to the point he makes about censorship?

A. His song was banned by people who never saw the Rocky Mountains or the Perseides meteor shower.

B. He believes the suppression of people starts when their written or spoken words are suppressed.

C. Nazi Germany is an example of a society in which censorship was the first step in suppressing people.

D. Those in power often fear what would happen if their people were educated and informed citizens.

22. Which of the following points best supports the inference that John Denver believes limiting the music children listen to would end up doing more harm than good?

A. Limiting people’s access to music reduces creativity.

B. Television still gives children access to similar content.

C. Adults would not have any insight into children’s minds.

D. People tend to desire things that are denied to them.

23. How does John Denver address those who disagree with him in his testimony?

A. by stating that his opponents are wrong for trying to censor music and explaining why doing so is against the Constitution

B. by agreeing that there is a real problem, but pointing out that his opponents are just focusing on the symptoms

C. by admitting that the idea of labeling records containing explicit material is a good idea if done correctly

D. by suggesting that they come up with a compromise in which only some artists’ music receives warning labels
24 How does paragraph 12 of John Denver’s testimony contribute to the development of the text’s central idea?

A   by explaining that music is more interesting to most adults than television shows
B   by illustrating that censorship has a negative effect on both young and old citizens
C   by encouraging parents to listen to their children’s music before banning it
D   by pointing out that music can actually help people understand their children

25 How do the speakers in the two testimonies approach the idea of self-restraint differently?

A   Mrs. Baker and Mrs. Gore encourage the music industry to exercise voluntary self-restraint, while John Denver warns that self-restraint can sometimes border on censorship.
B   Mrs. Baker and Mrs. Gore ask the government to enforce self-restraint at radio stations, whereas John Denver requests self-restraint at recording studios and record companies.
C   Mrs. Baker and Mrs. Gore believe that children should practice self-restraint when selecting their music, but John Denver feels that parents should exercise this restraint.
D   Mrs. Baker and Mrs. Gore feel that getting the industry to use self-restraint is the key to positively influencing young people, while John Denver wants the government to practice self-restraint.

26 Which best describes the main points on which Mrs. Baker, Mrs. Gore, and John Denver disagree?

A   Mrs. Baker and Mrs. Gore believe that the problem stems from children having access to inappropriate music, whereas John Denver feels that the problem actually relates to children’s view of the world.
B   Mrs. Baker and Mrs. Gore think that the problem relates to parents failing to censor their children’s music, but John Denver believes that censorship is the true problem and can cause a great deal of harm.
C   Mrs. Baker and Mrs. Gore feel that the problem is being caused by the government’s lack of involvement, while John Denver thinks that the government is too involved in screening music content.
D   Mrs. Baker and Mrs. Gore argue that the problem results from record companies not being capable of judging what content is inappropriate, but John Denver feels the problem is only partly caused by this.
This is a rough draft of a report. It has some mistakes. Read the report. Then answer the questions that follow.

**What Is Forensic Science?**

According to the dictionary, *forensic* means “according to legal proceedings,” which sounds pretty dull. According to what you see on television, forensics is an exciting branch of police work where extremely good-looking people solve crimes by looking at grains of sand under microscopes. What, really, is forensics?

Forensic science is the use of science, including anthropology, chemistry, biology, fingerprints, and pathology (among others), to help the legal system to determine a suspect’s innocence or guilt. Forensic science is based on the belief that people at the scene of a crime will almost always leave something behind and take something away. What they leave could be fingerprints, hairs, or footprints, for example; what they take away could be sand, blood, or a staple of TV shows gunshot residue.

To find out about real-world forensics, I spoke with Dr. James Fuller at the County Crime Lab. Quite a bit of interesting scientific equipment was seen as he gave me a tour of the lab. I asked Dr. Fuller how his lab is different from the ones shown on television. He replied, “The TV crime shows have all the most up-to-date equipment—including many
devices no crime lab anywhere would have—and which we certainly don’t have here.” Dr. Fuller explained that he has to send things out to other labs, so he might wait weeks to get the results TV shows get in minutes. He also noted another big difference between his lab and the ones on TV: “We are scientists first—not police officers.”

But what does it take to be a real forensic scientist? That could depend on what branch of forensics you are interested in. There are lots of different jobs that fall under the forensic umbrella. You could be a forensic chemist who analyzes chemical evidence, such as paint chips or ashes from a fire. You could be a forensic artist, creating drawings or sculptures that help identify a suspect or a victim. You could be a crime scene investigator and inspect crime scenes for evidence. A forensic anthropologist examines bones to help identify bodies.

While forensic scientists may have different jobs and have had different education and training, they share certain qualities. Forensic scientists must be scrupulously honest, letting the evidence speak and not their own prejudices and opinions. A forensic scientist should also be methodical and willing to pay attention to details. If you are looking for an interesting career, you might consider pursuing one in forensic science.
27 Read this sentence from the report.

What they leave could be fingerprints, hairs, or footprints, for example; what they take away could be sand, blood, or a staple of TV shows gunshot residue.

Which of the following should replace the underlined part to make the punctuation in the sentence correct?

A or a staple, of TV shows, gunshot
B or a staple of TV shows; gunshot
C or—a staple of TV shows—gunshot
D or, a staple of TV shows … gunshot

28 Read this sentence from the report.

Quite a bit of interesting scientific equipment was seen as he gave me a tour of the lab.

Which revision corrects an inappropriate shift in verb voice?

A I saw quite a bit of interesting scientific equipment as he gave me a tour of the lab.
B Quite a bit of interesting scientific equipment had been seen as he gave me a tour of the lab.
C I saw quite a bit of interesting scientific equipment as a tour of the lab was given by him.
D Quite a bit of interesting scientific equipment was seen as he was giving me a tour of the lab.
29 Read this sentence from the report.

He replied, “The TV crime shows have all the most up-to-date equipment—including many
devices no crime lab anywhere would have—and which we certainly don’t have here.”

Which of the following shows how the writer could correctly shorten the quotation?

A  He replied, “The TV crime shows have all the most up-to-date equipment: which we
certainly don’t have here.”
B  He replied, “The TV crime shows have all the most up-to-date equipment—which we
certainly don’t have here.”
C  He replied, “The TV crime shows have all the most up-to-date equipment which we
certainly . . . don’t have here.”
D  He replied, “The TV crime shows have all the most up-to-date equipment . . . which we
certainly don’t have here.”

30 Read this sentence from the report.

You could be a forensic artist, creating drawings or sculptures that help identify a suspect or
a victim.

What kind of phrase is the underlined phrase, and how is it used in the sentence?

A  an infinitive phrase used as an adverb
B  a participial phrase used as an adjective
C  a gerund phrase used as the direct object
D  a gerund phrase used as the subject
Read this sentence from the report.

A forensic anthropologist examines bones to help identify bodies.

Which of the following sentences contains the same ideas as the sentence above, but written in the passive voice?

A. A forensic anthropologist is the person who examines bones to help identify bodies.
B. Bones are examined by a forensic anthropologist to help identify bodies.
C. To help identify bodies, a forensic anthropologist will examine bones.
D. Helping to identify bodies, a forensic anthropologist does an examination of bones.

Read this sentence from the report.

If you are looking for an interesting career, you might consider pursuing one in forensic science.

Which of the following changes the sentence from the conditional to the imperative mood?

A. Why don’t you consider forensic science when looking for an interesting career to pursue?
B. You should consider forensic science when looking for an interesting career to pursue.
C. Consider forensic science when looking for an interesting career to pursue.
D. An interesting career in forensic science is something you should consider pursuing.
Read the passage. Then answer the questions that follow.

**Organic Foods: Yum or Yuck?**

*by Mary Cerny, Current Health*

1. Eating organic is an everyday thing for Hannah Lazarté, 15, and many of her friends in Blacksburg, Va. Whether at home or out, Hannah might have an organic veggie burger or indulge in some organic chocolate. She also loves Annie's Homegrown organic macaroni and cheese and prefers fruits and vegetables from local farmers’ markets.

2. Like Hannah, much of what Robert Alfredson, a 12-year-old from Raleigh, N.C., eats, drinks, and snacks on is organic. At first, Robert admits, he had to eat organic foods after his dad decided to replace nonorganic (also known as “conventional”) foods in his home with organic options. But now Robert especially loves organic four-bean enchiladas.

3. If it seems that you’re seeing or hearing more about organic food, it’s not just your imagination. Nearly 75 percent of all grocery stores carry some organic products. National chains such as Wal-Mart have launched their own organic food lines. Another company, Whole Foods, even has a “Whole Kids Organic” line. The reasons people eat organic foods are varied, but many believe that the foods are fresher and healthier.

4. So what makes a food organic, anyway?

5. Basically, organic foods are grown without chemicals and drugs. Conventional foods are grown using certain kinds of chemicals and drugs to keep insects off produce (fruits, vegetables, and grains) and to make produce and animals grow larger.

6. “The biggest benefit of buying or eating organic food,” says Gail Feenstra, a nutritionist at the University of California, Davis, “is that you’re supporting a healthier, cleaner environment.”

7. Organic products have to be checked out by a government inspector, who makes sure that farmers meet rules created by the U.S. Department of Agriculture’s National Organic Program. Those rules include proof that the food or product was made without pesticides (chemicals used to kill plant and animal pests) and artificial treatments. For example, farm animals must eat natural foods and be able to spend time outdoors. They also cannot be given antibiotics or hormones to make them grow larger.

8. You might be surprised to learn, however, that scientists don’t know whether it’s better for people to eat organic foods. “There is no clear evidence one way or the other that organic foods have greater nutritional value than nonorganic foods,” says Feenstra. It’s also not clear whether the amounts of pesticides found on foods can harm a person’s health, although being exposed to high levels of pesticides can cause serious problems. Those include dizziness, nausea, blurred vision, breathing difficulties, and even memory loss.

9. So should you be worried about pesticides? There’s not just one answer. Kids who eat conventional foods have five to seven times higher levels of pesticides in their bodies than kids who eat organic foods, according to a study by the University of Washington. However, the amounts of pesticides in most conventional foods are considered safe, according to one report by the Environmental Protection Agency.
Robert thinks there’s a huge difference between organic and nonorganic. “Organic fruits and veggies might have a few imperfections on the outside,” says Robert, “but the difference in taste is gigantic!” But, he admits, “more natural food might not taste as good at first if you’re not used to it.” While there’s no proof that organic foods taste better than conventional foods, fresh foods usually taste better than foods that aren’t as fresh. And locally grown fruits and vegetables, whether organic or not, are usually the freshest.

One of the best things you can do is eat a variety of nutritious foods, organic or conventional. “It’s definitely … important to eat lots of fruits and vegetables,” says Cynthia Curl, a scientist at an environmental and health research company in Seattle. So don’t let concerns about pesticides stop you from eating those foods. It’s always a good idea to thoroughly wash all foods before eating them.

If you like the idea of organic foods but aren’t sure where to start, remember that even small changes can make a difference. As Hannah says, “Sometimes little decisions about what you eat can have a big effect on everything else, like your health or the environment.”

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33 Read the following sentence and the dictionary entry for the word “launch.”

National chains such as Wal-Mart have launched their own organic food lines.

launch (v) 1. to throw forward 2. to set afloat 3. to start or set into motion 4. to load into a computer’s memory and run

Which definition best fits the meaning of “launched” in the passage?

A definition 1  
B definition 2  
C definition 3  
D definition 4

34 How does the text make a connection between Hannah Lazarté and Robert Alfredson?

A by describing how both shop at farmers’ markets  
B by stating that both mainly eat organic foods  
C by noting that both live in North Carolina  
D by telling how both enjoy veggie burgers
35 Read this sentence.

You might be surprised to learn, however, that scientists don’t know whether it’s better for people to eat organic food.

Which synonym of “surprised” best captures the unpleasant connotation of “surprised” as it is used in this sentence?

A amazed
B shocked
C alarmed
D dazed

36 Which of the following details from the passage best supports the idea that organic foods are becoming increasingly popular options?

A Organic farms have to be checked out by a government inspector.
B Families like Robert’s have replaced conventional foods with organic ones.
C Organic foods can be found in about 75 percent of all grocery stores.
D Fruits and vegetables that are locally grown are usually the freshest products.

37 What distinction does the author make between organic foods and conventional, or nonorganic, foods?

A Organic foods are not grown using any chemicals, whereas conventional foods are grown using chemicals and drugs.
B Organic foods are linked to dizziness and nausea, but conventional foods do not cause any known health problems.
C Organic foods have been proven to hold a greater nutritional value and are better for people than conventional foods.
D Organic foods are guaranteed to have a fresher, bolder taste when compared to most conventional foods.
38 Which detail from the text is the strongest piece of evidence in support of the claim that organic foods are safer for people than conventional foods?

A Chemicals and drugs are often used when growing conventional foods to increase the size of produce and animals.

B Government inspectors make sure that organic foods and products are made without pesticides and artificial treatments.

C Kids who eat conventional foods have higher levels of pesticides in their bodies than those who eat organic products.

D The Environmental Protection Agency has reported that the amount of pesticides in most foods is not harmful.

39 Based on the information presented in this text, why did the author most likely choose to write about organic foods?

A to persuade shoppers to start buying more organic products such as chocolate and enchiladas

B to make the argument that organic produce is healthier than conventional fruits and vegetables

C to entertain readers by describing the personal experiences of two teenagers who eat organic foods

D to inform people about what makes foods organic and why some people prefer these products
Read the passage. Then answer the questions that follow.

**Fighting the Factory: The Arts and Crafts Movement**

*by Jerome McDonald*

1. Plain, functional furniture. Simple woven rugs. Decorative hand-made wall hangings inspired by nature. Hand-made jewelry. These were just some of the objects produced and purchased by those who supported the Arts and Crafts Movement, a back-to-basics style that first emerged in Britain during the latter half of the nineteenth century.

2. The Arts and Crafts movement was about much more than just eye-catching objects inspired by the simple country life. It was based on ideals, and fueled by the dissatisfaction of many of Britain’s citizens. A dresser executed in the Arts and Crafts style was suddenly no longer just a dresser. It was a symbol of the beliefs of both the maker and the buyer.

**The Arts and Crafts Movement: Understanding The Times**

3. Looking at the historical context of the Arts and Crafts Movement is vital to understanding its deeper meaning. At the time, Britain was becoming very industrialized. Many people moved from small rural communities to large cities. In these urban areas, factory work was a way of life. The practice of mass production was catching on. As a result, there was a dramatic shift in how many objects were produced.

4. A description of furniture making before and after industrialization provides a good illustration of the extent of the change. Before industrialization, craftspeople spent years perfecting their technique. They knew how to create a certain object from start to finish. They would gather the wood or other materials they needed. They would use tools to cut and shape these materials into individual pieces, and then assemble them. Finally, they would add any finishing touches. This might involve applying wood stain or adding some decorative metal accents. The final result was a truly one-of-kind creation of the highest quality.

5. As Britain became more industrialized, furniture was often made in factories using a principle called division of labor. Each worker would be responsible for a tiny part of the production process. One person might just screw on legs or only apply paint. They did this hour after hour, day after day. Little skill was needed. Many virtually identical pieces were produced very quickly.

**The Philosophy Behind Arts and Crafts**

6. Those who helped found the Arts and Crafts Movement also developed its underlying philosophy. Ideas behind the movement included the notion that craftspeople should get a deep satisfaction and pleasure from their work. This could not be achieved by dividing the production process into small tasks to be performed separately by many individuals. Rather, it required a “master craftsman” who had honed the skill and talent needed to be personally invested in and responsible for the final product. Some—but by no means all—supporters of this movement were also against the use of any machinery during the production process.

**The Hallmarks of Arts and Crafts Design**

7. The Arts and Crafts Movement did not have a set of rigid rules. However, pieces produced in this style did share some basic characteristics. They were made using traditional techniques developed by craftspeople in their “workshops in the country.” Using materials in their natural form was also an important aspect of the
Arts and Crafts Movement. For instance, the wood used to make a dresser might be stained to embellish its grain, but it would likely not be completely covered with paint. Simple shapes were used in the creation of pieces, and designs were often inspired by plants, flowers, and other objects found in nature. Overall, designs could be accurately described as simple and plain, but this also gave Arts and Crafts works their rustic charm.

**The Legacy of The Arts and Crafts Movement**

The principles of Britain’s Arts and Crafts Movement played a part in the development of similar styles and movements in other parts of Europe and the United States. Clearly, though, the Arts and Crafts Movement did not succeed in halting the trend toward mass production, either in Europe or elsewhere. Walk into any furniture store today and you will see shelves containing dozens of identical lamps and vases, as well as tables put together piece by piece, screw by screw, on factory assembly lines.

As a final note, it’s important to keep in mind that the goods currently sold by large department stores and national chains don’t tell the entire story. There are many exhibitions, shows, and local markets where the spirit of the Arts and Crafts Movement is alive and well. Craftspeople and artists can still be found selling pottery, jewelry, and other decorative objects made the old-fashioned way. As long as there are talented and dedicated people out there willing to part with their unique, high quality, handmade creations, the legacy of the Arts and Crafts Movement will live on.

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Which of the phrases from the passage best helps the reader understand the meaning of the word “rustic”?

A. “rigid rules”  
B. “simple and plain”  
C. “played a part”  
D. “did not succeed”

Which statement best expresses a major difference between Arts and Crafts creations and products of the industrial movement?

A. Arts and Crafts pieces refer to a simple existence, while industrial works suggest life in the city.  
B. Arts and Crafts pieces derive from a single mind, while industrial works allow for the ideas of many workers.  
C. Arts and Crafts works are generally unique, while industrial pieces are uniform in appearance.  
D. Arts and Crafts works are assembled all at once, while industrial pieces take many steps.
42. Which of the following illustrates an important distinction between the Arts and Crafts and industrial movements?

A. Arts and Crafts work was driven by a personal philosophy, while industrial work was about efficiency of labor.

B. The industrial movement invested in the value of the individual, while Arts and Crafts followers saw little use in the distinct talents of craftspeople.

C. Arts and Crafts methods necessarily create interesting pieces, while it is impossible for industrially produced works to be pleasing.

D. Modern stores reflect a public acceptance of industrial work, while Arts and Crafts lives on only in the spirit of its ideas.

43. Which paragraph develops the idea that building furniture should require more than just physical skill?

A. the fifth

B. the second

C. the fourth

D. the sixth

44. Which of the following sentences should be included in a summary of this passage?

A. Arts and Crafts designs were motivated by a love for precisely copying natural forms.

B. The problem with industrial production is more with how it treats people, and less about its methods.

C. In a sad turn of events, furniture stores today almost never feature uniquely crafted items.

D. The Arts and Crafts movement still has followers in certain corners of the modern world.
Read the poem and the story. Then answer the questions that follow.

The legend of John Henry originated in the late 1800s, during the construction of a system of railroads in the United States. Scholars disagree about the actual origin of the legend, but most agree that, although the details have been exaggerated, the legend may contain some seeds of truth.

The Ballad of John Henry

*an American folk song*

*from The Century, November 1896–April 1897*

When John Henry was a little tiny baby
Sitting on his mama’s knee,
He picked up a hammer and a little piece of steel
Saying, “Hammer’s going to be the death of me, Lord, Lord,
Hammer’s going to be the death of me.”

John Henry was a man just six feet high,
Nearly two feet and a half across his breast.
He’d hammer with a nine-pound hammer all day
And never get tired and want to rest, Lord, Lord,
And never get tired and want to rest.

John Henry went up on the mountain
And he looked one eye straight up its side.
The mountain was so tall and John Henry was so small,
He laid down his hammer and he cried, “Lord, Lord,”
He laid down his hammer and he cried.

John Henry said to his captain,
“Captain, you go to town,
Bring me back a twelve-pound hammer, please,
And I’ll beat that steam drill down, Lord, Lord,
I’ll beat that steam drill down.”

The captain said to John Henry,
“I believe this mountain’s sinking in.”
But John Henry said, “Captain, just you stand aside—
It’s nothing but my hammer catching wind, Lord, Lord,
It’s nothing but my hammer catching wind.”

John Henry said to his shaker,
“Shaker, boy, you better start to pray,
‘Cause if my twelve-pound hammer miss that little piece of steel,
Tomorrow’ll be your burying day, Lord, Lord,
Tomorrow’ll be your burying day.”
John Henry said to his captain,
“A man is nothing but a man,
But before I let your steam drill beat me down,
I’d die with a hammer in my hand, Lord, Lord,
I’d die with a hammer in my hand.”

The man that invented the steam drill,
He figured he was mighty high and fine,
But John Henry sunk the steel down fourteen feet
While the steam drill only made nine, Lord, Lord,

John Henry hammered on the right-hand side.
Steam drill kept driving on the left.
John Henry beat that steam drill down.
But he hammered his poor heart to death, Lord, Lord,

Well, they carried John Henry down the tunnel
And they laid his body in the sand.
Now every woman riding on a C and O train Says,
“There lies my steel-driving man, Lord, Lord,
There lies my steel-driving man.”
John Henry: Man vs. Machine
by Robert San Souci, Faces

1. Folks say lightning flashed and the whole state of Virginia shook the night John Henry was born to Preacher Henry and his wife. The same folks say he weighed 44 pounds at birth.

2. Even as a baby, John loved hammering things. By age 10, he could hammer down fence posts like a grown man. At 18, he was more than six feet tall, weighed about 200 pounds, and was strong as a locomotive. When working on the family’s small farm, he would hear a distant train whistle and say, “Someday, I’m gonna be a steel driver for the railroad.”

3. So he went to West Virginia and signed on with the Chesapeake & Ohio — called the C&O — railroad crew, working on the Big Bend Tunnel. One and a quarter miles long, it would cut through a mountain and become the longest railroad tunnel in America.

4. John Henry was hired as a “driver,” who hammered a steel drill into the rock to make an opening for blasting powder. His every blow drove the drill an inch deeper into solid rock. The work was hard and the days were hot, but John loved the idea that his hammering was helping make a tunnel through which trains would soon roar. His boss boasted, “He’s my finest driver. I’d match him against any man.”

5. Though tough, John had a tender heart and fell in love with Lucy, who worked as a maid. She was short to his tall, coffee and cream to his ebony — but while she seemed soft, she was a steel-driving woman from a family of railroad workers. She could lay down rails second only to John Henry, if she had a mind to. They were soon married, and lived in one of the little wooden shanties that housed the railroad workers. The whole crew turned out for the wedding. They bought John a new 20-pound hammer and gave Lucy a flapjack turner big enough to flip hotcakes the size of wagon wheels.

The Iron Monster

6. Word reached the tunneling crew that the owners of the C&O railroad were thinking of buying a newly invented steam drill to replace many workers.

7. John Henry and the other men laughed and called it “the iron monster.”

8. But the drill’s inventor insisted, “My machine will drill a hole faster than any 10 men!” Then John began to worry that he might lose his job and his and Lucy’s dream of buying a farm. And it bothered him to think that folks would say the tunnel was dug by a machine, not a good, honest man’s work.

9. So John went to his boss and said, “You tell everyone, I’ve got a man who can swing two 20-pound hammers. He’ll beat that steam drill down and prove that a man is better than any iron monster.’ But you gotta promise, if I win, you’ll keep all the men working until the Big Bend Tunnel is finished.”

10. The boss agreed to a 30-minute contest. If the machine outdrilled John Henry, the C&O would buy it and fire the workers. But if John Henry won, they would pay him $100, and he and the other men could keep their jobs.
Lucy was worried, and tried to get him to give up his plan. But John kissed her and said, “The men are countin’ on me. And with that money, we can buy our farm. Besides, a man ain’t nothin’ but a man. I gotta prove that no machine can drill better than a sledgehammer and steel in an honest man’s hand.”

**The Contest**

The next day, the man-giant and the steam drill lined up side by side, near the end of the tunnel, while a big crowd gathered inside.

The boss dropped his flag and the contest began.

At first the steam-powered drill pulled ahead.

But this only made John Henry slam his hammer down faster. By the time the contest was halfway over, John Henry’s spikes were biting just as deep as the machine’s, while the men cheered.

Soon John’s 20-pounders rose and fell so fast they were almost invisible. The sweat poured down his face, and he grunted as he strained to lift his hammers. Still John slammed away. And he smiled when he saw the steam drill begin to overheat and shake.

John pulled farther ahead. His muscles were aching and the rock seemed to grow harder, but this only made him pound more forcefully. Just before the boss yelled, “Time!,” the mechanical spike driver shook and wheezed and ground to a halt.

But John Henry could not slow down at first. He drove his spike several inches deeper, then suddenly fell to the ground. The men carried him out of the tunnel and laid him with his head in Lucy’s lap.

“Lucy,” he gasped. “Did I beat that steam drill?”

“You did,” she said, her tears falling like cool rain on his burning face.

“Oh, Lucy, I hear a roarin’ in my head, like a locomotive rushin’ down the tracks,” John said. Then his soul boarded the train that only he could see.

While John Henry died that hot July day, his story became a part of railroad legend. Wherever a train speeds over the tracks, some part of John Henry rides the rails with it.
45 Read these lines from “The Ballad of John Henry.”

But John Henry said, “Captain, just you stand aside—
It’s nothing but my hammer catching wind, Lord, Lord,
It’s nothing but my hammer catching wind.”

Why does the author use the metaphor of John Henry’s hammer “catching wind”?
A to call to mind a cooling breeze
B to give the reader a mental image of the hammer
C to suggest the pace of John Henry’s hammering
D to help the reader imagine the coolness of the metal hammer

46 Which stanza from “The Ballad of John Henry” best illustrates the idea that beating the steel drill is John Henry’s destiny?
A the first
B the sixth
C the eighth
D the ninth

47 Read the following stanza from “The Ballad of John Henry.”

John Henry said to his shaker,
“Shaker, boy, you better start to pray,
‘Cause if my twelve-pound hammer miss that little piece of steel,
Tomorrow’ll be your burying day, Lord, Lord,
Tomorrow’ll be your burying day.”

Based on the stanza, what does the word “shaker” mean?
A A container used for holding loose items
B A person whose job is to hold a tool
C A machine that drives steel nails
D A person who is shivering uncontrollably
48. What is an important theme of “The Ballad of John Henry”?
   A. People should not try to do work that can be done by machines.
   B. The human spirit is stronger than any machine.
   C. Inner strength is more important than outer strength.
   D. Remarkable people are unaware of the qualities that make them great.

49. In “The Ballad of John Henry,” John Henry twice mentions a connection between his hammer and his death before he battles the steam drill. What effect does this have on the reader?
   A. It confuses the reader, because the reader does not know whether his word is trustworthy or not.
   B. It lessens the suspense for the reader by revealing exactly what will happen to John Henry.
   C. It annoys the reader, because the reader thinks John Henry should have been able to avoid his death.
   D. It gives the reader an anxious feeling by making John Henry's downfall seem fated from the beginning.

50. Which of the following descriptions of heroes in some classic stories is most like the character of John Henry in “The Ballad of John Henry”?
   A. He grows up being trained to confront an enemy and is hesitant as an adult, but knows there is no one who can take his place.
   B. He travels far away from home to take on a seemingly unbeatable foe, saving his people from harm.
   C. He takes on a seemingly impossible task, completes it using every bit of his strength, and dies at the end.
   D. He comes from humble beginnings, but through a twist of fate his life changes and he finds his true calling.

Go On
51 Read this line from "John Henry: Man vs. Machine."

“But you gotta promise, if I win, you’ll keep all the men working until the Big Bend Tunnel is finished.”

What does this sentence reveal about John Henry’s character?
A  He wants to show that he is stronger than any machine.
B  He cares deeply about his fellow workers.
C  He thinks his boss is probably a dishonest man.
D  He wants the tunnel finished more than anything else.

52 Which quotation from “John Henry: Man vs. Machine” shows that the story is probably exaggerated, if not altogether made-up?
A  “One and a quarter miles long, it would cut through a mountain and become the longest railroad tunnel in America.”
B  “They bought John a new 20-pound hammer and gave Lucy a flapjack turner big enough to flip hotcakes the size of wagon wheels.”
C  “But you gotta promise, if I win, you’ll keep all the men working until the Big Bend Tunnel is finished.”
D  “The next day, the man-giant and the steam drill lined up side by side, near the end of the tunnel, while a big crowd gathered inside.”

53 In “John Henry: Man vs. Machine,” which major theme of the story is expressed through the final events between John Henry and the machine?
A  Machines, though fast, lack the heart and dedication that people have.
B  Men and women, though different, should be treated as equals.
C  People can do twice as much work as a machine without needing repair.
D  No matter what the situation, give everything you have to win.
The narrator of “John Henry: Man vs. Machine” does not tell the reader Lucy’s feelings during and after the contest. What effect does this have on the reader’s experience?

A. It allows the image of Lucy’s falling tears to show us how intensely she feels.
B. It creates a tense feeling that is not resolved even when the story has ended.
C. It frustrates the reader’s need to know Lucy’s reaction to John Henry’s death.
D. It shows how both Lucy and John Henry will be a part of railroad myths forever.

“John Henry: Man vs. Machine” shares a theme with which of the following myths?

A. Like Achilles, who perished because of his one small weakness, John Henry died because he didn’t truly know himself.
B. Like Icarus, who flew too close to the sun and fell to his death, John Henry died because his pride was too strong.
C. Like David, who defeated the giant Goliath, John Henry learned that being big does not mean being unbeatable.
D. Like Theseus, who cleverly found his way out of the Labyrinth, John Henry understood that brains beat strength.

In the classic myth of “Beowulf,” a great hero decides to save the lives of others by fighting a dragon alone, dying in the process. “Beowulf” was written over a thousand years ago. How do the events of “John Henry: Man vs. Machine” update the material in “Beowulf”?

A. Like Beowulf, John Henry is a lonely hero who struggles against an evil machine to save the world, but John Henry dresses in more modern clothing.
B. Like Beowulf, John Henry’s story happened exactly as it is told, but John Henry’s story has only been told for hundreds, not thousands, of years.
C. Like Beowulf, John Henry defeats an enemy, but John Henry saves the jobs of his crew on a railroad, which did not exist when Beowulf was written.
D. Like Beowulf, John Henry defeats a steam drill that resembles a dragon, but instead of swords, John Henry swings hammers.
57. Which best summarizes the events of “John Henry: Man vs. Machine”?

A. John Henry, a born steel driver, went to work on a rail tunnel. He competed against the steam drill in order to prove that men were better workers than machines. Though he defeated the steam drill, he met a tragic end.

B. John Henry married Lucy and became a master steel driver. He and the men he worked with laughed at the new steam drill. For their sake, he engaged in competition with the steam drill.

C. John Henry died a legend as he defeated a steam drill in a contest. He wanted to prove men were superior to machines. He used 20-pound hammers, and Lucy held him as he boarded a train.

D. The race between John Henry and the steam drill was very close. At first, the steam drill led, but John caught up. By the time the machine failed, John was unable to stop driving steel and died.

58. The two passages tell about the same legendary person, but the poem is written in short rhyming lines and stanzas while the narrative is written as longer sentences grouped into full paragraphs. Which best explains why the authors likely made the structural choices they did?

A. The author of the narrative chose to present the events in chronological order, but the author of the poem did not want to be limited in that way.

B. The author of the poem chose to give it a playful rhyme scheme, while the author of the narrative wanted to use more formal language.

C. The author of the narrative chose to focus on the solution to a problem, but the author of the poem wanted to focus on relationships.

D. The author of the poem focused on brief parts of the story, while the author of the narrative chose to supply much more detail.


A. The narrative is in chronological order, while the poem does not follow a particular sequence.

B. The poem’s rhyme scheme lends it a playful tone, while the narrative’s language is very formal.

C. The narrative centers on the solution to a problem, while the poem centers on Henry’s relationships.

D. The poem focuses on brief parts of the story, while the narrative supplies much more detail.
In Favor of Daily Bread

There is an old saying that a person cannot live on bread alone. Actually, this is not true. Throughout the history of the world, there have been many men, women, teenagers, and children who have eaten very little else. Most of them dependent as they were on bread would never have believed that a time would come when hardly anyone knew how to make bread.

My family has always believed that bread is a good thing to have around and know how to make. My dad says, “People who know how to make bread rarely go hungry, not as long as they have the basic ingredients, which some people in the world do not."

Bread is simple to make because most recipes do not call for very many ingredients. Flour for bread can be made from grains like wheat and rye, nuts like almonds and hazelnuts, or seeds like flax and sesame. You can also combine them. Most of the grains, seeds, or nuts are pounded into a fine powder by bakers to make flour. Yeast is a powder that you mix with water and add to make some kinds of bread rise, or get light and airy. Unleavened bread is a kind that doesn’t have yeast, making it flat. Pita bread is unleavened.
In addition to the ingredients, the only other thing you need for making bread is time. Many people, like my dad, find the process both relaxing and rewarding. First, knead the dough over and over to combine the ingredients; then you should allow time for it to rise if the dough has yeast in it. The dough usually takes over an hour to rise. The last part is the baking time. This is the best time of all because of how it makes the house smell. Is there anything better than the aroma of fresh bread in the oven?

Bread is one of the most ancient foods. Throughout history, people from many different countries and cultures have eaten some kind of bread every day. That makes total sense to me. It might be possible to survive without bread. But without bread, I am not nearly as happy.

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60 Read this sentence from the report.

Most of them dependent as they were on bread would never have believed that a time would come when hardly anyone knew how to make bread.

Which punctuation marks should enclose the words “dependent as they were on bread”?  

A commas  
B dashes  
C ellipses  
D quotation marks
Read this sentence from the report.

My dad says, “People who know how to make bread rarely go hungry, not as long as they have the basic ingredients, which some people in the world do not.”

How could the writer correctly leave words out of the quotation?

A  My dad says, “People who know how to make bread rarely go hungry, not as long as they have the basic ingredients—”

B  My dad says, “People who know how to make bread rarely go hungry, . . . not as long as they have the basic ingredients”

C  My dad says, “People who know how to make bread rarely go hungry, not as long as they have the basic ingredients (. . .)”

D  My dad says, “People who know how to make bread rarely go hungry, not as long as they have the basic ingredients . . . .”

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Read this sentence from the report.

Most of the grains, seeds, or nuts are pounded into a fine powder by bakers to make flour.

Which of the following changes this sentence from the passive voice to the active voice?

A  Most of the grains, seeds, or nuts have been pounded into a fine powder by bakers to make flour.

B  Bakers pound most of the grains, seeds, or nuts into a fine powder to make flour.

C  To make flour, most of the grains, seeds, or nuts are pounded by bakers into a fine powder.

D  Most of the grains, seeds, or nuts will have been pounded into a fine powder by bakers to make flour.

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Read this sentence from the report.

In addition to the ingredients, the only other thing you need for making bread is time.

Which of the following identifies the underlined phrase and its use?

A  a participial phrase used as an adjective

B  an infinitive phrase used as an adverb

C  an infinitive phrase used as the direct object

D  a gerund phrase used as the object of a proposition
Read this sentence from the report.

First, knead the dough over and over to combine the ingredients; then you should allow time for it to rise if the dough has yeast in it.

Which revision corrects an inappropriate shift in verb mood?

A  First, knead the dough over and over to combine the ingredients; then you should have allowed time for it to rise if the dough has yeast in it.

B  First, knead the dough over and over to combine the ingredients; then can you allow time for it to rise if the dough has yeast in it?

C  First, knead the dough over and over to combine the ingredients; then allow time for it to rise if the dough has yeast in it.

D  First, knead the dough over and over to combine the ingredients; then you will allow time for it to rise if the dough has yeast in it.

Read this sentence from the report.

But without bread, I am not nearly as happy.

Which of the following correctly expresses the underlined part of the sentence with the verb in the conditional mood?

A  I am not be nearly as happy.

B  I will be not nearly as happy.

C  I would not be nearly as happy.

D  I were not nearly as happy.
Name______________________________ Teacher_________________________
School____________________________ City_______________________________

Assessment 3

10. A B C D 27. A B C D 44. A B C D 61. A B C D
15. A B C D 32. A B C D 49. A B C D
17. A B C D 34. A B C D 51. A B C D
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