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11th Grade English Worksheet Bundle: Volume Two

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Grade 11 English: Summary

What's so special about a bunch of green beans called edamame? It's not just the name, but also the contents that make this seed a favorite among Japanese and Chinese people. Edamame is a fancy name coined for boiled soybeans. We all know how healthy and nutritious soybeans are. Eating half a cup of these tasty beans punches up the intake of protein, fiber, vitamins, and minerals in a diet. An interviewer once saw Faith Hill snacking on edamame at an interview for Country Music Television. Soy is known to promote good health and prevent certain diseases.

A recent study shows that soy helps reduce insulin resistance, kidney damage, and increases good cholesterol. Soy products have components that fight cancer. Isoflavone is the most active anti-cancer element in soy products. Studies show that consuming 100-200 milligrams of isoflavone a day can lower the risk of cancer.

1. What is a good summary of paragraph 2?

- ☐ A. Japanese and Chinese are the only people known to eat soy-based products.
 - ☐ B. Since soy products are beneficial for one's health, celebrities eat them very regularly.
 - ☐ C. Soy products contain isoflavone. This anti-cancer element can help reduce the risk of cancer.
 - ☐ D. Soy is rich in vitamins and minerals. It contains a lot of proteins, vitamins, and fiber.
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2. What sentence **best** summarizes the above selection?

- ☐ A. After an interviewer saw Faith Hill snacking on edamame, the bean became famous among people.
- ☐ B. Edamame is a form of soybean that only helps reduce high cholesterol and does not offer any other benefits.
- ☐ C. Edamame is another name given to soybeans—a seed that promotes overall health and prevents certain diseases.
- ☐ D. Edamame is a fancy name for soybeans that became famous after Faith Hill began eating them at restaurants.



What good can an aromatic root like ginger do? You'll be surprised at the goodness in store! Ginger root was mostly cultivated and used in South East Asia and other tropical areas, but it is now found in cuisines all over the world. People are slowly waking up to the health benefits of this wonderful root. It helps cure nausea and aides in good digestion. Ginger root calms an upset stomach by relieving stomach cramps and improving circulation. It also supports a healthy cardiovascular system by making platelets less sticky, which in turn reduces circulatory problems. Using ginger-based massage oil relieves painful arthritis. It is a natural product and should be part of everyone's diet. It can be freshly grated for cooking or can be used as a health supplement. Consult your physician and start your daily dose of ginger today!

3. What is a good summary of the above passage?

- ☐ A. There is plenty of goodness in the aromatic ginger root. Apart from being used in cooking, it helps in relieving painful arthritis, stomach problems, and nausea.
 - ☐ B. Ginger is mainly used in South East Asian countries. Over the years, however, it has found its way into other tropical areas and into cuisines around the world.
 - ☐ C. Ginger root has several health benefits that have been discovered over the years. It helps relieve problems related to nausea, digestion, circulation, and arthritis.
 - ☐ D. Ginger can be used in its natural form as part of everyday cooking or it can be taken as a supplement. It also is a very aromatic root used to relieve arthritis.
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Joy Ride

Before Anna started Ride to Pride, she didn't feel very good about herself. A car hit Anna when she was young, and she lost one of her legs. Growing up, Anna felt different from other kids because of her artificial leg. She thought it kept her from doing things she wanted to do—like wearing shorts and being an athlete. She rebelled constantly and bullied other kids. Her grades were mostly D's and F's, and once she was even caught for shoplifting. Then, Anna was given a chance to change her life.

She joined Ride to Pride, a program that pairs troubled kids with horses to help the kids work through their problems. In spite of her worries, Anna longed to become a rodeo rider. But she thought she would not be able to because of her foot.

Anna was a bit afraid of horses until she met a tall, muscular, reddish-brown horse named Sequoia. When Anna first met Sequoia, she was very intimidated. But she told herself that this was her only chance to become a rodeo barrel rider. After a few lessons in basic horse care and riding, Anna got up in the saddle and got more secure. Her riding instructors taught her to treat a horse the same way she would treat a human being. This made Anna think about how she really treated other people. She knew she didn't treat others with the same respect and kindness.

Anna had to become friendly with the horses to earn their respect and trust. She realized that if she was kind to the horses they were kind to her. Anna met Dixie at Ride to Pride. Dixie was a troubled horse that she eventually helped turn around. Like Anna, Dixie was in trouble before she came to Ride to Pride. Dixie was a victim of severe abuse, and she needed a rider with immense patience. Anna offered a lot of care, love, and patience to Dixie, and eventually trained Dixie to be a rodeo horse.

Anna left her old, troubled self behind to become a much more confident person. Today, Anna knows that she will be able to face any set of challenges that come her way.

4. What would be a good summary of the above passage?

- ☐ A. The horses helped Anna learn more about horse riding and grooming.
- ☐ B. Ride to Pride helped Anna change her life to become a better person.
- ☐ C. Anna was a very troubled person until she joined Ride to Pride.
- ☐ D. Anna helped in the healing process of the abused horse, Dixie.

Do hikers have special nutritional needs? Indeed! Complex carbohydrates and endurance fuels are the key ingredients in a hiker's diet. Neal Henderson at the Boulder Center for Sports Medicine suggests a mix of fifty to sixty percent carbohydrates, twenty to thirty percent protein, and twenty to thirty percent fat in a hiker's diet. Protein is a key ingredient on extended trips as it helps regenerate muscle tissue. Half a gram of protein per pound of body weight daily helps maintain muscle mass. David Guenther, a thru hiker, elaborates how he burned calories while hiking the southernmost 700 miles of the Appalachian Trail. Most days on the trail, he consumed over 3,000 calories and lost a pound and a half each day. Proteins and carbohydrates were key ingredients in the hiker's diet.

5. What is the **best** summary of the above selection?

- ☐ A. A hiker's diet consists of several complex ingredients consisting mainly of proteins, carbohydrates, and fats. Hikers require special nutrition since they burn thousands of calories a day.
- ☐ B. The Boulder Center for Sports Medicine promotes the hiker's diet for anyone interested in losing weight. They suggest mixing proteins, fats, and carbohydrates to lose weight.
- ☐ C. David Guenther gives a detailed account of how he burned calories while hiking the southernmost 700 miles of the Appalachian Trail. He burned a considerable amount of calories on his hiking trips.
- ☐ D. The hiker's diet is geared towards certain set of people. It is created for people who are interested in increasing muscle mass, burning calories, and losing weight.

(1) Cinnamon has been known and loved for thousands of years. It is even mentioned several times in the Old Testament. It was so highly prized among ancient nations that it was regarded as a gift fit for monarchs and even for a god: a Greek inscription records the gift of cinnamon to the temple of Apollo. Though its source was kept mysterious in the Mediterranean world for centuries by the middlemen who handled the spice trade, to protect their monopoly as suppliers, cinnamon is native to Sri Lanka. At some points in its history, cinnamon has been more valuable than gold.

(2) Before the foundation of Cairo, Alexandria was the Mediterranean shipping port for cinnamon. Many Europeans knew that cinnamon came up the Red Sea to Alexandria, but whether from Ethiopia or not was less than clear. Others reported that cinnamon was fished up in nets at the source of the Nile. For many writers in the Dark Ages, Arabia was the source of cinnamon: giant cinnamon birds collected the cinnamon sticks from an unknown land, and used them to construct their nests; the Arabs then tricked the birds to obtain the sticks from those nests. This story was told as late as 1310 in Europe, although over a thousand years earlier, the Roman historian Pliny the Elder had written that the traders had made up this story in order to charge more. The first mention of the spice growing in Sri Lanka was made by an Arab in about 1270.

(3) Arab traders brought the spice via overland trade routes to Alexandria, where it was bought by Venetian traders from Italy who held a monopoly on the spice trade in Europe. The disruption of this trade by the rise of other Mediterranean powers, such as the Ottoman Empire, was one of many factors that led Europeans to search more widely for other routes to Asia. These explorations led to the discovery of America by Columbus.



(4) Portuguese traders finally landed in Sri Lanka at the beginning of the sixteenth century and took over the production and management of cinnamon. Later the Portuguese established a fort on the island in 1518 to protect their business.

(5) Dutch traders finally dislodged the Portuguese. They bragged their cinnamon was "the best in all the Orient: when one is downwind of the island, one can still smell cinnamon eight leagues out to sea."

(6) The Dutch East India Company continued to overhaul the methods of harvesting in the wild, and eventually began to cultivate its own trees.

(7) The British took control of the island of Sri Lanka from the Dutch in 1796. However, the importance of the monopoly was already declining, as cultivation of the cinnamon tree had spread to other areas.

6. In a summary of paragraph 3, which of these facts would be **most** important?

- ☐ A. Arab traders used overland trade routes; Venetian monopoly; trade route disruption led to the search for other trade routes
- ☐ B. The extreme value of cinnamon; Arab and Venetian monopolies based in Alexandria; disruption by the Ottoman Empire
- ☐ C. Venetian traders argued with Arab spice merchants over trade routes to Alexandria, which led to Europeans finding Asia
- ☐ D. Alexandria trade with Venetian traders; disruptions by the Ottoman Empire led to Columbus discovering America

7. Choose the **best** summary of this article.

Cinnamon is a spice with a long history. Native to Sri Lanka, its origins were kept mysterious by traders who wanted to keep the price high. For centuries it was thought to come from the nests of

- ☐ A. cinnamon birds. When their monopoly was threatened, Venetian traders began looking for other routes to Asia. The Portuguese were the first Europeans to bring cinnamon directly from Sri Lanka. Because of its popularity, cinnamon cultivation spread to other areas.

For thousands of years, few people knew the origins of cinnamon. Because it was mysterious, it was as valuable as gold. The Roman writer Pliny the Elder knew the truth, but he joined the Arabs in keeping it secret. The Arabs brought it overland from Sri Lanka and sold it in Alexandria to traders from Venice who had a monopoly on its sale in Europe. The Portuguese did not like the Venetians and sailed west in search of new trade routes with Asia. They found Sri Lanka because of the strong smell of cinnamon.

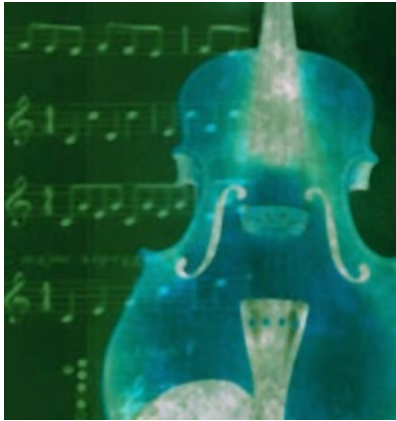
- ☐ B.

Cinnamon was a very valuable spice, once more valuable than gold. Because of this, it has been fought over throughout its history. It comes from Sri Lanka, but the spice traders who first sold it told many lies about its origin. The plants can be smelled from more than 20 leagues. The Arabs first brought it to Europe and held a monopoly on its trade until Columbus discovered a new route to Asia. After that, the Portuguese, the Dutch and the English took turns monopolizing the trade in cinnamon.

- ☐ C.

Many world powers have tried to monopolize the trade in cinnamon. It was first brought by Arabs who promoted the myth that it came from the nests of cinnamon birds. Venetian traders had a monopoly on it in Europe for hundreds of years. The Ottoman Turks threatened this monopoly and forced the Europeans to find alternative routes to Sri Lanka. The Portuguese were the first people to discover that cinnamon came from there. Eventually the English took control of the island.

- ☐ D.



- (1) Listening to music is a popular pastime, but it may surprise some people to learn that music can heal. In music therapy, a trained therapist uses music to help clients improve or regain their health and quality of life. People with learning disabilities, physical disabilities, brain injuries, or substance abuse problems can all benefit from this unique type of therapy. Some people think they can't participate in music therapy because they don't play a musical instrument or they only like a certain kind of music, but this is not the case. Anyone can become involved in music therapy because therapists tailor each program to their client's individual preferences and personal challenges.
- (2) In order to become a music therapist in the United States, a person must earn a bachelor's and master's degree in music therapy. Students will learn music theory, music history, health care and counseling skills, and they will practice reading music, playing instruments, and singing. The next step is to become board-certified, which means that a music therapist must successfully complete course work and an internship at an American Music Therapy Association program and pass the Certifying Board Examination. After finishing their education, certified music therapists can work in hospitals, daycare centers, senior centers, hospice programs, schools, and private practices.

8. Which statement expresses an idea that would be **most** important to include in a summary of this passage?

- ☐ A. . . . it may surprise some people to learn that music can heal.
- ☐ B. Anyone can become involved in music therapy.
- ☐ C. . . . they will practice reading music, playing instruments, and singing.
- ☐ D. Listening to music is a popular pastime.

(1) The clouds roared in like a bear's snarl. The storm had teeth and was hungry. Inside the cave, the rain trickled downward and onto the heads of Rusty and Ericka.

(2) Ericka was the first to notice the oncoming storm, "This looks like something out of the Bible. I'm half expecting locusts to swarm. Just look at the way those clouds keep bending over themselves. You just know something bad is behind it."

(3) Rusty looked on; however, he was more impressed that the pebble that found its way into his shoe has somehow turned into a boulder. Rusty had been through many storms, and this one had all the look to it of a three-year old running with plastic scissors—it looks deadly until you see what's really in his hand. Still, he had waited for weeks to hike with Ericka, and he decided to play along. Anything he could do to get closer to her was fine by him. He had tried telling her how he felt, but he thought it might just be a crush. He wasn't sure if she felt the same way, and what better time than being stranded during a downpour on the side of a mountain to find out, he thought to himself.



(4) Ericka was huffing, pulling away at branches and bark trying to make a space for them to get out of the storm. She pulled on twigs, branches, and brush, making a small entrance for the two of them to hide in. She could feel the sweat starting to form at her brow. Instinctively, she held her head out to the rain that had begun to sprinkle. *There, now he won't know the difference—never let 'em see you sweat. It's the first rule. This space may be crowded and cramped for two people, but hopefully the storm will pass quickly. I'd rather be a little cramped in this makeshift shelter than slip right off of the face of this thing.*

(5) Rusty watched on, wondering if he should offer assistance or if she would be offended by it. Ericka was fiercely independent, so Rusty just let her dig away at the brush. Rusty kicked his shoe off and watched the boulder that had been bothering him tumble over the mountain's face. It wasn't even the size of a dime. As he peered over the ledge to see the pebble disappear, he saw it. There was a small awning of stone about 15 feet below them. That little spot has plenty of room for us to wait the storm out he thought to himself.

(6) "You need any help Ericka?" Rusty asked.

(7) "No worries, Rust. I've almost got the last of this mess cleared away. Just do me a favor and try not to slip off the mountain," she said jokingly, smiling at Rusty.

adapted from "Things in Our Shoes" by c.safos

9. Which **best** summarizes the plot of this passage?

- ☐ A. Ericka wants to keep climbing the mountain. Rusty does not think it is safe, so he decides that he will go to a bigger shelter under them while Ericka will continue to hike to the peak.
- ☐ B. Ericka and Rusty are stuck on a mountain as a storm is approaching. Ericka tries to hollow out a shelter for them to hide in while Rusty deals with whether or not he should help Ericka.
- ☐ C. Rusty is trying to get a pebble out of his shoe. Ericka is digging out a shelter for the two of them. A storm that looks bad is approaching. Rusty doesn't think the storm looks bad, though.
- ☐ D. As Ericka digs out a shelter, Rusty finds a shelter that has already been dug out. He notices this and kicks the pebble out of his shoe and off the mountain. Then, he offers to help Ericka.

Every woodworker has a favorite tool, but in most shops the table saw is the most versatile. It can be used to cut joinery and to rip, crosscut, and re-saw board. With the correct accessories, you can also true up crooked boards and even use the saw to shape and molder boards. Table saw blades are visible above the cutting surface, which offers a good vantage point for making cuts, thereby improving safety. In addition you can easily adjust table saw blades for different material thicknesses and to cut angles.

10. Which of these statements **best** summarizes this paragraph?

- ☐ A. Table saws are versatile, allowing a variety of cuts, including ripping and crosscutting in materials of different thicknesses. It can also true up crooked boards, while improving safety.
- ☐ B. Many tools are available to woodworkers, but their favorite is usually the table saw because it is easy and safe to use. You can make many different cuts and even cut wood at an angle.
- ☐ C. Most woodworkers like to re-saw boards and true up crooked boards, and this is why they appreciate a good table saw. Also, you should wear some sort of eye protection when using one.
- ☐ D. Table saws are the favorite tool of most woodworkers because you can see the blade above the cutting surface. They also like the fact that you can cut materials at many different angles.

Answers: Summary

1. C
2. C
3. C
4. B
5. A
6. A
7. A
8. B
9. B
10. A

Explanations

1. A summary needs to be general enough to "sum up" the entire paragraph. The best summaries capture the main idea and important supporting details of a passage. The main idea of the second paragraph is that soy can reduce the risk of cancer. It says, "Isoflavone is the most active anti-cancer element in soy products. Studies show that consuming 100-200 milligrams of isoflavone a day can lower the risk of cancer."

2. The selection is about the benefits of edamame. The passage begins by telling the reader about edamame and its connection with soybeans. It then talks about the health benefits of eating soybeans. To emphasize the goodness of edamame, the author mentions Faith Hill.

3. The passage talks about the health benefits of ginger. It gives details about ways in which the root is beneficial. The summary for this passage should include the main idea of how ginger helps maintain a healthy body.

4. The question asks for the summary of the entire passage. There are several clues that can help the reader summarize the above passage. The selection is about how Ride to Pride helped Anna become a better person. All five paragraphs give the reader some information about how the program helped Anna become a better person.

5. A summary is a condensed version of a passage; it describes the major events or ideas of a work and omits descriptive details. The correct answer choice gives the reader an overview of the main idea, which is about the hiker's diet.

6. A good summary accurately uses facts from the original passage to make a brief statement about it. If the facts are not accurate, then the summary will not be accurate. The correct answer here is the only choice that accurately states the facts. The other choices either misstate facts or combine the facts in a way that is misleading or inaccurate.

7. A good summary uses pertinent details from the original text to tell the story in a briefer form. The correct choice here does that by accurately stating many facts from the original. In addition it is organized in a way that mirrors the structure of the original. While it does not give all the details, it accurately portrays those it does give so that the reader has a sense of what the original says. The other choices misstate facts and organize them in confusing ways, coming to conclusions not supported by the article.

8. The best summary only includes the most important details of a passage or paragraph. In this passage, the author's idea that "anyone can become involved in music therapy" should be included in a summary because it helps the reader understand who can benefit from music therapy. The other answer choices contain ideas that are not crucial to the reader's understanding of the passage.

9. The best summaries capture the main idea of an article and one or two supporting details. They include the most important information from the whole article, not just the first half or the last paragraph. To write a good summary, read the entire piece once or twice and say out loud what it was about in your own words. Do not just pick out a sentence from the article. In this story, many small things occur, but the main actions are those of Rusty and Ericka. Mentioning the minor actions (the pebble, the way the storm looks) takes away from the main action and defeats the purpose of a summary since it would be too much detail.

10. A good summary tells the most important details. The correct answer here describes the table saw's versatility and some of the special cuts it can make. It mentions that it is effective in materials of different thicknesses and improves safety. The other selections do not outline either that level of detail or put together many of the details in an illogical manner. Some of the details they mention do not appear in the paragraph.

Grade 11 English: Plot



The Voyage

by J. Robbins

Patricia Graynamore woke up before dawn and bounced out of her bed. Her father had been promising for weeks to teach her how to sail his boat, *The Tweedledee*. They were planning to leave as soon as the sun came up. Patricia dressed quickly in the dark and grabbed her copy of *Amazing Tales of the Sea* from her desk.

"Every good sailing adventure starts with a hearty breakfast," her dad whispered to her in the kitchen. Her mother was still asleep, and neither Patricia nor her father wanted to disturb her sleep. Patricia tried to force down her oatmeal, but she was too excited to eat.

"Dad, will you really let me sail the boat?" she asked for the hundredth time as they drove to the marina. As Patricia approached *The Tweedledee*, she tried to remember everything her father had taught her about safety on the dock. She could see other sailors and fishermen walking around the dock, and she didn't want to embarrass herself in front of them.

"I'd be careful out there if I were you, Mr. Graynamore," called the dockmaster as they approached their boat. "I've got a bad feeling about the way the barometer is dropping this morning." Patricia's father smiled politely at the dockmaster.

"Don't worry, Mr. Waturi," he replied. "We're just going for a quick trip."

"Hey, landlubber," called a familiar voice. Patricia rolled her eyes and groaned. She turned to see Joe Banks, a classmate who seemed determined to annoy her at every opportunity, standing in the boat next to her father's.

"I'm not a landlubber, Joe," Patricia told him as she helped her father prepare the boat for the journey. "Anyway, you just learned how to sail last year, so maybe you shouldn't be making fun of other people."

"Just don't forget to wear your lifejacket, Queen of the Sea" Joe laughed as *The Tweedledee* set sail.

It's a lot of work to sail a boat! Patricia thought as she scurried back and forth across the deck. It seemed that every few minutes her father would have a new task for her to learn. She and her father were so busy, in fact, that they didn't notice the dark clouds gathering on the horizon. Soon, though, sharp gusts of wind began to beat against the mainsail and the waves began to toss *The Tweedledee* like a cork. Patricia felt her stomach turn in knots as her father took the helm.

"I don't like the look of this," her father said. "We'd better head away from this storm in case it becomes a squall." The boat creaked and groaned as the weather grew worse, and Patricia worried that *The Tweedledee* would be torn apart. She clutched the lapels of her lifejacket and thought about Joe. *At least someone knows that we are out here, in case—well, in case something happens,* she worried silently.

"I'm going to steer us toward that small island," her dad yelled over the howling wind. "We might have to swim for it, so make sure your lifejacket is on tight." Patricia felt tears well up in her eyes. She hated the thought of abandoning the boat to the wild storm. Suddenly, a giant wave dashed over the deck, and

the force of the water broke the main mast off at the deck. Patricia's father grabbed her, and they jumped together into the swirling water. As they swam to the tiny island, Patricia spared a quick glance over her shoulder. Behind her, *The Tweedledee* rolled and bucked at the mercy of the squall.

"We'll just lay here and catch our breath," Patricia's father told her when they reached the island and ran into the safety of a small cave. "Don't worry. Someone will find us soon." She grasped her father's hand and found herself envying his courage. Patricia had always loved her father, but she had learned to trust him in a new way during the storm. *I never thought I'd actually be living an Amazing Tale of the Sea!* Patricia thought.

1. The central conflict in this story is between

- ☐ A. Patricia and nature.
 - ☐ B. Patricia and her father.
 - ☐ C. Patricia and Joe.
 - ☐ D. Patricia and herself.
-

2. Why did Patricia and her father abandon the boat?

- ☐ A. because they forgot lifejackets
 - ☐ B. because they wanted to see the island
 - ☐ C. because the storm had damaged it
 - ☐ D. because the dockmaster told them to
-

3. Which of the following is developed in this story?

- ☐ A. Patricia's relationship with Joe Banks
 - ☐ B. Patricia's relationship with her father
 - ☐ C. Patricia's ability to survive on the island
 - ☐ D. Patricia's desire to become a boat owner
-

4. How does paragraph 9 influence the plot of the story?

- ☐ A. It reveals that the storm is not as bad as was predicted.
 - ☐ B. It creates concern about the characters' welfare.
 - ☐ C. It proves that Patricia is a better sailor than Joe.
 - ☐ D. It shows Mr. Graynamore's real motivations for the trip.
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from **Hans Brinker, or The Silver Skates**

On a bright December morning long ago, two thinly clad children were kneeling upon the bank of a frozen canal in Holland.

With many a vigorous puff and pull, the brother and sister, for such they were, seemed to be fastening something upon their feet—not skates, certainly, but clumsy pieces of wood narrowed and smoothed at their lower edge and pierced with holes, through which were threaded strings of rawhide.

These queer-looking affairs had been made by the boy Hans. His mother was a poor peasant woman, too poor even to think of such a thing as buying skates for her little ones. Rough as these were, they had afforded the children many a happy hour upon the ice, and now, as with cold red fingers our young Hollanders tugged at the strings—their solemn faces bending closely over their knees—no vision of impossible iron runners came to dull the satisfaction glowing within.

In a moment the boy arose and with a pompous swing of the arms and a careless "Come on, Gretel," glided easily across the canal.

"Ah, Hans," called his sister plaintively, "this foot is not well yet. The strings hurt me on last market-day, and now I cannot bear them tied in the same place."

"Tie them higher up, then," answered Hans as without looking at her he performed a wonderful cat's-cradle step on the ice.

"How can I? The string is too short."

Giving vent to a good-natured Dutch whistle, the English of which was that girls were troublesome creatures, he steered toward her.

"You are foolish to wear such shoes, Gretel, when you have a stout leather pair. Your clogs would be better than these."

"Why, Hans! Do you forget? Father threw my beautiful new shoes in the fire. Before I knew what he had done, they were all curled up in the midst of the burning peat. I can skate with these, but not with my wooden ones. Be careful now—"

Hans had taken a string from his pocket. Humming a tune as he knelt beside her, he proceeded to fasten Gretel's skate with all the force of his strong young arm.

"Oh! oh!" she cried in real pain.

With an impatient jerk Hans unwound the string. He would have cast it upon the ground in true big-brother style had he not just then spied a tear trickling down his sister's cheek.

"I'll fix it—never fear," he said, with sudden tenderness, "but we must be quick; mother will need us soon."

Then he glanced inquiringly about him, first at the ground, next at some bare willow branches above his head, and finally at the sky, now gorgeous with streaks of blue, crimson, and gold.

Finding nothing in any of these localities to meet his need, his eye suddenly brightened as, with the air of a fellow who knew what he was about, he took off his cap and removing the tattered lining, adjusted it in a smooth pad over the top of Gretel's worn-out shoe.

"Now," he cried triumphantly, at the same time arranging the strings as briskly as his benumbed fingers would allow. In another moment they were laughing together, as hand in hand they flew along the canal, never thinking whether the ice would bear or not for in Holland ice is generally an all-winter affair.

adapted from Hans Brinker, or The Silver Skates by Mary Mapes Dodge

5. How is the quality of the brother-sister relationship important to the plot development in this scene?

- ☐ A. Most brothers and sisters don't get along, so their close relationship makes Hans and Gretel seem unusual.
 - ☐ B. It builds tension in the scene because the reader knows their friendship won't last since kids always fight.
 - ☐ C. Their close relationship helps the reader believe that Hans would do his best to fix his sister's ice skates.
 - ☐ D. The fact that they don't get along makes it hard to believe Hans would try so hard to fix Gretel's skates.
-

6. How does the family's poverty contribute to the plot in this selection?

- ☐ A. It makes it more believable that Hans must repair Gretel's skates rather than buy new ones.
- ☐ B. It explains why the mother and the father are not skating on the frozen canal with their children.
- ☐ C. It helps the reader understand why the children would rather skate than do something that costs money.
- ☐ D. It is just a miscellaneous detail that tells the reader a little more about Hans and Gretel's family.

from **The Moonstone**

by Wilkie Collins

One of our ladies present at dinner was worthy Mrs. Threadgall, widow of the late Professor of that name. Talking of her deceased husband perpetually, this good lady never mentioned to strangers that he WAS deceased. She thought, I suppose, that every able-bodied adult in England ought to know as much as that. In one of the gaps of silence, somebody mentioned the dry and rather nasty subject of human anatomy; whereupon good Mrs. Threadgall straightway brought in her late husband as usual, without mentioning that he was dead. Anatomy she described as the Professor's favourite recreation in his leisure hours. As ill-luck would have it, Mr. Candy, sitting opposite (who knew nothing of the deceased gentleman), heard her. Being the most polite of men, he seized the opportunity of assisting the Professor's anatomical amusements on the spot.

"They have got some remarkably fine skeletons lately at the College of Surgeons," says Mr. Candy, across the table, in a loud cheerful voice. "I strongly recommend the Professor, ma'am, when he next has an hour to spare, to pay them a visit."

You might have heard a pin fall. The company (out of respect to the Professor's memory) all sat speechless. I was behind Mrs. Threadgall at the time, plying her confidentially with a glass of hock. She dropped her head, and said in a very low voice, "My beloved husband is no more."

Unluckily Mr. Candy, hearing nothing, and miles away from suspecting the truth, went on across the table louder and politer than ever.

"The Professor may not be aware," says he, "that the card of a member of the College will admit him, on any day but Sunday, between the hours of ten and four." Mrs. Threadgall dropped her head right into her tucker, and, in a lower voice still, repeated the solemn words, "My beloved husband is no more."

I winked hard at Mr. Candy across the table. Miss Rachel touched his arm. My lady looked unutterable things at him. Quite useless! On he went, with a cordiality that there was no stopping anyhow. "I shall be delighted," says he, "to send the Professor my card, if you will oblige me by mentioning his present address."

"His present address, sir, is THE GRAVE," says Mrs. Threadgall, suddenly losing her temper, and speaking with an emphasis and fury that made the glasses ring again. "The Professor has been dead these ten years."

7. What is **most likely** the cause of conflict in this passage?

- ☐ A. cruel behavior by Mr. Candy toward the other dinner guests
- ☐ B. the practical joke being played on Mrs. Threadgall at dinner
- ☐ C. poor communication between Mrs. Threadgall and Mr. Candy
- ☐ D. Mr. Candy's secret knowledge that Mr. Threadgall is still alive

Acting

by J. Robbins

Malcolm adjusted the collar of his costume and tried to calm his nerves. He was playing Puck in his high school's production of Shakespeare's *A Midsummer Night's Dream*. When auditions for the play were first announced, Malcolm had no interest in trying out. In fact, his older brother Reese had promised to make his life miserable if he tried out for the part of Puck. But Piama Krelboyne, Malcolm's longtime crush who was obsessed with acting, had asked him to rehearse lines with her, and he had decided to join the play to spend more time with her. He wasn't a fan of Shakespeare, but he was able to fake it enough for Mr. Hurkabee, the drama teacher, to let him join the drama club.

"Are you ready, Malcolm?" asked Stevie, his best friend. Malcolm took a deep breath and checked his costume one last time. As he walked through the long halls that twisted behind the school theater, he passed many of his fellow actors. He had dreaded spending time talking about plays at the drama club meetings, but after joining, he was amazed to find how much he liked talking with the other students. In fact, he had spent most rehearsals chatting with the other actors and sharing all the juicy gossip that made its way around school.

"Places, everyone!" called Mr. Hurkabee. Malcolm quickly found the correct place on the stage and stood looking at the heavy red curtain. He found himself wishing the play was already over—so he could meet with his new friends. Where else could he go for an hour and a half every day and catch up on the soap opera-like lives of his fellow eleventh-graders? Dewey, the actor playing the character of Oberon, gave Malcolm a thumbs-up, and the curtain slowly began to rise.

For a moment, Malcolm was blinded by the bright stage lights, and he wondered why it was so quiet on stage. *Shouldn't someone be saying something?* he wondered. Suddenly, his stomach dropped into his shoes. Malcolm realized that the other actors onstage were looking at him expectantly. With a gasp, he realized that he had no idea what to say. *I forgot to memorize my lines!* he thought in a panic. All of his rehearsal time had been spent gossiping, and he had never gotten around to actually learning his role. Malcolm could hear Mr. Hurkabee whispering to him from the side of the stage, but he couldn't make out his teacher's words. *What am I going to do now?* he wondered. He could see Piama glaring at him from her spot beside the curtain.

"Get off the stage!" called Mr. Hurkabee desperately. Malcolm raced off the stage. Francis, the understudy for the part of Puck, hurriedly took Malcolm's place and began to speak Puck's lines in a clear, confident voice. As the play continued, Malcolm watched from the side in dismay. *This is actually a great play*, he thought sadly. *I wish I could have been a part of it.*

8. In this story, Malcolm experiences conflict when he

- ☐ A. is beaten up by his brother for acting.
- ☐ B. loses the chance to date Piama Krelboyne.
- ☐ C. is replaced by his fellow actor, Dewey.
- ☐ D. forgets his lines during the school play.

from **Jane Eyre**
by Charlotte Brontë

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

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

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

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

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

A small breakfast-room adjoined the drawing-room; I slipped in there. It contained a bookcase; I soon possessed myself of a volume, taking care that it should be one stored with pictures. I mounted into the window-seat: gathering up my feet, I sat cross-legged.

I returned to my book—Bewick's *History of British Birds*. There were certain introductory pages that, child as I was, I could not pass quite as a blank. I formed an idea of my own: shadowy, like all the half-comprehended notions that float dim through children's brains, but strangely impressive.

Each picture told a story; mysterious often to my undeveloped understanding and imperfect feelings, yet ever profoundly interesting: as interesting as the tales Bessie sometimes narrated on winter evenings, when she chanced to be in good humour; and when, having brought her ironing-table to the nursery-hearth, she allowed us to sit about it, and while she got up Mrs. Reed's lace frills, and crimped her nightcap borders, fed our eager attention with passages of love and adventure.

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

9. What conflict does the narrator encounter at the end of the passage?

- ☐ A. The Reed children make fun of her.
- ☐ B. Someone interrupts her reading.
- ☐ C. The nurse, Bessie, punishes her.
- ☐ D. Mrs. Reed makes her sit by the fire.

A Bad Case of the Mondays

by J. Robbins

Veronica was looking forward to another boring Monday as she walked into her English class. She didn't notice the whispers that flew around the classroom when she appeared. Her best friend, Wallace, was sitting in his usual desk, and Veronica slid into the desk next to him.

"What's the good word, Wallace?" asked Veronica as she searched through her backpack for her notebook. She was too busy digging through stacks of photographs and other debris in her bag to notice the guilty look that crossed Wallace's face.

"Uh-you-know-nothing-uh-just-the-usual," he muttered quickly. Veronica quit looking for her notes and stared at her friend.

"I know that tone," she said suspiciously. "You always talk at warp speed when you are feeling guilty about something. What is going on?" Wallace stared at his friend with wide, innocent eyes. After a few minutes of Veronica's unflinching stare, though, he broke down.

"All right, V," Wallace said. "I did something that you probably won't like. You might be . . . embarrassed." Veronica laughed and resumed her search for the missing notes.

"Unless you stole some of my embarrassing baby pictures and sent them around the school, I think you're exaggerating," she said. "I don't embarrass that easily." When Wallace didn't respond, she looked up at him. "Okay, what did you do?"

"Well, you left a couple of your poems at my house on Friday," Wallace said. "And you know how I always put together the *Newark Literature Journal* on Friday nights? Well, I might have used some of your poems—"

"YOU DIDN'T!" shrieked Veronica, drawing stares from her classmates. She lowered her voice and leaned closer to Wallace. "You knew I didn't want anyone to see those poems. They are too personal. Plus, they mention people at this school by name!" Wallace squirmed in his seat.

"No one will know who you are talking about," he protested. "You used pseudonyms, remember?" Veronica put her hands over her bright-red face.

"Right, Wallace," she groaned. "Instead of openly declaring my crush on Logan Michaels, I wrote about my undying love for 'Rogan Fickles.' No one will ever be able to crack that code. This is awful." Her best friend looked as miserable as Veronica felt.

"I feel awful about publishing your work without permission, V," he said. "But you have no idea how good your poems are. You could get them published in any literary magazine you wanted. If you had just showed them to Ms. Hauser like I wanted you to—"

"Good or not, they were *my* poems," Veronica replied. At Wallace's miserable look, Veronica's tone softened. "Next time, just clear it with me first, okay? Fortunately for me, no one at this school reads the *Literature Journal* anyway. No offense." Wallace grinned and rolled his eyes at his friend.

"Hey, Veronica!" yelled Logan from across the room. "What are you two whispering about over there?" Before Veronica could respond, Ms. Hauser, the English teacher, walked into the room.

"Settle down, class, and open your textbooks," Ms. Hauser said. She looked around the room, and when she saw Veronica, her face lit up with a cruel smile. "I certainly hope you all picked up your copies of the *Newark Literature Journal*. In fact, I brought copies for the whole class. I think some students will find it especially insightful. Now, maybe our famous little poet would like to explain the meaning of the term 'synecdoche' to the rest of the class. Oh, and you will be graded on your response." Wallace looked at his friend sympathetically as she groaned and walked to the front of the classroom. *Some days it just doesn't pay to get out of bed*, Veronica told herself.

10. How does Ms. Hauser contribute to the conflict in this story?

- ☐ **A.** She reveals to Wallace that Veronica is failing English.
- ☐ **B.** She draws the students' attention to Veronica's poems.
- ☐ **C.** She confuses the class by using terms like "synecdoche."
- ☐ **D.** She tells Veronica that Wallace has published her poems.

Answers: Plot

1. A
2. C
3. B
4. B
5. C
6. A
7. C
8. D
9. B
10. B

Explanations

1. The central conflict in this story is between Patricia and nature. The storm threatens to destroy her father's boat and endangers her life.
2. During the storm, a wave breaks the main mast off of Patricia's father's boat, *The Tweedledee*. After the wave damages the mast, Patricia and her father abandon the boat.
3. In the last paragraph of the story, the author writes, "Patricia had always loved her father, but she had learned to trust him in a new way during the storm." This lets the reader know that Patricia's relationship with her father has developed during the events of the story.
4. In paragraph 9, Patricia is too busy to notice dark clouds gathering on the horizon. It is also mentioned that at this point in the story the main characters began to experience sharp gusts of wind and high waves. The reader can conclude that this is a situation that might affect the main characters' welfare.
5. Hans's struggle to find a way to make Gretel's skates more comfortable is central to the plot in this scene. If the brother and sister did not have such a good relationship, the reader would have trouble believing that Hans would willingly spend time and energy trying to fix Gretel's skates.
6. If the family had plenty of money, there would be little need for Hans to fix his sister's skates, so this detail is important to the developing conflict in this scene.
7. In this passage, Mr. Candy speaks to Mrs. Threadgall as if her husband is still alive while she tells him several times that her husband is "no more." Finally, Mrs. Threadgall yells at Mr. Candy in anger. The conflict in the passage is caused by the poor communication between Mr. Candy and Mrs. Threadgall. The other answer choices are not supported by the passage.
8. In this story, Malcolm experiences conflict when he forgets his lines during the school production of Shakespeare's *A Midsummer Night's Dream*.
9. The narrator is alone reading a book, happy in her own way. The end of the passage says, "I feared nothing but interruption, and that came too soon. The breakfast-room door was opened."

10. In this passage, Wallace publishes Veronica's poems without her permission in the *Newark Literature Journal*. Veronica hopes that none of the other students will read the poems because she doesn't want to be embarrassed. However, Ms. Hauser announces the poems' publication and brings copies of the *Literature Journal* for all of the students in the class. Her actions contribute to the conflict Veronica is facing.

Grade 11 English: Meaning and Tone

1. Shiree writes for the local teen magazine. Read the following excerpt from her essay on eliminating stress.

Whenever you feel stressed, just try to tune out the world. Do whatever helps you forget about your problems. One of the things that helps most kids is music. Play music? Pull out your guitar and jam alone. Music can help you relax and chill. Can't play much? You can still sing your heart out. You don't have to be Justin Bieber. Remember that a person cannot singlehandedly and simultaneously fix every problem in his or her life at once. Just put your favorite artist on replay till you feel better. Sometimes, you can just call up your best friend and spend a few hours watching movies in your pj's. Take a long walk; that'll clear your mind up! You could always talk to your dad or mom—you know they'll listen. For some people, hitting the gym is the best solution. Try reading a book. You will get into a whole different world!

Which sentence is inconsistent with the informal tone of the passage?

- ☐ A. Sometimes, you can just call up your best friend and spend a few hours watching movies in your pj's.
 - ☐ B. Just put your favorite artist on replay till you feel better.
 - ☐ C. You could always talk to your dad or mom—you know they'll listen.
 - ☐ D. Remember that a person cannot singlehandedly fix every problem in his or her life at once.
-

That's the Ticket

by J. Robbins

"This is crazy!" muttered Timon as he rubbed his hands together to warm them. His friends Cato and Dabney rolled their eyes at him.

"You've been saying that for hours," Dabney replied. She pulled her wool cap down to protect her ears from the biting wind.

"If we want to get tickets for the Evil Robot Theory concert, we'll have to endure a little hardship," said Cato.

"I think the box office is opening!" Timon said excitedly. "Finally, we can go someplace warm." The line started to move forward quickly, and the three friends were pushed and shoved from all directions.

"Hey, those people are cutting in line ahead of us!" shouted Dabney angrily. "They can't do that!"

"There are too many people here!" Cato said worriedly. "What will we do if they run out of tickets before we get up there?"

"Oh no!" exclaimed Timon. "They just put the 'sold out' sign in the box office window."

"You can't be serious!" Cato groaned.

"Let's just go up there anyway," suggested Dabney. "We've been freezing out here for six hours; another ten minutes won't kill us." As the three friends finally approached the window, a thick snowfall began to blanket the sidewalk.

"Could this day get any worse?" Timon groaned.

"Do you have any more tickets for Evil Robot Theory?" Cato asked the box office attendant. She smiled at him through the thick glass window.

"We sure do," she told him. "All of our other concerts have sold out, but we still have five tickets left for that one." Dabney and Timon let out cheers and hugged each other as Cato quickly paid for the tickets.

"This is great!" said Dabney.

"Everything was worth it!" Timon agreed happily. "I'd risk frostbite for a great band like Evil Robot Theory!"

"Let's go get some hot chocolate to celebrate!" cheered Cato. The three friends sloshed through the snow with their hard-won tickets clutched tightly in their hands.

2. Throughout the selection, the author uses exclamations primarily to

- ☐ A. emphasize the peril facing the characters.
- ☐ B. express the feelings of the characters.
- ☐ C. surprise the reader with a plot twist.
- ☐ D. mock the overly dramatic characters.

A Dark-Brown Dog

A child was standing on a street-corner. He leaned with one shoulder against a high board fence and swayed the other to and fro, the while kicking carelessly at the gravel.

Sunshine beat upon the cobbles, and a lazy summer wind raised yellow dust which trailed in clouds down the avenue. Clattering trucks moved with indistinctness through it. The child stood dreamily gazing.

After a time, a little dark-brown dog came trotting with an intent air down the sidewalk. A short rope was dragging from his neck. Occasionally he treaded upon the end of it and stumbled.

He stopped opposite the child, and the two regarded each other. The dog hesitated for a moment, but presently he made some little advances with his tail. The child put out his hand and called him. In an apologetic manner the dog came close, and the two had an interchange of friendly pattings and waggles. The dog became more enthusiastic with each moment of the interview, until with his gleeful caperings he threatened to overturn the child.

from "A Dark-Brown Dog" by Stephen Crane



3. The author's style of writing in the last paragraph can be described as

- ☐ A. complex and difficult.
- ☐ B. simple and straightforward.
- ☐ C. flowery and descriptive.
- ☐ D. formal and businesslike.

from The Jungle
by Upton Sinclair

Then they would have some frightful experiences with the cold. They would sleep with all their clothes on, including their overcoats, and put over them all the bedding and spare clothing they owned; the children would sleep all crowded into one bed, and yet even so they could not keep warm. The outside ones would be shivering and sobbing, crawling over the others and trying to get down into the center, and causing a fight. This old house with the leaky weatherboards was a very different thing from their cabins at home, with great thick walls plastered inside and outside with mud; and the cold which came upon them was a living thing, a demon-presence in the room. They would waken in the midnight hours, when everything was black; perhaps they would hear it yelling outside, or perhaps there would be deathlike stillness—and that would be worse yet. They could feel the cold as it crept in through the cracks, reaching out for them with its icy, death-dealing fingers; and they could crouch and cower, and try to hide from it, all in vain.

4. Why does the author choose the words "as it crept in through the cracks, reaching out for them with hits icy, death-dealing fingers" to describe the winter cold?

- ☐ A. to reveal how meager the living conditions are during the cold winter nights compared to the cabins
- ☐ B. to illustrate the family's fear of the cold winter nights that is to come once it becomes dark outside
- ☐ C. to highlight the unavoidable and destructive nature of cold winter nights to those living in poor conditions
- ☐ D. to show that the family lives in constant fear of the presence that arrives during the cold winter nights

MEMO

Date: January 13, 2010
To: All Henley High School juniors
From: Principal James Bosely
Re: EduTech Video Game Service, New Low Rates

The staff of Henley High School is excited to be able to extend a special offer from EduTech Video Game Service to our students. EduTech currently serves over 300,000 high school students with exciting interactive video games for all of their learning needs. A new low rate of \$25 per month for all junior-level programs is available exclusively for Henley High students. Enjoy high-speed connections, crystal-clear graphics, and superior customer service with EduTech games. To enroll in the program, fill out the attached form and return it to the school office by Thursday, February 1. Enrollment only takes a few minutes, but the benefits to your education could last a lifetime!

5. Read the following sentence from this memo.

"Enjoy high-speed connections, crystal-clear graphics, and superior customer service with EduTech games."

The wording of this sentence tells the reader that this memo is intended to

- ☐ A. raise morale.
- ☐ B. confuse the reader.
- ☐ C. suggest new curriculum.
- ☐ D. sell a product.

from **The Fall of the House of Usher**

by Edgar Allan Poe

During the whole of a dull, dark, and soundless day in the autumn of the year, when the clouds hung oppressively low in the heavens, I had been passing alone, on horseback, through a singularly dreary tract of country; and at length found myself, as the shades of the evening drew on, within view of the melancholy House of Usher. I know not how it was—but, with the first glimpse of the building, a sense of insufferable gloom pervaded my spirit. I say insufferable; for the feeling was unrelieved by any of that half-pleasurable, because poetic, sentiment with which the mind usually receives even the sternest natural images of the desolate or terrible. I looked upon the scene before me—upon the mere house, and the simple landscape features of the domain—upon the bleak walls—upon the vacant eye-like windows—upon a few rank sedges—and upon a few white trunks of decayed trees—with an utter depression of soul which I can compare to no earthly sensation. . . . There was an iciness, a sinking, a sickening of the heart—an unredeemed dreariness of thought which no goading of the imagination could torture into aught of the sublime. What was it—I paused to think—what was it that so unnerved me in the contemplation of the House of Usher?

6. The last line of this selection helps to convey the narrator's tone, which is

- ☐ A. plainspoken and simple.
- ☐ B. objective and impersonal.
- ☐ C. serious and personal.
- ☐ D. humorous and light.

On the Sunny Side

Tiara could never keep a straight face in class. She had a habit of cracking up at the mention of anything and everything in the world. Although her friends loved to be around Tiara's infectious laughter, sometimes Tiara wanted to just concentrate on the teacher's lectures. Mr. V.J., the English teacher, had a particularly hard time calming the class down after one of Tiara's giggle-bursts.

When Mr. V.J. decided to teach Oscar Wilde's *The Happy Prince*, a story close to his heart, he had expected the class to be at tears by the end of the lecture. *When the swallow will take its final breath at the feet of the prince, even Tiara will cry*, the teacher thought to himself. As the teacher decided to read a few excerpts from the story, he poured his heart into the words and let his voice crack when the swallow was about to die.

"He had just strength to fly up to the Prince's shoulder once more. 'Good-bye, dear Prince!' he murmured, 'will you let me kiss your hand?' "

"Would you like to read the next paragraph, Tiara?" the teacher asked for help as he felt overwhelmed by emotion and unable to continue reading.

"I would love to, sir," Tiara replied. "But how can a bird kiss with a beak?" And with that question, she made the class burst into laughter yet again.

7. The overall tone the author uses to describe Mr. V.J. is

- ☐ A. pessimistic.
- ☐ B. gullible.
- ☐ C. sentimental.
- ☐ D. hypercritical.



Dylan's Dilemma

One fine Monday morning, Dylan decided to skip school. He saw no point of spending hours after hours, day after day flipping paper and listening to the teachers. Dylan did not get on the yellow bus as it passed by his house. Instead, he continued to walk aimlessly. At first, he felt strange when he ran out of ideas on the first half-hour of his adventure. All of Dylan's friends were in school, so he couldn't spend time with them. He realized that he couldn't go home, as his mother would not have left for her office yet. Thus, Dylan continued to walk toward nowhere and finally sat on a bench facing the park.

The people who passed by the bench glanced at Dylan in his school attire and did not say a word. Dylan understood their silent questions and continued to enjoy the view in front of him. For the first time in what seemed like years, Dylan's mind felt empty. Then, questions began pouring in his mind. *Why am I here?* he found himself wondering about life. *I am a good kid*, Dylan thought. He sat silent and wondered about the things really weighing on his mind. In the hours of quiet meditation, Dylan realized he was afraid of the future. All of his friends knew what they wanted to be, and he had no idea what he would do with his life. His older brother was already excelling in Princeton, and even his kid sister was an aspiring ballerina who wanted to study music. Dylan's parents had chosen their professions straight out of college and were both pretty successful.

"Well, I can't skip education," Dylan spoke above a whisper. He watched a bird slowly stretch its wings and steadily soar into the sky. Dylan decided to walk to school and talk to a guidance counselor about his options. He felt lighter as he remembered all the things he was good at, and he kept walking toward the school.

8. The tone Dylan conveys about education at the beginning of the story is that of

- ☐ A. fairness.
- ☐ B. reverence.
- ☐ C. concern.
- ☐ D. cynicism.

A Guide to Creating a Website

Are you thinking about building a website for your personal business? Do you want to create an online portfolio to showcase your artwork? Are you looking to display your experience on an online resume for future employers? Whatever your reason may be, creating a website is a lot easier than you might think. Even without knowledge of HTML coding and Cascading Style Sheets (CSS), you can develop a website on your own. With all the resources that are available out there, finding the right ones to help you get started can seem daunting, but we're here to help. We promise, it's a piece of cake!

The first step is to decide what website building platform, or web host, you're going to build your website with, which usually has a pre-made outline with all the complex HTML coding already completed. You won't even have to worry about difficult CSS since most platforms also have a general format created for you to make your HTML look the way you want it to look. That makes the process much easier for you! All you will need to do is decide what kind of content and multimedia images you want to include. Think of it like a ready-made scrapbook. All you would have to do is print, crop, and insert your pictures in the pre-made slots. User-friendly platforms is the best way to get started on building your website if this is your first time. So, for all you bloggers, webmasters, artists, and job seekers, now is the time to get started on your website with confidence!

9. The simple style of writing and minimal use of jargon tells the reader that this guide to creating a website is

- ☐ **A.** written for a busy person who needs a shortcut way of learning to build a website.
- ☐ **B.** written by authors who do not have thorough knowledge of using HTML and CSS.
- ☐ **C.** written for people who already have a good understanding of building a website.
- ☐ **D.** written for people who do not know much about building a website from scratch.

10. Believe it or not, lack of sleep can contribute to a less than ideal body weight. When sleep-deprived, people often reach for unhealthy foods to get quick surges of energy. In addition, the feeling of exhaustion wins over one's desire to exercise. Skipping breakfast also affects one's body weight by slowing down the metabolism and causing a craving for junk food. It is important to follow a healthy serving size in packaged as well as prepared food. Read the labels and do some research. 86% of people eat while being distracted and end up eating more than they should. So, people should focus on the task at hand, and enjoy what they are eating. They must remember to count liquid calories they consume as well. Smoothies, sodas, juices, and bottled sweet-teas are packed with calories. Why not stick to drinking water? Don't forget—it is cool to stay cool. People must try and eliminate stress so their bodies do not naturally produce and store more belly fat.

Which sentence marks a change from the formal tone of the rest of the passage?

- ☐ **A.** Skipping breakfast also affects one's body weight by slowing down the metabolism and causing a craving for junk food.
- ☐ **B.** Don't forget—it is cool to stay cool.
- ☐ **C.** People must try and eliminate stress so their bodies do not naturally produce and store more belly fat.
- ☐ **D.** It is important to follow a healthy serving size in packaged as well as prepared food.

Answers: Meaning & Tone

1. D
2. B
3. B
4. C
5. D
6. C
7. C
8. D
9. D
10. B

Explanations

1. In this passage, Shiree uses an informal tone to communicate to her peers. However, when she uses the words "singlehandedly" and "simultaneously," she loses the informal language of her essay. Instead, she could have written "Remember that you cannot fix all of your problems at once."
2. Throughout this passage, the author uses exclamatory statements to express the feelings of the characters. This helps the reader understand that the characters feel strongly about the situation described in the passage.
3. The last paragraph of the selection, while it uses some descriptive words, mostly just tells what took place between the dog and the boy. Using simple words like "He stopped opposite the child. . . ." the author is merely stating what action took place, whereas earlier in the selection, the author uses more flowery language to describe the scene. This is an example of how different styles work well to convey different things in the same story.
4. In the passage, the author describes the cold winter nights as a being that "[creeps] through the cracks, reaching out for them with its icy, death-dealing fingers," even as they try to "crouch and cower, and try to hide from it, all in vain." By giving the cold human-like characteristics as it creeps in through the "leaky weatherboards" of the house, the author describes the inevitability of its arrival and the destructive nature it causes to those who live in such poor living conditions.
5. Memos (short for memorandums or memoranda) are short, quick ways for one person to communicate with another person or a group of people. This memo describes a special offer for Henley High School juniors from EduTech Video Game Service. Phrases such as "new low rate," "exciting interactive games," "crystal-clear graphics," and "superior customer service" suggest that the memo is intended to sell a product.
6. This story, told in the first person, conveys a serious, grave tone and manages to be "personal" sounding as well. You may feel, as you're reading it, that the narrator is telling someone a story, or even writing a journal entry or a letter to a friend. One way the author achieves this personal tone is through the questions the narrator occasionally asks himself, such as "what was it that so unnerved me"—questions that make it seem as if he were thinking aloud and the reader were overhearing his thoughts.

7. Notice the effect of Oscar Wilde's story on the teacher. As described in the second paragraph, Mr. V.J. is overwhelmed by emotions and unable to continue reading the passage. The author portrays Mr. V.J., the English teacher, as a sentimental person.

8. Dylan's attitude about education changes in the story. At first, Dylan appears to be skipping school and feeling cynical about education. After having some time to contemplate, Dylan feels more optimistic about his own capabilities and about the possibilities presented by education.

9. This short how-to guide on creating a website is useful for beginners who are new to website building because it does not use much jargon (technical terms that only people in a particular field would know), and the language is simple enough for any adult to understand—even someone who does not know the first thing about the subject. The style of writing makes it accessible to a wide range of people.

10. The author of this passage uses a formal tone to convey his or her ideas. However, when the author writes "Don't forget—it is cool to stay cool," he or she loses the formality. The author could instead write: Don't forget—it is important to stay relaxed.

Grade 11 English: Text Structure



Childhood Obesity

- 1 How does someone become obese? One simple explanation is that a person consuming more energy than he or she uses gains weight. Can a person completely avoid obesity? Well, it depends on a number of factors.
- 2 Genetics: Genes can affect a person's metabolic rate, fat-storage hormones, and blood-glucose metabolism. Genetic factors also control how a person's body stores and burns energy from food. Obesity might run in the family. Thus, overweight parents tend to have overweight children. Adopted kids often reflect the size of their biological parents.
- 3 Lack of physical activity: The average kid today is less engaged in physical activity compared to children a few decades ago. What has contributed to this extra amount of pounds on the kids' bodies? The main culprits are electronic discoveries like television, computer, and video games. Kids today sit still for hours and, in turn, add extra weight.
- 4 Unhealthy snacks: An average American eats four meals a day because of all the snacks he or she consumes. These snacks do not normally consist of fruits and vegetables either. Because schools are loaded with vending machines that dispense high calorie sweets and drinks, kids are more inclined to snack on unhealthy food items. Thanks to the media, kids are always drawn to snack on one unhealthy food product after another.
- 5 Fast-food: Do you want an easy way to lose weight? Eat more regularly at home. Do you want an inexpensive way to eat healthy? Stop eating fast food. People are more drawn to the greasy, salty, and sugary substitutes for healthy food while eating out. More kids are packing extra calories by dining at fast food restaurants.

1. Paragraph 4 organizes ideas by

- ☐ A. cause and effect.
- ☐ B. chronological structure.
- ☐ C. question and answer.
- ☐ D. compare and contrast.

In 1917, Katharine Cook Briggs met her future son-in-law and noticed that his personality was very different from her other family members' personalities. Consequently, she began to research personality types. Briggs developed a theory that there are four main personality types—meditative (or thoughtful), spontaneous, executive, and social. There was a great deal of interest in Briggs' work, and this allowed her to publish her book *Psychological Types* in 1923. Her daughter, Isabel Briggs Myers, discovered new information about personality types and joined her mother's work. Myers learned test construction, scoring, and statistics, and this led to the creation of the Myers-Briggs Type Indicator in 1956. This test, with some updates and revisions, is still in use today. Many career counselors, teachers, life coaches, and marriage counselors use the Myers-Briggs Type Indicator to help clients learn more about their own unique personalities.

2. Which of the following resulted from Isabel Briggs Myers joining her mother's work?

- ☐ A. the idea for the creation of the book *Psychological Types*
- ☐ B. the disproving of many theories about personalities
- ☐ C. the development of the Myers-Briggs Type Indicator
- ☐ D. the recognition of the spontaneous personality type

TO: Rebecca Randall

FROM: Penny Randall

DATE/TIME RECEIVED: May 15, 2008, 3:45 p.m.

SUBJECT: How have you been?

Hi, Becca! I haven't seen you in a long time. I know you have been really busy. I hope you can come to the summer family reunion at the lake. I would like to talk to you.

Have you started thinking about college, yet? I've starting doing some research into different schools. It's a big decision, and we have to start filling out applications soon. My first choice is Columbia University. It's an Ivy League school in New York City. I've wanted to live in New York since my family went there for a vacation. Columbia costs about \$46,000 per year, but it is a great school to study chemistry and physics. There are more than 23,000 students at Columbia, but the school only accepts about 9 percent of the people who apply. That's why I have another school at the top of my list.

I'm also planning to apply to Harvard. Harvard is an Ivy League school located in Massachusetts, in the Boston area. It's the oldest university in the country and well known for its strong academics. It also will be a good place for me to get a degree in the sciences because it receives millions of dollars each year for research. There are less than 20,000 people at Harvard University, and they only accept about 7 percent of applicants. It's a very selective school, and the tuition will cost about \$50,000 per year. I know that I'll have to get financial aid wherever I go, but I think it would be worth it.

Those are my top two choices. Email me your top choices if you have time. Wouldn't it be nice if we both went to the same school?

3. Both of Penny's top-choice universities

- ☐ **A.** are located in Boston, Massachusetts.
- ☐ **B.** accept more than 9 percent of applicants.
- ☐ **C.** cost more than \$50,000 per year.
- ☐ **D.** are classified as Ivy League schools.

"One—breathe deep; two—focus; three—relax!" Shrey told herself when Jovita started losing her temper. She had to stay calm for her sister and herself.

"Some people just don't get it! Why do I have to think on behalf of everyone else in the universe? Are you even listening to me, Shrey? Am I talking to a wall here? Why don't I get any reaction from you? Hello!" Jovita yelled.

As always, Shrey waited till Jovita's anger boiled over. She knew that her sister acted this way under stress. Even after driving to the hospital carefully, Jovita was losing it in the parking lot. Her boss had just called to say that she could not find anyone to cover Jovita's shift and had asked her to come in immediately.

"I will take care of Mom. Why don't you ask Vinnie to help out? I know she is only shopping. She won't mind covering for you," Shrey spoke when she knew Jovita was ready to listen.

"Why didn't I think of that before?" Jovita's said, changing her tone immediately and called Vinnie right away. "Great! I owe you one!" Jovita hung up the phone and kissed her sister on the cheeks. "You always save me, Sis! Let's not keep Mom waiting!"

The sisters held hands the whole way as they tried to locate their mother. Shrey could feel the tension in Jovita's fingers as they tightened in her palm. "One—breathe deep; two—focus; three—relax!" Shrey said out loud as they entered the hospital room where their mother was recovering from a heart attack.

4. What is the effect of repetition in this story?

- ☐ A. It reflects the incompetence of Jovita's boss.
 - ☐ B. It shows how Shrey tries to manage emotions.
 - ☐ C. It reveals the problem the mother is facing.
 - ☐ D. It shows that Jovita fails to keep her sister calm.
-

5. Which of these is a rhetorical technique used in the story?

- ☐ A. overstatement
- ☐ B. sarcasm
- ☐ C. repetition
- ☐ D. understatement

Oklahoma's Langston University was founded in 1897 as a result of the passage of the second Morrill Act. This act required all states that received federal funding to either admit African Americans to existing state colleges or create new colleges for African Americans. The Morrill Act forced the state government to allow a new university to be built, but state leaders left it up to African American settlers to purchase land. The settlers raised money through bake sales, auctions, and donations, and they were able to buy 40 acres of land in 1898. The school building was finished soon after, and Langston University awarded its first bachelor's degree three years later.

In 1941, the university was renamed in honor of abolitionist, attorney, and political activist John Mercer Langston. Langston is Oklahoma's only historically African American university, and its campus is considered by many as one of the most beautiful in the country. Today, the university offers many undergraduate and graduate programs, and Langston's agricultural programs are internationally recognized.

6. According to the passage, which event occurred after the settlers purchased 40 acres of land?

- ☐ A. the settlers raised money with bake sales, auctions, and donations
 - ☐ B. the Morrill Act forced the state to allow a new university to be built
 - ☐ C. the state of Oklahoma passed a law called the second Morrill Act
 - ☐ D. the first bachelor's degree was awarded at Langston University
-

7. One Sunday afternoon in July, six months after John Bergson's death, Carl was sitting in the doorway of the Linstrum kitchen, dreaming over an illustrated paper, when he heard the rattle of a wagon along the hill road. Looking up he recognized the Bergsons' team, with two seats in the wagon, which meant they were off for a pleasure excursion. Oscar and Lou, on the front seat, wore their cloth hats and coats, never worn except on Sundays, and Emil, on the second seat with Alexandra, sat proudly in his new trousers, made from a pair of his father's, and a pink-striped shirt, with a wide ruffled collar. Oscar stopped the horses and waved to Carl, who caught up his hat and ran through the melon patch to join them.

from O Pioneers! by Willa Cather

What is the most likely reason the author chose to organize this paragraph chronologically?

- ☐ A. to teach the reader how to do something
- ☐ B. to use colorful details to tell the story
- ☐ C. to move the plot of the story along
- ☐ D. because fiction is always chronological

from **Abraham Lincoln's Gettysburg Address**

Delivered on November 19, 1863

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battle field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

8. The Gettysburg Address is written in which kind of text structure?

- ☐ A. chronological order
 - ☐ B. descending order
 - ☐ C. compare/contrast
 - ☐ D. parallel construction
-

Hi, Samuel,

Because you're starting your diet this week, here are a few things you need to think about when preparing your breakfast, packing your lunch, and grabbing your after-school snack.

I know you love walnuts. They are full of good fats and protein, but they have a lot of calories. Try not to eat more than a palmful of nuts a day.

Stay away from flavored yogurt cups. One has almost as much sugar as a can of soda. Yogurt itself is good for you, but the sugar and whole milk included make the cups high calorie and fatty. Get a cup of fat-free, plain yogurt and top it with fruit instead.

Above all else, don't even look at the blueberry muffins your grandmother brings over every week. I asked her to bring over more healthful things, but you know how well she listens. Until she can learn to respect my wishes, you just remember that a muffin is basically cake without the frosting. Grab a piece of whole-grain toast instead.

I thought you would want to know about these seemingly healthful foods. I will pick up some other healthful alternatives for you at the grocery store tonight.

Love,
Mom

9. How does the organizational structure of the letter relate to the author's purpose?

- ☐ A. The letter shows Samuel the causes and effects of satisfying his usual food cravings.
 - ☐ B. The letter lets Samuel see that order of food correlates to the time in which he eats them.
 - ☐ C. The letter lets Samuel know the order of food from slightly unhealthy to most unhealthy.
 - ☐ D. The letter gives Samuel a brief description of all the ingredients included in these foods.
-

Why does any form of art always get the boot during tough economic times? As they say, art does not feed a hungry stomach. Even in the education system, art classes are the first to be cut during a budget cut. Whether a music teacher or a painting instructor, art educators cannot boast secure jobs when the nation is facing a financial crisis. What about the people who consider making a living as an artist? Even writers claim that they are prepared to work hard for years without any expectations for monetary success. As historians say, the only times a nation has flourished in the arts is when its people had full stomachs.

10. Which of these organizational structures is used in the passage?

- ☐ **A.** question and answer
- ☐ **B.** cause and effect
- ☐ **C.** compare and contrast
- ☐ **D.** problem and solution

Answers: Text Structure

1. A
2. C
3. D
4. B
5. C
6. D
7. C
8. D
9. C
10. A

Explanations

1. This article discusses childhood obesity. The organizational structure of cause and effect is evident in paragraph four. The author describes how kids are drawn to unhealthy snacks.
2. This passage provides information about the development of the Myers-Briggs Type Indicator. The author states that after Isabel Briggs Myers joined her mother's work, she "learned test construction, scoring, and statistics, and this lead to the creation of the Myers-Briggs Type Indicator in 1956."
3. Penny is comparing and contrasting her two top college choices. In her descriptions, she mentions that both schools are Ivy League schools.
4. In this story, the author uses repetition to reveal Shrey's character. Shrey repeats the counting action when she is facing a stressful situation to manage her emotions.
5. Repetition can be an effective technique to give a passage structure. In this story, the author uses repetition through Shrey's character at the beginning and the end of the passage. Repetition in this passage also shows how Shrey is different from her sister.
6. The first paragraph of this passage describes the early history of Langston University. The author states that after local settlers raised enough money to purchase 40 acres of land, "Langston University awarded its first bachelor's degree three years later."
7. Fiction might contain many pages of colorful description of landscape and people, but an author often moves the action or plot of a story through chronological order. By showing how events happened one after the other, the author helps to portray a sense of passing time. This can keep the audience interested because we are curious about what event will happen next.
8. Parallel construction is a unique kind of text structure often used in speeches. This structure relies on repeating similar sentence organization and phrasings. In the second paragraph of the Gettysburg Address, for example, Lincoln repeated the phrasing structure "that nation" many times. He said, "...that nation...that war...that field...that nation." Parallel construction helps to emphasize ideas through repetition.

9. The information in the letter is organized by order of importance. Mom starts with a food that can be a problem if not eaten in moderation. As the letter continues, the foods mentioned get progressively worse.

10. The passage is organized in the form of posing and answering questions.

Grade 11 English: Analyzing U.S. Documents

FEDERALIST No. 69. The Real Character of the Executive

from the Federalist Papers by Alexander Hamilton, John Jay and James Madison

I PROCEED now to trace the real characters of the proposed Executive, as they are marked out in the plan of the convention. This will serve to place in a strong light the unfairness of the representations which have been made in regard to it.

The first thing which strikes our attention is, that the executive authority, with few exceptions, is to be vested in a single magistrate. This will scarcely, however, be considered as a point upon which any comparison can be grounded; for if, in this particular, there be a resemblance to the king of Great Britain, there is not less a resemblance to the Grand Seignior, to the khan of Tartary, to the Man of the Seven Mountains, or to the governor of New York.

That magistrate is to be elected for four years; and is to be re-eligible as often as the people of the United States shall think him worthy of their confidence. In these circumstances there is a total dissimilitude between him and a king of Great Britain, who is an hereditary monarch, possessing the crown as a patrimony descendible to his heirs forever; but there is a close analogy between him and a governor of New York, who is elected for three years, and is re-eligible without limitation or intermission. If we consider how much less time would be requisite for establishing a dangerous influence in a single State, than for establishing a like influence throughout the United States, we must conclude that a duration of four years for the Chief Magistrate of the Union is a degree of permanency far less to be dreaded in that office, than a duration of three years for a corresponding office in a single State.

The President of the United States would be liable to be impeached, tried, and, upon conviction of treason, bribery, or other high crimes or misdemeanors, removed from office; and would afterwards be liable to prosecution and punishment in the ordinary course of law. The person of the king of Great Britain is sacred and inviolable; there is no constitutional tribunal to which he is amenable; no punishment to which he can be subjected without involving the crisis of a national revolution. In this delicate and important circumstance of personal responsibility, the President of Confederated America would stand upon no better ground than a governor of New York, and upon worse ground than the governors of Maryland and Delaware.

The President of the United States is to have power to return a bill, which shall have passed the two branches of the legislature, for reconsideration; and the bill so returned is to become a law, if, upon that reconsideration, it be approved by two thirds of both houses. The king of Great Britain, on his part, has an absolute negative upon the acts of the two houses of Parliament. The disuse of that power for a considerable time past does not affect the reality of its existence; and is to be ascribed wholly to the crown's having found the means of substituting influence to authority, or the art of gaining a majority in one or the other of the two houses, to the necessity of exerting a prerogative which could seldom be exerted without hazarding some degree of national agitation. The qualified negative of the President differs widely from this absolute negative of the British sovereign; and tallies exactly with the revisionary authority of the council of revision of this State, of which the governor is a constituent part. In this respect the power of the President would exceed that of the governor of New York, because the former would possess, singly, what the latter shares with the chancellor and judges; but it would be precisely the same with that of the governor of Massachusetts, whose constitution, as to this article, seems to have been the original from which the convention have copied.

1. Which of the following makes up a major theme of the passage?

- ☐ A. comparison of the powers of the governors of New York and Delaware
 - ☐ B. comparison of the powers of the president of United States and the king of Great Britain
 - ☐ C. interpretation of the duties of the king of Great Britain
 - ☐ D. interpretation of the duties of the president of the United States
-

2. The **main** purpose of the passage above is to

- ☐ A. state that the president of the United States is elected by the people.
 - ☐ B. prove that the U.S. president is not an elected monarch.
 - ☐ C. state that the president of the United States has the power to influence a bill.
 - ☐ D. state the duties of the president of the United States..
-

Abraham Lincoln's Second Inaugural Address

"On the occasion corresponding to this four years ago, all thoughts were anxiously directed to an impending civil war. All dreaded it—all sought to avert it. While the inaugural address was being delivered from this place, devoted altogether to saving the Union without war, insurgent agents were in the city seeking to destroy it without war—seeking to dissolve the Union, and divide effects, by negotiation. Both parties deprecated war; but one of them would make war rather than let the nation survive; and the other would accept war rather than let it perish. And the war came.

One eighth of the whole population were colored slaves, not distributed generally over the Union, but localized in the Southern part of it. These slaves constituted a peculiar and powerful interest. All knew that this interest was, somehow, the cause of the war. To strengthen, perpetuate, and extend this interest was the object for which the insurgents would rend the Union, even by war; while the government claimed no right to do more than to restrict the territorial enlargement of it. Neither party expected for the war, the magnitude, or the duration, which it has already attained. Neither anticipated that the cause of the conflict might cease with, or even before, the conflict itself should cease. Each looked for an easier triumph, and a result less fundamental and astounding. Both read the same Bible, and pray to the same God; and each invokes His aid against the other. It may seem strange that any men should dare to ask a just God's assistance in wringing their bread from the sweat of other men's faces; but let us judge not that we be not judged. The prayers of both could not be answered; that of neither has been answered fully. The Almighty has his own purposes. Fondly do we hope—fervently do we pray—that this mighty scourge of war may speedily pass away. Yet, if God wills that it continue, until all the wealth piled by the bond-man's two hundred and fifty years of unrequited toil shall be sunk, and until every drop of blood drawn with the lash, shall be paid by another drawn with the sword, as was said three thousand years ago, so still it must be said 'the judgments of the Lord, are true and righteous altogether.'

With malice toward none; with charity for all; with firmness in the right, as God gives us to see the right, let us strive on to finish the work we are in; to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan—to do all which may achieve and cherish a just and lasting peace, among ourselves, and with all nations."

3. Read the following quote:

"With malice toward none; with charity for all... let us strive on to finish the work we are in... to bind up the nation's wounds; to care for him who shall have borne the battle, and for his widow, and his orphan..."

Which of the following **best** describes the meaning of this line from Lincoln's address?

- ☐ A. It is a request for compassion towards the South following the war.
- ☐ B. It is a statement passing judgement on the South for condoning slavery.
- ☐ C. It is a comment on the suffering of the South during the war.
- ☐ D. It is a memorial of the lives lost fighting for the Union cause.

4. The text above supports which of the following conclusions?

- ☐ A. Lincoln believed the South fought for a just cause.
 - ☐ B. Fighting in the Civil war could have been avoided.
 - ☐ C. The South should be blamed for starting the war.
 - ☐ D. Slavery was the one of the main causes of the Civil War.
-

5. Which of the following best describes Lincoln's tone in the address?

- ☐ A. lively
- ☐ B. incensed
- ☐ C. somber
- ☐ D. mild

The Declaration of Independence

WHEN in the course of human Events, it becomes necessary for one People to dissolve the Political Bands which have connected them with another, and to assume among the Powers of the Earth, the separate and equal Station to which the Laws of Nature and of Nature's God entitle them, a decent Respect to the Opinions of Mankind requires that they should declare the causes which impel them to the Separation.

WE hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness.—That to secure these Rights, Governments are instituted among Men, deriving their just Powers from the Consent of the Governed, that whenever any Form of Government becomes destructive of these Ends, it is the Right of the People to alter or abolish it, and to institute a new Government, laying its Foundation on such Principles, and organizing its Powers in such Form, as to them shall seem most likely to affect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient Causes; and accordingly all Experience hath shewn, that Mankind are more disposed to suffer, while Evils are sufferable, than to right themselves by abolishing the Forms to which they are accustomed. But when a long Train of Abuses and Usurpations, pursuing invariably the same Object, evinces a Design to reduce them under absolute Despotism, it is their Right, it is their Duty, to throw off such Government, and to provide new Guards for their future Security. Such has been the patient Sufferance of these Colonies; and such is now the Necessity which constrains them to alter their former Systems of Government. The History of the Present King of Great-Britain is a History of repeated Injuries and Usurpations, all having in direct Object the Establishment of an absolute Tyranny over these States. To prove this, let Facts be submitted to a candid World.

IN every stage of these Oppressions we have Petitioned for Redress in the most humble Terms: Our repeated Petitions have been answered only by repeated Injury. A Prince, whose Character is thus marked by every act which may define a Tyrant, is unfit to be the Ruler of a free People.

WE, therefore, the Representatives of the UNITED STATES OF AMERICA, in GENERAL CONGRESS, Assembled, appealing to the Supreme Judge of the World for the Rectitude of our Intentions, do, in the Name, and by the Authority of the good People of these Colonies, solemnly Publish and Declare, That these United Colonies are, and of Right ought to be, FREE AND INDEPENDENT STATES; that they are absolved from all Allegiance to the British Crown, and that all political Connection between them and the State of Great-Britain, is and ought to be totally dissolved; and that as FREE AND INDEPENDENT STATES, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which INDEPENDENT STATES may of right do. And for the support of this Declaration, with a firm Reliance on the Protection of the divine Providence, we mutually pledge to each other our Lives, our Fortunes, and our sacred Honor.

6. The main purpose of the text above was to

- ☐ A. request better treatment for the colonies by the British Parliament.
- ☐ B. make a statement against the institution of slavery.
- ☐ C. outline governmental powers for the newly created nation.
- ☐ D. justify and announce American independence from Great Britain.

7. The language of the Declaration of Independence could best be described as

- ☐ A. passionate.
 - ☐ B. jovial.
 - ☐ C. vulgar.
 - ☐ D. soothing.
-

8. Read the quotation below:

"WE hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness..."

Which of the following choices best describes what the word "unalienable" means?

- ☐ A. inherent
 - ☐ B. corrupt
 - ☐ C. earned
 - ☐ D. acquired
-

Preamble of the United States Constitution

"We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America."

9. Which quote from the Preamble means that it is the government's job to keep the country safe?

- ☐ A. "to form a more perfect Union"
 - ☐ B. "promote the general Welfare"
 - ☐ C. "secure the Blessings of Liberty"
 - ☐ D. "provide for the common defense"
-

The Bill of Rights

THE Conventions of a number of the States, having at the time of their adopting the Constitution, expressed a desire, in order to prevent misconstruction or abuse of its powers, that further declaratory and restrictive clauses should be added; And as extending the ground of public confidence in the Government, will best ensure the beneficent ends of its institution.

Amendment I

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

Amendment II

A well regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms, shall not be infringed.

Amendment III

No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

Amendment IV

The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

Amendment V

No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb; nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use, without just compensation.

Amendment VI

In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the Assistance of Counsel for his defence.

Amendment VII

In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury, shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

Amendment VIII

Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

Amendment IX

The enumeration in the Constitution, of certain rights, shall not be construed to deny or disparage others retained by the people.

Amendment X

The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

10. Which of the examples below best match the definition of the word "state" as it's used in the Second Amendment?

- ☐ **A.** a condition of the mind
- ☐ **B.** a country that governs itself
- ☐ **C.** the state of Maryland
- ☐ **D.** the citizens of the U.S.

Answers: Analyzing U.S. Documents

1. B
2. B
3. A
4. D
5. C
6. D
7. A
8. A
9. D
10. B

Explanations

1. The passage compares and contrasts the U.S. president's powers and rights with the powers of the king of Great Britain. Hence, the correct answer is "comparison of the powers of the president of United States and the king of Great Britain."

2. Throughout the passage, the author tries to justify the fact that the president of the United States has very few powers compared to the British monarch. Hence, the correct answer is "prove that the U.S. president is not an elected monarch."

3. In the quotation used here, Lincoln is asking for compassion toward the South following the Civil War. Clues for this meaning can be found in the phrases "with malice towards none" and "with charity for all." He then asks that, when the war ends and to "bind up the nation's wounds," which means bring the nation back together under one government. In the end, Lincoln asks to take care of "him who shall have borne the battle, and his widow, and his orphan." In this statement, Lincoln does not distinguish between the different factions of the war and instead asks that those who suffered on both sides of the hostilities be looked after following the war.

4. In his Second Inaugural Address, Abraham Lincoln states that slavery "constituted a peculiar and powerful interest. All knew that this interest was, somehow, the cause of the war." With this statement, Lincoln was asserting that he believed slavery to be a cause of the Civil War.

5. The word "somber" is the best description of the tone of Abraham Lincoln's Second Inaugural Address. The word "somber" means serious or grave. At the time of the address, the United States Civil War was coming to an end and the country had been torn apart by war for four years. Though the war was close to completion, with a Union victory all but assured, Lincoln's address conveyed a message of sadness of all that happened during the war.

6. The main purpose of the Declaration of Independence was to justify and announce the separation of the American colonies from Great Britain. The writers of the declaration believed that the colonies had been unjustly treated by both King George III and the British Parliament. They therefore believed they were justified in declaring American independence from the Great Britain.

7. The language of the Declaration of Independence can best be described as passionate. "WE hold these Truths to be self-evident, that all Men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty, and the pursuit of Happiness." This sentence, along with many others from the text, were written were to elicit an emotional response, to convey passion in the justness of the cause of independence.

8. The word "unalienable" means inherent. An "unalienable right" would be a natural right, or a right that no government can take away. According to the Declaration of Independence, unalienable rights include the right to life, liberty, and the pursuit of happiness.

9. The phrase to "provide for the common defense" from the Preamble means that it is the government's job to defend the country. Specifically, this means to defend the country from external threats.

10. The word "state" as it's used in the Second Amendment refers to a politically unified people that occupy a defined territory. Often, a "state" is also a "nation," which means that the territorial boundaries of a sovereign (self-governing) political power align with a group of people who share some sort of common background, like an ethnic or linguistic background. This type of political organization would be referred to as a "nation-state."

Grade 11 English: Transitions

1. Charles Darwin stated that the fossil record of organisms shows an overall pattern of successive change. _____, within a specific group such as mammals, extinct species that have lived more recently tend to be more similar to species that exist today than to species that lived long ago.

Which transitional word would best combine the ideas of the two sentences by signaling **addition**?

- ☐ A. However
 - ☐ B. Similarly
 - ☐ C. Another
 - ☐ D. Furthermore
-

2. Stonehenge was produced by a culture with no written language, so the certainty of its purpose has largely been a subject of debate. Not _____ recently have more credible theories arisen to replace the legends and speculations that surround this mysterious structure.

Which transitional word or phrase would best combine the ideas of the two sentences by signaling **sequence**?

- ☐ A. for example
- ☐ B. whereas
- ☐ C. likewise
- ☐ D. until



(1) The 8000 Mile Guy, Mark Harris, will walk the Golden Gate Bridge. (2) A high level of road congestion and law restrictions, the California Highway Patrol has informed Mark Harris that it's too dangerous to continue his walk south on HWY 101 from Santa Rosa. (3) Harris will walk the 331 miles he would have traveled from Santa Rosa, CA, to Bakersfield, CA, by walking the Golden Gate Bridge in San Francisco. (4) The Golden Gate Bridge is 1.7 miles in length. (5) Harris will have to walk the length of the bridge 195 times.

(6) Harris walks with a message to forgive, and he shares his example of love with his followers. (7) He hopes the walk will be inspirational. (8) This portion of his journey should take less than one month to complete. (9) He will continue his walk across the United States.

adapted from "The 8000 Mile Guy to Walk the Golden Gate Bridge 195 Times" by Katheryn Troyer

3. Which transitional phrase would **best** begin sentence 6?

- ☐ A. All in all,
- ☐ B. In particular,
- ☐ C. Consequently,
- ☐ D. Likewise,

(1) The old proverb that lightning never strikes twice is just not true. Take Roy Cleveland Sullivan, who for much of his life worked as a forest ranger at Shenandoah National Park in Virginia. All told, Mr. Sullivan was struck by lightning seven times within a 40-year time span.



(2) He was first struck while in a lookout tower in 1942. The second strike came almost 27 years later, when he was again struck while driving along a mountain road. After that, the strikes came at almost regular intervals for the next eight years. Just before the sixth time, Sullivan believed he saw a cloud that was following him. He tried to run away but was struck down.

(3) Sullivan suffered various injuries throughout these encounters, though none were serious enough to be life threatening. He lost a toenail in one encounter. His eyebrows were burned off in another. His hair also caught fire on more than one occasion.

(4) Therefore, it seems that lightning can indeed strike more than once. Though it's unlikely that anyone would ever suffer the same misfortune as Roy Sullivan, it never hurts to be on the lookout.

4. Read the following sentences from paragraph 2.

"He was first struck while in a lookout tower in 1942. The second strike came almost 27 years later, when he was again struck while driving along a mountain road. After that, the strikes came at almost regular intervals for the next eight years. Just before the sixth time, Sullivan believed he saw a cloud that was following him."

How do the underlined transitions move the article along?

- ☐ A. They show a sequence.
 - ☐ B. They conclude a point.
 - ☐ C. They compare like events.
 - ☐ D. They introduce examples.
-

5. Read the last sentence of paragraph 2.

"He tried to run away but was struck down ____."

Which transitional word or phrase would **best** fit the blank?

- ☐ A. regardless
- ☐ B. accordingly
- ☐ C. for this purpose
- ☐ D. for instance

6. Read the first sentence of Paragraph 3.

"Sullivan suffered various injuries throughout these encounters, though none were serious enough to be life threatening."

Which transitional phrase would **best** begin the sentence?

- ☐ A. Specifically,
 - ☐ B. Immediately,
 - ☐ C. Furthermore,
 - ☐ D. Consequently,
-

(1) Turkish is the official language of Turkey, Cyprus, and Macedonia. (2) About 100 million people can speak Turkish, and it is the native language of about 70 million people. (3) Turkish uses the Latin alphabet, like English, though the alphabet is slightly different. (4) The Turkish alphabet has six additional letters, and it does not have the letters Q, W, or X.

(5) The history of the Turkish language is very interesting. (6) During the Ottoman Empire, Ottoman Turkish was influenced mostly by Arabic and Persian. (7) The primary writing system was also based on Arabic and Persian script. (8) It was very difficult to learn the language. (9) Therefore, only about 10% of the Ottoman Turkish population was literate.

(10) However, in 1928, Mustafa Kemal Atatürk changed many things about the Turkish language. (11) He changed the writing system to a Turkish variant of the Latin alphabet. (12) Furthermore, he added six letters from different languages, including German, Swedish, and Romanian. (13) The change in the writing system benefited Turkey greatly. (14) During the 1930s, the literacy rate shot up to 70%. (15) Today, the literacy rate in Turkey is approximately 87%.

7. What is the purpose of the transition "therefore" as it is used in sentence 9?

- ☐ A. to indicate a place
- ☐ B. to conclude the article
- ☐ C. to show a sequence
- ☐ D. to introduce an effect

8. Viruses, worms, and spyware are all forms of malicious software designed to steal information or to cause severe annoyance and disruption. Software worms can spread between Bluetooth-enabled mobiles _____ as flu viruses do in humans.

Which transitional word or phrase would best combine the ideas of the two sentences by signaling **comparison**?

- ☐ A. as a result
 - ☐ B. in the same manner
 - ☐ C. conversely
 - ☐ D. previously
-

(1) There has been a rise in parental involvement through sports. Parents take the games very seriously. They want to see their kids win and do well. However, there is a line that should not be crossed, and this weekend, in California, Cory Petero crossed that line.

(2) Cory Petero was an assistant coach for his son's football team in Stockton California. He took the game too personally. A player on the opposing team made an inappropriate late play against his son, so Cory tackled the boy on the other team. The boy was wearing his equipment and was not hurt. Afterwards, Mr. Petero left the stadium. Later, he turned himself into the police. As a result, he could face Child Abuse charges, which is a felony.

(3) It is obvious that parents are putting more pressure on their children to perform, but many youth sports programs are requiring that referees enforce the code of conduct for the parents as well as the athletes. Both athletes and parents need to realize the importance of the rules. If the athletes play fair, the parents have no need to interfere. However, if they don't play fair, parents need to put their anger aside and let the children handle the situation on their own.

adapted from "Youth Sports: A Personal Competition" by Katie Prisco

9. Read the sentence from paragraph 3.

"However, if they don't play fair, parents need to put their anger aside and let the children handle the situation on their own."

What is the purpose of the transition "however" as it is used in this sentence?

- ☐ A. to show a sequence
- ☐ B. to indicate a place
- ☐ C. to conclude the article
- ☐ D. to introduce a contrast

10. Using climate models, scientists have confirmed that Earth's climate has warmed in recent decades. _____, the geographical ranges of bird, butterfly, and plant species in the U.S. and Europe have shifted northward of their familiar climates.

Which transitional word or phrase would best combine the ideas of the two sentences by signaling **cause and effect**?

- ☐ **A.** Even though
- ☐ **B.** In the meantime
- ☐ **C.** As a result
- ☐ **D.** Nevertheless

Answers: Transitions

1. D
2. D
3. A
4. A
5. A
6. D
7. D
8. B
9. D
10. C

Explanations

1. Transitions show the logical relationship of ideas. They are used within sentences, between sentences, and between paragraphs to connect ideas. "Furthermore" is the correct transition to use in the above sentence. It is a transition that shows **addition**. In other words, the second sentence adds or contributes to the idea stated in the first sentence. It explains the idea in the first sentence—that the fossil record shows a pattern of change—by providing the additional information that similarities are more obvious between species that have recently gone extinct and species that are still alive.

2. Transitions show the logical relationship of ideas. They are used within sentences, between sentences, and between paragraphs to connect ideas. The transition "until" is the correct choice. It is a transition that signals time or **sequence**. The idea in the first sentence is that the purpose of Stonehenge has been a subject of debate. The second sentence continues this idea through time, indicating that recent theories are now replacing the legends and speculations of the past.

3. Sentence 6 begins the conclusion, providing a summary on "why" Harris is walking. A transition to introduce this change is necessary. "Consequently" implies a cause and effect relationship, whereas "likewise" is a transition used to compare. "All in all" is the only choice that introduces the conclusion of the article.

4. Transitions help make connections. In this case, the underlined transitions show a sequence of events.

5. Transitions help make connections. In this case, a transition is needed to show a contrast. Even though Sullivan "tried to run away," he "was struck down" regardless, or anyway, despite his effort to get away. The transition "regardless" is the only answer choice that makes this distinction.

6. Transitions help make connections. In this case, using the transition "consequently" introduces the effects, or consequences, of Sullivan's encounters with lightning. The transition also connects this paragraph with the previous one.

7. Transitions help make connections. In this case, using the transition "therefore" shows the effect caused by the difficulty of the Turkish language. Because the language was difficult to learn, the literacy rate was low. The transition "therefore" marks that relationship.

8. Transitions show the logical relationship of ideas. They are used within sentences, between sentences, and between paragraphs to connect ideas. The transition "in the same manner" is the correct choice. It is a transition that signals a **comparison**. The idea of the first sentence is that malicious software is designed to cause harm. The second sentence compares how a software worm, or virus, can spread from one device to another just as an organic virus, in this case the flu, can spread from one person to another.

9. Transitions help make connections. In this case, using the transition "however" works to show the contrast of events. In other words, there is a distinction made between how the parents should act depending on whether the athletes "play fair" or "don't play fair."

10. Transitions show the logical relationship of ideas. They are used within sentences, between sentences, and between paragraphs to connect ideas. "As a result" is the correct transition to use in the above sentence because it signals **cause and effect**. In other words, the cause in the first sentence—the warming of the Earth's climate—explains the effect in the second sentence—the shift northward of plant and animal species.

Grade 11 English: Precise Language & Sensor Details

Mariah is writing a short essay about John Steinbeck for her English class. This is her first draft.

(1) Though John Steinbeck is probably best known for his novel *The Grapes of Wrath*, this great American novelist had a lot of other novels, novellas, and short story collections. (2) Steinbeck most often wrote about the homeless and the hopeless in America, trying to live in an ever-changing country. (3) Many of his novels take place west of the Mississippi River. (4) *The Grapes of Wrath*, for example, follows a family who migrates from Oklahoma to California during the Dust Bowl. (5) Steinbeck himself was from California, which is why his works often take place in the West. (6) Steinbeck had a long career, beginning in 1929. (7) Steinbeck's first novel, *Cup of Gold*, was published in 1929. (8) He did not receive much recognition for his works, however, until *Tortilla Flat* was published in 1935. (9) Steinbeck's name soon became more well-known, and more people knew that he was a great American writer. (10) He kept writing for decades. (11) In 1962, Steinbeck won the Nobel Prize for Literature.

1. Which sentence from the passage contains needless repetition?

- ☐ A. Sentence 2
 - ☐ B. Sentence 5
 - ☐ C. Sentence 11
 - ☐ D. Sentence 8
-

2. Which sentence is the **most** precisely written?

- ☐ A. The new roller coaster was fifty feet longer than the old one.
 - ☐ B. The length was greater on the new roller coaster just built.
 - ☐ C. The new roller coaster was just built and is longer and newer.
 - ☐ D. That roller coaster is not as long as the other one over there.
-

3. Which word would **best** replace the underlined word to make the meaning more precise?

The comedian must have been funny because the audience could not stop laughing at his jokes.

- ☐ A. sarcastic
 - ☐ B. captivating
 - ☐ C. unusual
 - ☐ D. hysterical
-

4. Which word would **best** replace the underlined word to make the meaning more precise?

After the band finished the encore, the applause from the sold-out crowd was loud.

- ☐ A. timeless
- ☐ B. excited
- ☐ C. deafening
- ☐ D. impressive

adapted from **Madame Bovary**
by Gustave Flaubert

This letter, sealed with a small seal in blue wax, begged Monsieur Bovary to come immediately to the farm of the Bertaux to set a broken leg.

Towards four o'clock in the morning, Charles, well wrapped up in his cloak, set out for the Bertaux. Still sleepy from the warmth of his bed, he let himself be lulled by the quiet trot of his horse. When it stopped of its own accord in front of those holes surrounded with thorns that are dug on the margin of furrows, Charles awoke with a start, suddenly remembered the broken leg, and tried to call to mind all the fractures he knew. The rain had stopped, day was barely breaking, and on the branches of the trees birds sat still in the cold morning. The flat country stretched far, and the tufts of trees round the farms at long intervals seemed like dark violet stains on the cast grey surface, that on the horizon faded into the gloom of the sky.

Charles from time to time opened his eyes, his mind grew weary, and, sleep coming upon him, he soon fell into a doze wherein, his recent sensations blending with memories, he became conscious of a double self, at once student and married man, lying in his bed as but now, and crossing the operation theatre as of old. The warm smell of poultices mingled in his brain with the fresh odour of dew; he heard the iron rings rattling along the curtain-rods of the bed and saw his wife sleeping. As he passed Vassonville he came upon a boy sitting on the grass at the edge of a ditch.

It was a substantial-looking farm. In the stables, over the top of the open doors, one could see great cart-horses quietly feeding from new racks. Right along the outbuildings extended a large dunghill, from which manure liquid oozed, while amidst fowls and turkeys, five or six peacocks, a luxury in Chauchois farmyards, were foraging on the top of it. The sheepfold was long, the barn high, with walls smooth as your hand. Under the cart-shed were two large carts and four ploughs, with their whips, shafts and harnesses complete, whose fleeces of blue wool were getting soiled by the fine dust that fell from the granaries. The courtyard sloped upwards, planted with trees set out symmetrically, and the chattering noise of a flock of geese was heard near the pond.

A young woman in a blue merino dress with three flounces came to the threshold of the door to receive Monsieur Bovary, whom she led to the kitchen, where a large fire was blazing. The servant's breakfast was boiling beside it in small pots of all sizes. Some damp clothes were drying by the chimney-corner. The shovel, tongs, and the nozzle of the bellows, all of colossal size, shone like polished steel, while along the walls hung many pots and pans in which the clear flame of the hearth, mingling with the first rays of the sun coming in through the window, was mirrored fitfully.

5. Which phrase from the passage **best** uses sensory details to describe Charles's condition?

- ☐ A. Charles, well wrapped up in his cloak, set out for the Bertaux
 - ☐ B. tried to call to mind all the fractures he knew
 - ☐ C. he let himself be lulled by the quiet trot of his horse
 - ☐ D. Charles would start three hours later when the moon rose
-

6. Which word would **best** replace the underlined word to make the meaning more precise?

As the class rushed out of the room for the fire drill, the piercing sound of the alarm made the students shrink.

- ☐ A. turn
 - ☐ B. pace
 - ☐ C. wince
 - ☐ D. leap
-

7. Which sentence below is written in active voice?

- ☐ A. Nina was given a small, one-line solo in the spring musical.
 - ☐ B. Jose hoped to get a scholarship for playing baseball.
 - ☐ C. The bicycle was fixed and given new tires by Ralph.
 - ☐ D. The baby-sitting job was found by Cynthia's best friend.
-

8. Which sentence is the **most** precisely written?

- ☐ A. Charlie did not make the dessert that he brought.
 - ☐ B. Charlie's mother made the delicious sugar cookies.
 - ☐ C. The cookies there were made by Charlie's mother.
 - ☐ D. Those yummy things were brought by Charlie.
-

9. Which phrase from the passage **best** uses sensory details to describe Charles's dreamlike state?

- ☐ A. his recent sensations blending with memories, he became conscious of a double self
 - ☐ B. lying in his bed as but now, and crossing the operation theatre as of old
 - ☐ C. his mind grew weary, and, sleep coming upon him, he soon fell into a doze
 - ☐ D. The warm smell of poultices mingled in his brain with the fresh odour of dew
-

10. Which phrase from the passage **best** uses sensory details to describe Charles's surroundings while riding to Bertaux?

- ☐ A. dark violet stains on the cast grey surface
- ☐ B. The rain had stopped, day was barely breaking
- ☐ C. The flat country stretched far
- ☐ D. birds sat still in the cold morning

Answers: Precise Language & Sensor Details

1. B
2. A
3. D
4. C
5. C
6. C
7. B
8. B
9. D
10. A

Explanations

1. Sentence 5 tells the reader the same thing as sentence 3—that Steinbeck's works take place out west. Sentence 5 could be rewritten to just state, "Steinbeck himself was from California" or it could elaborate on why Steinbeck liked to write about California or how his travels in and around California helped to inspire him, instead of repeating information already given.

2. The most precise sentence is the sentence that uses strong sensory details without using passive voice or repetition. The descriptive words tell exactly how much longer the new roller coaster is than the old roller coaster. The other sentences are much more vague and do not tell the reader enough about what happened.

3. In this sentence, the correct word to replace **funny** should be more descriptive but have a similar meaning. Of the answer choices, only the word **hysterical** fits this sentence. While sarcastic, unusual, and captivating might describe a comedian, none of these words mean the same as funny.

4. In this sentence, the correct word to replace **loud** should be more descriptive but have a similar meaning. Of the answer choices, only the word **deafening** fits this sentence. While the sound of the applause might be impressive or exciting, neither of these words mean the same as loud.

5. Writers use sensory details, including descriptions relating to sight, sound, touch, smell, and taste, in order to engage the reader with the five senses. The phrase "he let himself be lulled by the quiet trot of his horse" best describes Charles's physical condition as he is riding as well as how his horse helps him sleep. The words "lulled" and "quiet trot" best depict this, as the reader can see and hear the action taking place.

6. In this sentence, the correct word to replace **shrink** should be more descriptive but have a similar meaning. Of the answer choices, only the word **wince** fits this sentence. While turn, pace, and leap might describe how people react to loud noises, none of these words mean the same as shrink.

7. When a sentence is written in active voice, the subject performs the action. In the correct answer, **Jose** is the subject, and he performs the action **hoped**. The other sentences are written in passive voice, meaning that the subject receives the action expressed in the verb but does not perform any action.

8. The most precise sentence is the sentence that uses strong sensory details without using passive voice or repetition. The descriptive words tell exactly what dessert was made and by whom so that the reader can get a picture of the dessert in his or her mind. The other sentences are much more vague and do not tell the reader enough about what happened.

9. Writers use sensory details, including descriptions relating to sight, sound, touch, smell, and taste, in order to engage the reader with the five senses. The phrase "The warm smell of poultices mingled in his brain with the fresh odour of dew" describes Charles's sleepy state. The phrases "warm smell of poultices" and "fresh odour of dew" best help depict that Charles is partially dreaming, as the reader has an understanding of what Charles smells—both in his dream and in reality.

10. Writers use sensory details, including descriptions relating to sight, sound, touch, smell, and taste, in order to engage the reader with the five senses. The phrase "dark violet stains on the cast grey surface" best describes Charles's surroundings, creating the most detailed visual for the reader.

Grade 11 English: Phrases and Clauses

1.



Keeping her GPA high, Keisha goes to the school's math lab every night to study trigonometry with her classmates.

What is infinitive in the sentence above?

- ☐ A. with her classmates
 - ☐ B. to study trigonometry
 - ☐ C. to the school's math lab
 - ☐ D. Keeping her GPA high
-

2.

The sixth, seventh, and eighth graders will be studying in the library all week.

The underlined word is a part of which type of phrase?

- ☐ A. a participle phrase
- ☐ B. a verb phrase
- ☐ C. a gerund phrase
- ☐ D. an infinitive phrase

3.



The corny Elvis impersonator _____ in two shows tomorrow night.

Fill the blank with the correct verb phrase.

- ☐ A. had performed
 - ☐ B. was performing
 - ☐ C. will perform
 - ☐ D. were performed
-

4. How should the sentence below be correctly written?

Know her tendency to procrastinate, Drea decided to start on her history paper two weeks before it was due.

- ☐ A. add a comma after *paper*
 - ☐ B. change *start* to *starting*
 - ☐ C. remove comma after *procrastinate*
 - ☐ D. change *know* to *knowing*
-

5. What change should be made to the sentence below?

Whenever the weather was bad Vinny's coaches made the team lift weights instead of practicing outside.

- ☐ A. add a comma after *weights*
 - ☐ B. add a comma after *weather*
 - ☐ C. add a comma after *instead*
 - ☐ D. add a comma after *bad*
-

6. How are the following sentences **best** combined?

The crowd raced into the warm, dry building. As the dark clouds poured water onto them.

- ☐ A. The crowd raced into the warm, dry building, when as the dark clouds poured water onto them.
 - ☐ B. The crowd raced into the warm, dry building, as the dark clouds poured water onto them.
 - ☐ C. As the dark clouds poured water onto them, but the crowd raced into the warm, dry building.
 - ☐ D. As the dark clouds poured water onto them, the crowd raced into the warm, dry building.
-

7. What change should be made to the sentence below?

Gloria found it difficult concentrate at the competition because she was getting more and more nervous.

- ☐ A. change *concentrate* to *to concentrate*
 - ☐ B. add comma after *concentrate*
 - ☐ C. remove the word *because*
 - ☐ D. add comma after *competition*
-

8.



The elves locked Santa out of the house in his underwear, so I can understand him being annoyed.

What is the correct way to write the underlined part of the sentence.

- ☐ A. he being annoyed
 - ☐ B. Make no change.
 - ☐ C. his being annoyed
 - ☐ D. he's being annoyed
-

9. What change should be made to the sentence below?

Luis turned eighteen in September so he was able to vote in the last election.

- ☐ A. add a semicolon after *eighteen*
 - ☐ B. add a comma after *vote*
 - ☐ C. add a semicolon after *able*
 - ☐ D. add a comma after *September*
-

10.

Although Jenna _____ to break in her new skates on Saturday, she couldn't get a ride to the skating rink.

Fill in the blank with the correct verb phrase?

- ☐ A. have hoped
 - ☐ B. has hoped
 - ☐ C. had hoped
 - ☐ D. hoped
-

Answers: Phrases & Clauses

1. B
2. B
3. C
4. D
5. D
6. D
7. A
8. C
9. D
10. C

Explanations

1. Infinitives are verbals signaled by "to" and used as a noun, an adjective, or an adverb. In this case, the infinitive phrase "to study trigonometry" is used as an adverb modifying the verb "goes."

2. A verb phrase is made up of auxiliary verbs (helping verbs) and main verbs. In this sentence, the helping verb is "will be," and the main verb is "studying."

3. The verb tense needed for this sentence is future tense: **will perform**. This tense is used to show anticipated action.

4. In this sentence, the phrase "Know her tendency to procrastinate" is a participial phrase. A participial phrase begins with a participle—a verbal ending in -ing or -ed. In this case, *know* should be changed to *knowing* to make the sentence correct. The rest of the sentence is correctly written.

5. In this sentence, "whenever the weather was bad" is a subordinate clause. The subordinate clause is placed before the main clause, so there needs to be a comma to separate them. There should be a comma after "bad" to make the sentence correct.

6. "As the dark clouds poured water onto them" is a subordinate clause and cannot stand alone. "The crowd raced into the warm, dry building" is the main clause. When you combine a main clause and a subordinate clause, the clauses only need to be separated by a comma when the subordinate clause comes first in the sentence. The correct answer is right because it follows this rule: **subordinate clause + comma + main clause**.

7. This sentence is incorrect because the verb **concentrate** should be changed to an infinitive. An infinitive is a verbal that combines "to" with a verb to act as a noun, adverb, or adjective. In this sentence, the verb "concentrate" needs to be changed to a verbal to modify "difficult."

8. A gerund is a verbal noun ending in -ing. It functions like any other noun. A pronoun before a gerund should be in the possessive form. "Him" should be replaced by the possessive pronoun "his."

9. In this sentence, two main clauses are connected through the conjunction "so." There should be a comma after "September" in order to follow the compound sentence rule: **main clause + comma + conjunction + main clause**. The word "so" could also be replaced by a semicolon to make the sentence correct.

10. The verb tense needed for this sentence is past perfect: *had hoped*. The past perfect tense shows one action happening further back in time than another past action: Jenna's hoping happened before she couldn't find a ride to the skating rink.

Grade 11 English: Spelling



Studies

by J. Robbins

(1) Andrea and Blake sat in the booth at the restarant and tried to study. (2) The intermittant cheering from the sports fans at the other tables was distracting, to say the least.

(3) "This is excruciating," complained Andrea. (4) She flipped through the pages of her book with trepidation. (5) "We're never going to be able to finish this project on medievil warfare."

(6) "Don't be such a grump," Blake admonished her.

(7) "Why don't we just copy some of the paragraphs out of the book?" asked Andrea. (8) "This book is a million years old. I'm sure no one will notice."

(9) "That's called plagiarism," replied Blake. (10) "If you're going to talk like that, I'll have to find another partner." (11) Andrea rolled her eyes.

(12) "Fine," she agreed sullenly, "but we had better get an A."

1. Andrea and Blake sat in the booth at the restarant and tried to study.

What is the correct spelling of the underlined word?

- ☐ A. resturant
- ☐ B. restuarant
- ☐ C. restairant
- ☐ D. restaurant

2. Which sentence contains a spelling error?

- ☐ A. Miranda and Lacey are beginning to deeply regret inheriting the creepy old mansion.
- ☐ B. After wiping the mustard off of her face, Sara admitted that Jake is irrepressible.
- ☐ C. My brother and I are too dissimilar to get along well, but we tolerate one another.
- ☐ D. Mr. Thomas will not be permitting cell phones in class after last week's incident.

3. How should sentence 9 be changed to correct the problem of spelling?

- ☐ A. The sentence has no spelling errors.
 - ☐ B. change replied to repleid
 - ☐ C. change That's to Thats
 - ☐ D. change plagarism to plagiarism
-

Trip to Texas History Museum

My favorite part of the Texas History Museum was the geology study area where a visitor could experiment with a model of the Llano Escarpment. By turning a wheel, a person could reverse the flow of miniature rivers, raise and lower mock land elevations, and wash away tiny forests and plants. The model was incredably detailed, and I learned much from how water and erosion affects natural landscapes. It was so colorful, and whenever a visitor was done experimenting, it would return to its default state. I was surprised at how easily it was to manipulate the controls of the device; it was educational and fun. The geology study area allows a visitor to the museum.

4. Jason turned in a paper in his composition class. He scored a "B" on it. Dr. Lopez has just handed back Jason's paper with the comment, "Well-written paper, Jason, but you could use a little work on your spelling."

Which of the following words is spelled incorrectly in Jason's paper?

- ☐ A. manipulate
 - ☐ B. erosion
 - ☐ C. incredibly
 - ☐ D. experimenting
-

5. Which of the following words is spelled incorrectly?

- ☐ A. democratic
- ☐ B. partial
- ☐ C. denyed
- ☐ D. detailed

6. Brian has to give a speech before the Rotary club. He asked his friend Gary to edit his speech.

Thank you, friends, for this great honor. In the future, I hope that the program we enact tonight awards great priveledge to future scholars and hopefuls. Through this scholarship, young men and women who might not have had a chance at college will now be able to achieve their goals.

Which word is spelled incorrectly?

- ☐ A. enact
 - ☐ B. scholarship
 - ☐ C. priveledge
 - ☐ D. achieve
-

7. Which of the following words is spelled incorrectly?

- ☐ A. tommorrow
 - ☐ B. committee
 - ☐ C. argument
 - ☐ D. desperate
-

8. Which of the following words is spelled incorrectly?

- ☐ A. purfect
 - ☐ B. establish
 - ☐ C. promote
 - ☐ D. domestic
-

9. Which of the following sentences contains a word that is spelled incorrectly?

- ☐ A. You should follow the maintnance schedule for your car in order to prevent major problems.
- ☐ B. The skier was rather skillful as she maneuvered through the slalom poles.
- ☐ C. The phone company asked its customers to complete a questionnaire about the new products.
- ☐ D. This diet pill guarantees that you will lose ten pounds in one week.

10. Which sentence contains a spelling error?

- ☐ **A.** We enjoyed the new science fiction movie even though the special effects were ludicrous.
- ☐ **B.** Despite his mother's best efforts, Tyrese invariably left the house in mismatched clothes.
- ☐ **C.** Mike felt that his punishment was disproportionate to his crime, but Mr. Smith disagreed.
- ☐ **D.** Although she was dubious about its previous owner, Karla decided to buy the used car.

Answers: Spelling

1. D
2. D
3. D
4. C
5. C
6. C
7. A
8. A
9. A
10. B

Explanations

1. The correct spelling of this word is **restaurant**. This is a commonly misspelled word, and it may be helpful to memorize the correct spelling. A mnemonic device is one way to aid memorization. For example, "**A** (hey), **U** (you)! Let's go eat at the rest**aur**ant!"
2. "Permitting" is the misspelled word in this sentence. When a word ends in a consonant-vowel-consonant pattern (per**mit**), it gets a double consonant when the -ing ending is added to the word (per**mitt**ing).
3. The correct spelling of this word is **plagiarism**. This is a commonly misspelled word, and it may be helpful to break it down into smaller parts for memorization: plag—i—ar—ism.
4. **Incredibly** is a commonly misspelled word because it is often mispronounced.
5. For most verbs that end in y, you'll need to change it to an *i* before adding *ed*, as in the word "denied."
6. **Privilege** is one of those commonly misspelled words because it's often mispronounced.
7. "Tomorrow" is spelled with one *m* and two *r*'s.
8. Because of the way it sounds, "perfect" is often misspelled using a "u." But remember that two Es is what makes it "perfect!"
9. The correct spelling is "maintenance." The letters "ten" are in the middle.
10. The correct spelling of this word is **invariably**. This is a commonly misspelled word, and it may be helpful to break the word down into smaller parts for memorization: in—var—i—ably.

Grade 11 English: Context Clues

I have to credit my unusual upbringing for my ability to become the youngest person to circumnavigate the globe in a sailboat. I grew up in a peripatetic family, and I attended over 50 schools during the course of my education. My father was a traveling salesman who would rather study his many maps than watch television. He was the quintessential dreamer, and he was always full of plans for the future. Despite being raised in a home that valued beauty over brains, my mother was a true iconoclast. She believed in education for all people in a time when many women were denied entrance into colleges and universities. She also believed that all professions should be available to any person—male or female—who was willing to work hard. Together, my parents created an atmosphere that challenged and inspired me.

1. As used in this passage, quintessential is closest in meaning to which word?

- ☐ A. typical
- ☐ B. unhappy
- ☐ C. unusual
- ☐ D. only

Fashion Disasters at Freedmont High

by J. Robbins

"Come in and have a seat," Principal Moss told Shellie. She held her backpack in her lap as she faced the principal across the wide walnut desk. Shellie noticed that Principal Moss' open and kind spirit seemed dampened, and his usually ebullient face was quiet and withdrawn.

"I'm sure you are wondering why I've called you into my office," Principal Moss began. Shellie shifted nervously in her seat.

"Yes, sir," she replied. *I hope this isn't about me being late to class on Monday, she thought. It's not my fault I had a flat tire!*

"We have had some complaints about your column in the school newspaper, Shellie," said the principal. Shellie was stunned. All of her friends loved her column!

"What kind of complaints?" she asked. Principal Moss cleared his throat and looked uncomfortable.

"Let me first say that I enjoy reading 'Fashion Disasters at Freedmont High,'" he told Shellie. "I enjoy fashion and clothing as much as the next person, so I find your sartorial column very enjoyable." Shellie felt a blush of pride in her work at the principal's words.

"However, although I might enjoy your funny and keen observations," he continued, "Some people feel that your trenchant remarks about other students' clothing can be a little too . . . aggressively truthful." Shellie smiled as she remembered her many clever comments about the fashion disasters she observed daily. *Maybe I could tone it down a bit, she thought. I never set out to hurt anyone's feelings.*

"Okay, Principal Moss," said Shellie. "I can start being less candid about bad fashion choices if it means that I can keep my column." The principal looked relieved, and his normally cheerful attitude began to reappear.

"Certainly you may, Shellie, if you promise to be more discreet," he said. "I think you'll find that by being more circumspect in your writing, you will gain a larger audience for your work." Shellie smiled as she left the principal's office. *I may have already begun to change my wicked ways, she laughed to herself. I managed not to mention to Principal Moss that he should never combine a navy blue suit with a puke green tie!*

2. If a person is candid, he or she is

- ☐ A. untruthful.
- ☐ B. outspoken.
- ☐ C. unpopular.
- ☐ D. illiterate.

stalwart (stahl-wert) *adj.* 1. strong, sturdy. 2. uncompromising, resolute. *n.* 3. a physically strong person. 4. one who supports an organization or cause without fail.

The environmental **stalwart** protests the use of any substance that pollutes the environment and diligently recycles everything imaginable from his shower water to his coffee grounds.

3. Which definition of **stalwart** is being used in the sentence?

- ☐ A. 3
- ☐ B. 4
- ☐ C. 1
- ☐ D. 2

Chester took a deep breath and **bolstered** his courage before he approached the king's throne to make his request. "Your Majesty, if it pleases you, may I play my flute for you?"

"Why, it would please me indeed. Play thy flute," King Milton responded.

Chester inhaled deeply, pursed his lips, carefully placed his fingers, raised his flute to his mouth, and blew. A sweet, steady melody came forth from Chester's flute. He felt as though he had conquered the world with this single act of bravery.

4. What does the word **bolstered** mean in the story?

- ☐ A. carried
- ☐ B. allowed
- ☐ C. reinforced
- ☐ D. hindered

The house stood hunkering in front of a darkened backdrop. The clouds, their edges as sharp as spearheads, looked like the weapon of a Roman sentry, guarding the point of the landscape where the forest meets the field of cotton. The farm sat alone underneath the vast sky.

A single light shone from the second floor window and cut through the night giving the walkway that led to the house's front door a burning orange patina and outlining the steps that shone like well-polished shoes. The glow was so brilliant, that from a distance, it looked like the house was on fire.

The caw and cackle of the grackles and crows was a welcome clamor in the silence that usually filled the farmhouse at dusk. It was the kind of quiet that makes ghosts quake in fear until their dirty sheets shake off of their bodies.

5. The word quake **most likely** means

- ☐ A. scary.
- ☐ B. ground.
- ☐ C. shiver.
- ☐ D. disaster.

6. My sister's name is Pearla; she is 11 years old. She is both the blessing and bane of my existence. I love having a younger sister. It gives me a chance to mold her in my own image—I'm sure I'll make her the coolest junior high student ever. I also love having somebody younger than me to talk to. She is always honest with me, and her judgment isn't clouded by terrible things like maturity and logic. However, she occasionally requires too much of my time, leaving me little time for other activities. Also, the fact that she is honest to a fault means that she usually ends up telling my parents things that I told her in confidence. Every time I call home, my parents confront me about something that Pearla told them. I'm in college and I'm still getting in trouble for staying out too late.

In this paragraph, the word blessing helps the reader understand the meaning of the word bane because

- ☐ A. blessing is the opposite of bane.
 - ☐ B. they are both words that mean "sister."
 - ☐ C. they are both things all students have.
 - ☐ D. blessing is a synonym for bane.
-

7. As a child, I was not conscious of the many sacrifices my parents made for me. It was not until I was in my late teens that I became aware of how my parents worked overtime at multiple jobs and denied themselves things they wanted and needed in order to get the money they needed to send me to the best school in town.

Which of the following **best** defines the word conscious as it is used in the paragraph?

- ☐ A. conscientious
- ☐ B. aware
- ☐ C. oblivious
- ☐ D. awake



Despite the fact that he is one of the world's oldest living people, Alan O'Shannon doesn't consider himself an "old man." In fact, he says that he has just begun to live. Last March, Mr. O'Shannon celebrated his 107th birthday with his great-grandchildren. He credits his longevity to his daily exercise routine and his decades-long habit of eating vegetables with every meal and drinking plenty of water throughout the day. While Mr. O'Shannon considers his exercise routine easy, many would consider getting up at 5 a.m. to run 12 miles quite torturous. Despite his age, Mr. O'Shannon says that he is more active now than he was in his youth.

"I used to have a mental roadblock called cainotophobia," says Mr. O'Shannon. "I was terrified of anything that was new or different in my life. However, as I kept getting older, I realized that most of the things I had been afraid of never happened. So, I decided to stop letting fear run my life." Through his impressive lifespan, Mr. O'Shannon has achieved notoriety both in his hometown and across the United States. In the past year, more than 500 news articles have been written about this active senior citizen.

8. Which word is used in this passage to mean "intensely or unbearably painful"?

- ☐ A. impressive
 - ☐ B. routine
 - ☐ C. torturous
 - ☐ D. achieved
-

9. Cody had never made a trip to the grocery store by himself. It is not like he was worried or anything. It could not be that hard, right? After all, he was just purchasing groceries. As he walked in the store, he grabbed a basket, thinking he would not be buying enough groceries to fill up a cart. He made his way to the cereal aisle and was quickly overwhelmed by the plethora of cereal boxes staring back at him. It was supposed to be an easy choice, but how could it be when he had what seemed like thousands of boxes to choose from?

The word plethora **most likely** means

- ☐ A. an average number.
 - ☐ B. a limited quantity.
 - ☐ C. a large amount.
 - ☐ D. a total lack.
-

As of 5 p.m. yesterday, the Durhman Foundation and the Willright Corporation have agreed to the cessation of a financial partnership that began in 1914. Through the years, the two financial giants have combined forces to bring millions of dollars into the bank accounts of their clients. The dividing of company assets was conducted amicably, as evidenced by the fact that the company presidents and corporate officers went to dinner together soon after the end of the business day. In the next few weeks, the two corporations will decide whether they will move from their current building into different office buildings or remain in proximity with one another.

10. Based on this news article, the word cessation means

- ☐ **A.** a beginning.
- ☐ **B.** an ending.
- ☐ **C.** an agreement.
- ☐ **D.** a partnership.

Answers: Context Clues

1. A
2. B
3. B
4. C
5. C
6. A
7. B
8. C
9. C
10. B

Explanations

1. The passage states that the narrator's father is a dreamer who is always full of plans. The reader can conclude that the father is a typical, or quintessential, dreamer—one who imagines a brighter future.
2. Principal Moss describes Shellie's writing as "aggressively truthful," and Shellie promises to be less candid. The reader can tell that a candid person is outspoken.
3. The definition of **stalwart** that is used in the sentence is definition four, "one who supports an organization or cause without fail." "**Stalwart**" is being used as a noun in the sentence. The sentence tells that the "environmental **stalwart**" protests the use of substances that cause pollution and that he recycles everything he can. These actions show that the "environmental **stalwart**" is committed to the cause of protecting the environment.
4. In the story, the word **bolstered** means reinforced or strengthened. The reader can use the context of the story and the words around "**bolstered**" to gain information about what the word means. Chester was doing something that takes a lot of courage. He reinforced his courage before asking to play for the king.
5. In the passage, the quiet makes the ghosts "quake." This causes the ghosts to shake the sheets off of their bodies.
6. Since the author says "both a blessing and a bane," you can figure that a bane is something that contrasts with blessing, such as its opposite. The dictionary defines "bane" as a "curse." You may have heard the similar expression, "both a blessing and a curse."
7. Look at the paragraph again. You see that in the sentence after the one in which the author says, "conscious," he or she says, "I became aware." The author is describing what he or she was not aware of as a child but became aware of as a teenager.
8. The word torturous is an adjective that means extremely or unbearably painful. In this passage, the word is used to describe Mr. O'Shannon's exercise routine.

9. In the paragraph, the author tells the reader that Cody is "overwhelmed" by the cereal boxes he sees. He or she then goes on to say that it seems like there are "thousands of boxes to choose from." Since there are so many boxes, the only answer that makes sense is "large amount."

10. The article states that the two corporations are "dividing company assets." This gives the reader a clue that the cessation of a partnership means the ending of a partnership.