

**READING
ITEM SPECIFICATIONS
FOR THE
ALABAMA HIGH SCHOOL
GRADUATION EXAM**



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State Superintendent of Education
Alabama State Department of Education
Montgomery, Alabama

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INTRODUCTION

This bulletin provides specific information about the *Alabama High School Graduation Exam*, Third Edition (AHSGE). Educators representing each state school board district as well as both city and county school systems served on the committees that determined the standards and objectives; determined the eligible content for the test; and reviewed, revised, and approved the actual items.

The standards and objectives for the AHSGE are also found in *Standards and Objectives (Reading Comprehension, Language, Mathematics, and Science) for the Alabama High School Graduation Exam*, Bulletin 1997, No. 16, and *Standards and Objectives (Social Studies) for the Alabama High School Graduation Exam*, Bulletin 1998, No. 13. The standards and objectives for reading are specifically referenced in this document.

Teachers must be familiar with this document if they teach content that relates to the objectives measured on the graduation exam in the middle grades or in the high school grades. Further, teachers must use this document in focusing instruction for students who have demonstrated weaknesses on objectives measured on the pre-graduation examination and the AHSGE.

An item specification has a distinct purpose and provides essential information concerning the testing of an objective. Item specifications for reading will follow this order:

STANDARD	Broad area of content to be assessed
OBJECTIVE	Specific skill within a standard to be assessed
ELIGIBLE CONTENT	Clarification and elaboration of an objective (where applicable)
SAMPLE ITEMS	Item formats to test each objective

The sample items in this bulletin will **not** be found on the pre-graduation examination or the AHSGE. The number of sample items in this bulletin does not necessarily reflect the weight of the content on the test. In order to identify the weight of the content, the following chart shows the number of items for each reading objective.

OBJECTIVES		NUMBER OF ITEMS
I-1	Identify supporting details	6
I-2	Determine sequence of events	6
I-3	Follow directions	6
II-1	Identify main idea	6
II-2	Draw conclusions	6
II-3	Determine cause and effect	6
II-4	Propaganda; Fact from opinion	6
II-5	Recognize summary statements	6
III-1	Recognize logic and arguments	6
III-2	Analyze literary elements	6
III-3	Understand figurative language	6
IV-1	Determine meaning of words	6
IV-2	Preview, predict	6 items combined
IV-3	Discern organizational patterns	
IV-4	Demonstrate reference material usage	6
TOTAL		84

Educators from each state school board district as well as both city and county school systems served on a committee to select appropriate reading passages to be included on the reading comprehension test. The committee members considered passages individually in order to determine their appropriateness. Some of the criteria used to judge each passage included length, difficulty level, interest level, age appropriateness, and appropriateness for students of special populations.

Most passages have been taken from authentic sources. Some have been edited to avoid possible bias or for reasons of length or appropriateness. Reading passages on the AHSGE may be broadly categorized as these three text types:

Textual materials generally read for information, such as charts, graphs, encyclopedias, news magazines, essays, lab manuals, and material found in textbooks.

Recreational materials generally read for pleasure, such as magazines, poetry, novels, and short stories.

Functional materials generally read for a precise action, such as directions, maps, schedules (television, bus), menus (computer, restaurant), catalogues, instructions, and other material generally encountered in everyday life beyond the classroom.

On each reading test, approximately half the reading passages are textual; the other half of the test is split between recreational and functional reading materials. The passages may range in length from a single page to three pages, with a total of 12–14 passages on each reading test. Each reading passage measures more than one objective.

PASSAGES

WITH ITEMS

Read the following article and poem and answer Numbers 1 through 9. You may look back at the article and poem as often as you like.

Dorothy Parker

more than just a wit

by Lisa Burdige

Dorothy Parker was famous for saying what was on her mind. In fact, her biting, clever jibes are the stuff of literary legend. But Parker was more than just a wit; she was an acclaimed poet, short-story writer, journalist, and screenwriter whose 28 films included *A Star Is Born*. She was also the brightest light of the Algonquin Round Table, an assemblage of writers who met every day at the Algonquin Hotel in New York City from 1919 into the forties, and did much to shape American popular culture.

Little is known about Dorothy Parker's early life. She was born Dorothy Rothschild in 1893. Her mother died in Dorothy's infancy, and Dorothy was raised in New York City, where she attended a Catholic convent school. She later said the only thing school taught her was that "if you spit on a pencil eraser, it will erase ink." Left without an income when her father died, the twenty-year-old Parker began her career, first as a copywriter for *Vogue* then, one year later, as drama critic for *Vanity Fair*. For four years she brought her distinctive brand of biting wit to her reviews. For example, of Katherine Hepburn's performance in a Broadway play, she wrote, "Ms. Hepburn ran the whole gamut of emotions from A to B."

Parker's stories, however, show another side of the writer. "Dear God," she wrote in a letter to a friend, "please make me stop writing like a woman." For Parker, "writing like a woman" meant scrutinizing the foibles and, often, the falsity of romance. Her accomplished tales of love and betrayal are very different from her hard-edged public persona.

Over the span of her career, Parker wrote 51 short stories, 4 volumes of verse, several volumes of nonfiction and essays, a detective novel, 28 screenplays, and several plays. She received the O. Henry Award for her story "Big Blonde" in 1929. Harold Ross, founder of *The New Yorker* magazine, credited Parker with the creation of *The New Yorker* short story, though Parker herself denied that such a genre existed. Throughout her career, Parker was esteemed as a writer of sophistication, skill, and insight, but by the end of her life, she had almost disappeared from public view.

After the death of Alan Campbell in 1963, Parker told a friend, "I'm seventy and feel ninety. If I had any decency, I'd be dead. Most of my friends are." She died in 1967 at the age of seventy-four. Willing to pun at anyone's expense, including her own, she had written the epitaph for her own tombstone, which reads, "Excuse my dust."

¹ Parker was married to Alan Campbell but kept the name of her first husband.

Now read one of Dorothy Parker's poems, "One Perfect Rose."

1 The main idea of this article is that Dorothy Parker

- A** lost her sense of humor at the end of her life.
- B** is best known for her screenplay *A Star Is Born*.
- C** often wished that she could write without using humor.
- D** is famous for both her wit and her insightful tales of love.

2 How did Dorothy Parker begin her career as a writer?

- A** as a copywriter for *Vogue*
- B** as a student at convent school
- C** as a drama critic for *Vanity Fair*
- D** as a member of the Algonquin Round Table

3 When Dorothy Parker wrote, "Dear God, please make me stop writing like a woman," she meant she would rather write

- A** with a masculine style.
- B** without using her wit.
- C** about something she knows.
- D** about something other than romantic love.

4 What can the reader conclude about Dorothy Parker's time in school?

- A** She learned many practical skills.
- B** She cared little about her education.
- C** She wrote many humorous essays that got her in trouble.
- D** She learned everything she needed to know to become a great writer.

- 5** What is the theme of the poem?
- A** Love will last no matter what gifts are given.
 - B** Women desire more than symbolism in a gift.
 - C** Love should be shown through inexpensive gifts.
 - D** Women know a single rose is a better gift than jewelry.
- 6** What is the tone of the poem?
- A** angry
 - B** ironic
 - C** tender
 - D** dramatic
- 7** Who or what is the messenger in the line, “All tenderly his messenger he chose”?
- A** flower
 - B** limousine
 - C** amulet
 - D** heart
- 8** Which part of the poem demonstrates Dorothy Parker’s wit?
- A** “A single flow’r he sent me, since we met.”
 - B** “Deep-hearted, pure, with scented dew still wet—”
 - C** “Love long has taken for his amulet/One perfect rose.”
 - D** “Why is it no one ever sent me yet/One perfect limousine?”

- 9** What can the reader conclude from the poem about Dorothy Parker’s attitude toward roses?
- A** She appreciates roses as examples of perfection.
 - B** She believes roses symbolize a romantic relationship.
 - C** She thinks roses are a poor substitute for time spent traveling.
 - D** She feels roses are fine but she would like something more substantial.

Read the following newspaper column and answer Numbers 1 through 7. You may look back at the newspaper column as often as you like.

In and of Ourselves We Trust

by Andy Rooney

“In and of Ourselves We Trust” was one of Rooney’s syndicated columns. Rooney’s piece uses one simple example to illustrate a generality. He draws from it a far-reaching set of conclusions: that we have a “contract” with each other to stop for red lights—and further, that our whole system of trust depends on everyone doing the right thing.

Last night I was driving from Harrisburg to Lewisburg, Pennsylvania, a distance of about 80 miles. It was late, I was late, and if anyone asked me how fast I was driving, I’d have to plead the Fifth Amendment to avoid self-incrimination.

At one point along an open highway, I came to a crossroads with a traffic light. I was alone on the road by now, but as I approached the light, it turned red, and I braked to a halt. I looked left, right, and behind me. Nothing. Not a car, no suggestion of headlights, but there I sat, waiting for the light to change, the only human being, for at least a mile in any direction.

I started wondering why I refused to run the light. I was not afraid of being arrested, because there was obviously no cop anywhere around and there certainly would have been no danger in going through it.

Much later that night, after I’d met with a group in Lewisburg and had climbed into bed near midnight, the question of why I’d stopped for that light came back to me. I think I stopped because it’s part of a contract we all have with each other. It’s not only the law, but it’s an agreement we have, and we trust each other to honor it: We don’t go through red lights. Like most of us, I’m more apt to be restrained from doing something bad by the social convention that disapproves of it than by any law against it.

It’s amazing that we ever trust each other to do the right thing, isn’t it? And we do, too. Trust is our first inclination. We have to make a deliberate decision to mistrust someone or to be suspicious or skeptical.

It’s a darn good thing, too, because the whole structure of our society depends on mutual trust, not distrust. This whole thing we have going for us would fall apart if we didn’t trust each other most of the time. In Italy they have an awful time getting any money for the government because many people just plain don’t pay their income tax. Here, the Internal Revenue Service makes some gestures toward enforcing the law, but mostly they just have to trust that we’ll pay what we owe. There has often been talk of a tax revolt in this country, and our government pretty much admits that if there were a widespread tax revolt here they wouldn’t be able to do anything about it.

We do what we say we’ll do. We show up when we say we’ll show up.

I was so proud of myself for stopping for that red light. And inasmuch as no one would ever have known what a good person I was on the road from Harrisburg to Lewisburg, I had to tell someone.

1 Which set of statements BEST summarizes this newspaper column?

- A** The Internal Revenue Service needs to enforce stronger tax laws. Otherwise, no one will pay taxes.
- B** The stability of society is built on trust. Without trust the contract we have with each other would be destroyed.
- C** If we did not trust each other, there would be a tax revolt. The contract we have with each other would be destroyed.
- D** Through trusting each other to obey laws, we build a solid government. We must have a strong police force in order to ensure that stability.

2 What is the most convincing reason Rooney gives for not going through the red light?

- A** It is against the law.
- B** We just don't go through red lights.
- C** It is part of a contract we have with each other.
- D** We stop in this situation because it makes us feel proud.

3 Rooney's statement "We do what we say we'll do. We show up when we say we'll show up" supports his belief that Americans are

- A** proud.
- B** prompt.
- C** trustworthy.
- D** complacent.

4 Why does Rooney change from "I" to "we" about halfway through the newspaper column?

- A** to urge readers to obey traffic laws
- B** to enable readers to understand the social contract
- C** to encourage readers to identify with his point of view
- D** to lead readers to consider conventions more important than laws

5 When does Andy Rooney decide that he stopped at the red light "because it's part of a contract we all have with each other"?

- A** after he goes to bed
- B** while braking for the light
- C** during his wait at the light
- D** before he reaches Lewisburg

6 What is the main idea of this newspaper column?

- A** We must trust each other in order to have a stable society.
- B** We stop at red lights because we obey social conventions.
- C** We should pay our taxes even when we don't agree with the government.
- D** We tell others about our honesty so they will be more likely to follow the rules.

7 What can you conclude about Andy Rooney from this newspaper column?

- A** He believes most people mistrust others.
- B** He considers himself a law-abiding citizen.
- C** He thinks that he is perfect.
- D** He trusts the Internal Revenue Service.

Read the following true story and answer Numbers 1 through 8. You may look back at the story as often as you like.

Just Two Points Make One Dream Come True

by Mitch Albom

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...

1

What is a major theme in this story?

- A** It takes commitment to reach a goal.
- B** It takes conviction to sit on the bench.
- C** It takes persistence to get an education.
- D** It takes concentration to make a basket.

2

Why does Fisher think it is funny when Dobbins wants to join the Wolverines?

- A** Fisher's players are national champions.
- B** Fisher's players often become professionals.
- C** Fisher knows that Dobbins can't play basketball.
- D** Fisher thinks that Dobbins's scrapbook is comical.

3 What happens because Dobbins shows his scrapbook to Fisher?

- A Dobbins makes the team.
- B Dobbins sits in the stands.
- C Dobbins drives to Atlanta.
- D Dobbins plays his first game.

4 What happens to Dobbins because Michigan recruits the Fab Five?

- A He joins an opposing team.
- B He drives to different cities.
- C He is traded to another team.
- D He is dropped from the team.

5 What is the attitude of the Wolverines towards Dobbins?

- A lenient
- B tolerant
- C admiring
- D flattering

6 What word BEST describes Dobbins's character?

- A critical
- B humorous
- C pessimistic
- D determined

7 What method does the author use to dramatize the final scene of his story?

- A He interviews the coach.
- B He quotes two ballplayers.
- C He mentions the scrapbook.
- D He discusses team motivation.

8 Which set of statements BEST summarizes the story?

- A Sean Dobbins wanted to score a two-point basket during his college basketball career. He scored with a free throw during his sophomore year but still wanted a two-point basket. Even though he never got to play, his teammates loved his spirit.
- B Sean Dobbins dreamed of making a two-point basket during his college basketball career. Through a number of circumstances, he almost lost out on that dream. But in his senior year he finally realized his goal when he scored a basket in the final seconds of a tournament game.
- C Sean Dobbins wanted to make a basket during his college basketball career. Even though he scored with a free throw, it was not good enough. He thought that he had two years left in which to score a basket. But unfortunately he had to leave the team when the Fab Five were recruited.
- D Sean Dobbins was able to get on the Wolverines team by showing his high school scrapbook to the coach. He played for two seasons but had to leave the team in his junior year when the Fab Five were recruited. He never lost his enthusiasm and got a chance to play again with the team in his senior year.

Read the following story and answer Numbers 1 through 10. You may look back at the story as often as you like.

Saga of a Seagoing Dog

Condensed from SAIL

PETER MUILENBURG

SANTOS, the dog that barked furiously at any hint of danger to others, made not a whimper when he slipped and fell overboard five miles off the Venezuelan coast. We didn't miss him until the morning after we had anchored our ketch,¹ *Breath*, behind the breakwater at Puerto Azul. Suddenly our son Diego called out, "Where's Santos?"

We searched everywhere. Diego even tore open our last package of tortilla chips, crackling the bag noisily and calling Santos, but the dog was gone.

My wife, Dorothy, and I went ashore to notify the port captain of our loss. The captain was busy with the start of a sport-fishing tournament. He offered us no encouragement, but promised to keep an eye out.

We walked over to the beachside bar and began to think what we would tell Diego.

TIME AND AGAIN WE HAD feared for Santos's life. He had been an endlessly amusing little rogue. One friend called him a hamster masquerading as a wolf, though on close inspection he looked more like a cross between fox and a pint-size husky. He was Diego's constant companion.

Santos had been given to us years ago in a Florida port where we had anchored beside a schooner with two people and seven dogs onboard. Jeanne and Vince were raising

schipperkes—Belgian canal-barge dogs—and five puppies had just been born. Jeanne offered us the pick of the litter. "Your ship needs a schipperke," she declared.

I didn't think so, but my objections were blown away in a williwaw² of enthusiasm from the crew. I reminded the boys to pick a lively one, and they returned with a ball of jet-black fluff that looked me dead in the eye and growled.

In time Santos developed into a fine boat dog. "Schipperke" means "little captain" in Flemish, and his ancestors were bred to serve aboard Low Country³ barges. Their duties included swimming ashore in the cold canals to nip the heels of recalcitrant⁴ tow horses. And they were programmed to bark if anyone fell overboard, which made them ideal baby sitters for family-run vessels. They were even expected to help the master navigate.

Santos excelled at all these tasks, and more. One night, as a storm was brewing, we tried to gain the shelter of Mayaguana in the Bahamas. After 36 hours of overcast we couldn't be sure of our position. Suddenly Santos roused himself and stood with his nose straining into the wind, whimpering

¹ **ketch:** a two-masted sailboat

² **williwaw:** a violent gust of cold wind

³ **Low Countries:** Belgium, the Netherlands, and Luxembourg

⁴ **recalcitrant:** stubborn, defiant

ardently. We short-tacked up the dog's olfactory bearing⁵ and within two hours sighted land.

In addition, this salty dog was endearing company, especially on long night watches. Then he would creep unbidden into the lonely helmsman's lap and rest his muzzle with a sigh of contentment in one's hand.

Intelligence in a dog such as Santos can be a mixed blessing. He knew well what was expected of him, but he also had his own agenda—fun—and this got him into trouble regularly. Before he was three months old, he'd almost drowned twice. Once, charging down the deck in a puppy war game, he shot right out a deckside scupper.⁶ We heard scratching on the hull and went topside to find Santos treading water. Luckily it was slack tide.

Then a month later he did it again, and the ebb tide carried him out to sea while we were lunching below. A skin diver noticed his black head and pointed ears and picked him up.

IT WAS TIME to get back to Diego; we couldn't postpone the inevitable any longer.

"Oh, well," I consoled Dorothy, "with that dog's temperament we were lucky to have him as long as we did."

We walked to the dinghy,⁷ and I was casting off when we heard a shout. The port captain came hurrying down the steps from his office.

"You won't believe it," he said. "I just called the fishing boats on the radio to tally their standings for the scoreboard." He paused, out of breath.

"And?" we gasped.

"And the last boat said they caught nothing—except a little black dog!"

Back on *Breath*, Santos received a joyous welcome and got his own helping of the family dinner. But his eyes were glazed, as if they'd seen the whole of his life pass before them, and right after supper he crashed. When I drifted off later, I thought about the charmed life Santos led, and wondered whether his brush with death would make a more sensible animal of him.

That fantasy died at dawn, when a flurry of barking awoke us. A fisherman had dared to pass within 150 feet of our boat. A few hours later, seeing some kids playing with a German shepherd on the beach, Santos jumped into the sea and headed for the action. Shortly afterward someone knocked on our hull.

"Hello—is this your dog?"

"Yup," I said. "That's our dog."

⁵ **short-tacked up the dog's olfactory bearing:** steered the boat in the direction the dog was sniffing

⁶ **scupper:** an opening that lets water drain out

⁷ **dinghy:** a small rowboat

- 1** What is the tone of this story?
- A nostalgic regret
 - B harsh irritation
 - C gentle amusement
 - D sarcastic mockery
- 2** When the author first met the dog, Santos seemed
- A cheerful.
 - B miserable.
 - C unfriendly.
 - D affectionate.
- 3** What did Santos do when he FIRST arrived on the boat?
- A He fell overboard.
 - B He growled at the author.
 - C He barked at a nearby fishing boat.
 - D He whimpered as he smelled the wind.
- 4** Why did Diego tear open the “last package of tortilla chips, crackling the bag noisily”?
- A to help in the preparation of lunch
 - B to offer some food to the port captain
 - C to tempt the dog to come out of hiding
 - D to encourage the family to eat before leaving

- 5** Read the following sentence from the story.
He had been an endlessly amusing little rogue.
- What does the word *rogue* mean as it is used here?
- A rascal
 - B friend
 - C stranger
 - D monster
- 6** The puppy came to the family when
- A Dorothy got lost in the fog off the Bahamas.
 - B a couple offered them their choice of a litter.
 - C Santos was working as a canal dog in Europe.
 - D a fisherman found him swimming near a fishing tournament.
- 7** Schipperkes helped barges navigate the canals by
- A swimming alongside the barges.
 - B smelling the thick fog to locate land.
 - C alerting the captain of passengers overboard.
 - D encouraging tow horses to continue walking.

8 What does the author probably mean by the word *unbidden* when he writes that Santos “would creep unbidden into the lonely helmsman’s lap”?

- A not aided
- B not invited
- C not ashamed
- D not observed

9 What was the author’s reaction to the loss of Santos?

- A anger
- B optimism
- C happiness
- D discouragement

10 Which set of statements BEST summarizes the story?

- A Santos repeatedly falls or jumps overboard but is returned each time to his family’s sailboat. One time he is lost off South America but is brought back by a port captain.
- B The author reluctantly accepts a puppy onboard his sailboat. The dog, intelligent and full of fun, endears himself to the family and has a variety of adventures on and off the boat.
- C *Breath*, the family sailboat, becomes the home of a happy, adventurous dog. At the end of the story, Santos jumps overboard to play on shore with another dog and some children.
- D A family adopts a schipperke puppy that was bred to be aboard a boat and help with navigation. As a puppy, Santos falls overboard twice; one of those times he comes back to the family with a skin diver.

Read the time line and answer Numbers 1 through 6. You may look back at the time line as often as you like.

“The History of the U.S. Postal Service” is the subject Leann Brown has chosen for a research paper. Her first job is to develop an outline, and to do that she checks her reference materials. There she finds something that helps her get started: a Postal Delivery Time Line.

POSTAL DELIVERY TIME LINE

1000 B.C.	Homing pigeons delivered King Solomon’s letters to Queen of Sheba.	1775	Benjamin Franklin was appointed first American postmaster general.
485–425 B.C.	Greek writer Herodotus described Persian horse postal service: “Neither snow, nor rain, nor heat, nor gloom of night stays these couriers from the swift completion of their appointed rounds.”	1785	Balloon carried letter addressed to Benjamin Franklin from England to France.
		1799	Congress passed a death penalty for robbing the mail.
59–44 B.C.	Julius Caesar used foot runners, then horseback riders; mail was delivered for nobility only.	1813	First mail carried by steamboat.
		1832	First official railroad mail service.
A.D. 286–288	Roman Emperor Diocletian started postal service for private citizens.	1860	Pony Express started service between St. Joseph, Missouri, and Sacramento, California.
1290	University of Paris began postal service for private citizens.	1893	First commemorative stamps issued at Chicago World’s Fair.
1591	Queen Elizabeth I established central postal service in Great Britain.	1896	Rural Free Delivery began.
		1913	Parcel Post Delivery service started.
1639	First American post office set up in Boston; one cent charged for each letter.	1918	Airmail stamps first issued.
		1918	First regular airmail service in U.S.—Washington, D.C., to New York City.
1672	New York City began mail service to Boston, Massachusetts.	1920	First transcontinental air mail service, New York to San Francisco.
1674	Connecticut began mail service.	1941	Post office on wheels, called Highway Post Office (HYPO), initiated.
1683	William Penn began weekly mail service from Philadelphia to all large Pennsylvania and Maryland towns.	1958	Famous artists started designing postage stamps.
		1959	Transcontinental jet mail service began.
1693	Intercolonial postal service began in all colonies except Virginia.	1963	Zip Code numbers put into use.

“Postal Delivery Time Line” by Betty H. Little from *Cobblestone’s* October 1981 issue: *The Pony Express: 1860–1861*, copyright © 1981 by Cobblestone Publishing Co., 30 Grove St., Suite C, Peterborough, NH 03458. Reprinted by permission of the publisher.

- 1** This time line is organized according to
- A** when the events happened.
 - B** where the events happened.
 - C** the importance of the events.
 - D** the people involved in the events.
- 2** If Leann wants to make the point that mail delivery was often difficult, which fact would be BEST to include in her research paper?
- A** In 1896, Rural Free Delivery of mail began.
 - B** In 1963, Zip Code numbers were put into use.
 - C** In 1799, Congress passed a death penalty for robbing the mail.
 - D** In 1941, a post office on wheels, called Highway Post Office (HYPO), was initiated.
- 3** Which phrase BEST describes the main idea of this time line?
- A** an in-depth history of the postal service
 - B** an international tribute to the postal service
 - C** a detailed history of technological advances in the postal service
 - D** a chronological list of important events concerning the postal service

- 4** Which date indicates the first effect of scientific advances on the delivery of the mail?
- A** 1639
 - B** 1813
 - C** 1832
 - D** 1918
- 5** What might be seen as a major trend in postal service?
- A** speeding up the time of delivery
 - B** making stamps attractive to collectors
 - C** offering service to the common people
 - D** providing increased security for postal customers
- 6** When did the first mail travel by air?
- A** in 1920
 - B** in 1918
 - C** in the 1700s
 - D** in 1000 B.C.

Read the following paragraph and list of Key Words. Answer Numbers 1 through 8. You may look back at the paragraph and list of Key Words as often as you like.

Jesse's social studies teacher assigns the class a research paper on international trade. The students must demonstrate their understanding of the topic by using terms from the following glossary. In addition, the students must provide examples of how countries buy and sell goods. Jesse learns the following terms so that he can use them correctly in his research paper.

KEY WORDS

THE TERMS OF TRADE

Here are a few key words used in international trade.

Domestic: Produced in or native to a country.

Free trade: An exchange of goods and services between countries that is not limited by government actions such as quotas, tariffs, and other taxes.

GATT (General Agreement on Tariffs and Trade): An international agreement intended to reduce trade barriers and encourage trade. GATT, established in 1947, was replaced by the WTO in 1995.

Globalization: The trend toward a single, worldwide market, without respect to national borders.

Imports/Exports

Imports: Goods and services bought from other countries for domestic use.

Exports: Goods and services produced in one country and sold to another country.

NAFTA (North American Free Trade Agreement): A 1993 agreement between Canada, the United States, and Mexico that will gradually eliminate most trade barriers between those countries.

Protectionism: Any policy designed to keep domestic industries from being hurt by competition from imports.

Protective tariff: A tax on imports designed to keep domestic producers from being hurt by competition from imports.

Quota/Tariff

Quota: A government limit on the amount of goods coming in from other countries.

Tariff: A tax on imports.

Trade barriers: Any government's use of taxes, tariffs, quotas, and other obstacles that make trade between countries more difficult or costly.

World Trade Organization (WTO): An international body that promotes free trade and resolves trade disputes between countries. The WTO was created in 1995 with the legal power to resolve a wide range of trade issues.

1 Jesse wants to trace the movement toward a worldwide market. He wants to include the resolution of recent trade conflicts in his research paper. Under which heading should Jesse look?

- A WTO
- B GATT
- C Protectionism
- D Trade barriers

2 Trade barriers tend to have the hardest impact on the

- A country importing the products.
- B people buying the imported products.
- C domestic industries selling the same products.
- D international organization resolving trade disputes.

3 Jesse decides to support his paper's arguments with concrete examples of countries that are putting free trade agreements into practice. Which heading should Jesse first research at the library?

- A Tariffs
- B NAFTA
- C Globalization
- D Protectionism

4 What is the BEST way for Jesse to locate countries that have recently established trade barriers?

- A by gathering information from the WTO
- B by researching the history of the GATT
- C by discovering more facts about free trade
- D by investigating the theory of globalization

5 A tax on imported products is called

- A a tariff.
- B a quota.
- C an export.
- D a trade barrier.

6 Products that are brought from another country and used domestically are called

- A tariffs.
- B quotas.
- C exports.
- D imports.

7 What is the trend toward a worldwide market that has no national boundaries called?

- A free trade
- B trade barriers
- C globalization
- D protectionism

8

Which of the following is true about NAFTA's organization?

- A** It is the ultimate step toward globalization of the world.
- B** It is a move toward using tariffs to control other countries.
- C** It is an example of countries working together to lower trade barriers.
- D** It is an example of being able to change rules in a short period of time.

Read the following brochure and answer Numbers 1 through 10. You may look back at the brochure as often as you like.

You are about to take a vacation to Pensacola with your family. You have a brochure explaining some of the things you can do while there.

PARK IT . . .

. . . OUTDOORS. If you'd like to experience the natural side of the Pensacola area, you're welcome to camp, hike, or fish at Gulf Islands National Seashore, a 150-mile-long strip of barrier islands, harbors, and submerged land that's one of the most beautiful and well-preserved natural environments in the country. Established in 1974—with over 25 miles located in the Pensacola and Perdido Key area—it includes Santa Rosa Island (home of historic Fort Pickens and World War II batteries), and Naval Live Oaks Reservation, a 1,400-acre tract and seashore headquarters along Highway 98 in Gulf Breeze. The Gulf Islands National Seashore also contains an extraordinary collection of wildlife—including 280 different species of birds.

To the west, you can camp, hike, or picnic at Big Lagoon State Recreation Area located near Perdido Key on the Intracoastal Waterway. Birding, boating, concerts, and special night beach tours to view the sea turtles offer something for the whole family.

For a complete change of outdoor scenery, take a hike through the shady bayou at the Edward Ball Nature Preserve on the University of West Florida campus. Or head out to Bay Bluffs Park, where several elevated boardwalks give you a bird's-eye view of Florida's only scenic bluffs—a vista 20,000 years in the making!

GO WITH THE FLOW. Not far from Pensacola you'll find an area known as "The Canoe Capital of Florida." It contains the spring-fed streams of the Coldwater, Blackwater, and Sweetwater/Juniper creeks, which flow through state forests at a tranquil, relaxing pace.

Climb aboard a canoe, kayak, paddleboat, or inner tube, and leave your cares behind as you drift down the Perdido River or through the Blackwater River State Recreation Area, northeast of Pensacola.

On shore, cabins, campsites, nature trails, and picnic areas abound—especially at Adventures Unlimited, an 88-acre park (complete with even ropes course) that's widely regarded as the center of all the action.

PARKS & TRAILS GUIDE Many of these items are based for the "on season" period only. For more information about seasonal changes refer to the phone numbers below this chart.	Fort Pickens	Fort Barrancas	Naval Live Oak Reservation	Perdido Key Area Johnson Beach	Big Lagoon State Recreation Area	Perdido Key State Recreation Area	Blackwater River State Park
	Gulf Islands National Seashore	Gulf Islands National Seashore	Gulf Islands National Seashore	Gulf Islands National Seashore			
Visitor's Center	●	●	●		●		
Museum	●						
Guided Tours	●	●					●
Picnic Area	●	●	●	●	●	●	●
Basic Camping	●				●		
Full Facility Camping	●				●		●
Youth Camping			●				
Cabin Rentals					●		●
Nature Trail	●	●	●		●		●
Biking	●	●	●	●	●	●	●
Swimming	●			●	●	●	●
Snorkeling	●			●	●		
Lifeguard	●			●			
Canoeing					●		●
Fishing	●			●	●		
Boat Ramp				●	●		●
Restrooms	●	●	●	●	●	●	●
Showers	●			●	●		
Concessions	●			●			
Handicap Access	●	●	●	●	●	●	●
Parking	●	●	●	●	●	●	●
Park Fee	●			●	●	●	●

Gulf Islands National Seashore 904-934-2600: *Fort Pickens, Fort Barrancas, Naval Live Oak Reservation, Perdido Key Area Johnson Beach*
Perdido Key State Recreation Area 904-492-1595
Big Lagoon State Recreation Area 904-492-1595
Blackwater River State Park 904-623-2363

- 1** According to the chart, if campers want information about seasonal changes at a specific park or beach, they should telephone
- A their travel agency.
 - B a historical society.
 - C that recreation area.
 - D the brochure publishers.
- 2** Campers who call one of the phone numbers below the Parks and Trails Guide are most likely seeking information about what kind of activities?
- A winter
 - B summer
 - C on season
 - D off season
- 3** Which action shows that the chart was interpreted correctly?
- A traveling to Fort Barrancas for fishing
 - B going to Naval Live Oak Reservation to rent a cabin
 - C hauling a boat to Perdido Key State Recreation Area
 - D arriving at Big Lagoon State Recreation Area with canoes
- 4** Which place has elevated boardwalks?
- A Bay Bluffs Park
 - B Intracoastal Waterway
 - C Blackwater River State Park
 - D Big Lagoon State Recreation Area

- 5** In which park can you see sea turtles at night?
- A Naval Live Oak Reservation
 - B Edward Ball Nature Preserve
 - C Big Lagoon State Recreation Area
 - D Perdido Key State Recreation Area
- 6** Where is Naval Live Oak Reservation?
- A next to the Perdido Key area
 - B along Highway 98 in Gulf Breeze
 - C next to Gulf Islands National Seashore
 - D by Santa Rosa Island just outside of Pensacola
- 7** Which park has shower facilities?
- A Fort Barrancas
 - B Naval Live Oak Reservation
 - C Blackwater River State Park
 - D Perdido Key Area Johnson Beach
- 8** How are the first and second parts of this brochure different?
- A The first part promotes the features of parks; the second part lists factual information.
 - B The first part lists sequential details; the second part promotes the highlights of parks.
 - C The first part lists details; the second part contains chronological information about parks.
 - D The first part contains chronological information about parks; the second part describes various features.

9 How does the author support the statement that the Pensacola area is “one of the most beautiful and well-preserved natural environments in the country”?

- A by listing recreational activities
- B by naming state recreation areas
- C by describing the scenery and wildlife
- D by outlining the geographic boundaries

10 Why is an area near Pensacola referred to as “The Canoe Capital of Florida”?

- A It has a long coastline.
- B It is situated in a quiet harbor.
- C It has many slow-moving streams.
- D It is situated in the state forest system.

Read the following article and answer Numbers 1 through 7. You may look back at the article as often as you like.

SUSAN G. McBRIDE

VIDEO GAME DESIGNER

San Jose, California

WHAT I DO:

I come up with ideas for home computer video games, figure out how they would be played, and determine their basic graphic look. Then, I work with a team to fill out these designs. Right now my team includes another animator and a programmer, but we also get help from graphics, audio, and software support personnel. When I used to work on coin-operated arcade games, I worked on teams with two or three other programmers and up to five animators.

After getting an idea for a game, you produce story boards and thumbnail sketches that show how the new game will look. Then, once the concept is approved, you work out all the characters and the opponents, what the moment-to-moment action will be like, and how the controls will work. This stage includes producing working graphics and a model of the controls. When all that's finished, the concept is reviewed again and focus groups are held to estimate consumer reaction. Finally, the game is field tested.

Home games are different from coin-operated games. In coin-op games, you're trying to entice people to put their quarters into a machine. You know they're not going to play for long. But with home games, people own the cartridges, so you know they'll want to play the games for a long time. As a result, home games need to be more exploratory and graphically exciting. They're better suited to adventure formats than coin-op games.

HOW I GOT STARTED:

I came to this work by way of drawing. When I was a kid, I was always drawing. I drew my own comic books and illustrated T-shirts. In college, I almost double majored in graphic design and science. But I realized that what I really liked the most about biology was drawing the animals we worked with. So I decided to major exclusively in graphic design.

Graphic design led me in turn to animation and film. A film teacher of mine recommended me to Atari for a position involving computer graphics. He knew about the little characters I liked to animate and about an award-winning film that I made called *Mangia, Mangia, Mangia*. Done before Pac Man, it was about a little space creature that went around gobbling things up. I guess that my professor—and Atari—thought the film proved I was a natural for creating video games and characters.

HOW I FEEL ABOUT IT:

What I really like about working in the game industry is the chance to be creative and to come up with concepts that provide fun and entertainment for people. The games take people away from the world for a little while.

Each game is like a new beginning. You're creating a new world, and it's a thrill when it comes together. When you come up with an idea you love, you suddenly know it's going to be a hit, and that's very exciting.

WHAT YOU SHOULD KNOW:

There are a number of different routes into this business. You can come in as a programmer or, as I did, through animation. But even if your route is animation, you still need to get as much of a background in computers as you can.

To break in, you need to have a degree. Animators need to have a strong film background with a degree in something like film, animation, or art. Programmers need computer degrees. And after you're in, it's still a good idea to keep learning. Game designers need to have as much computer knowledge as they can. For example, although I'm already established in the industry, I'm getting additional software background and working toward a master's degree.

The pay varies. Some people get royalties, which can double or triple their salaries.

Another way to go is to open up your own house. Get an animator, a designer, a programmer, an engineer, and an audio person. Then develop games, sell them to companies, and get royalties. This arrangement offers you the potential to earn a lot of money.

To create these games, you need to enjoy children's culture and know what's going on with kids. Obviously, it helps to know what kids like to watch and the music they like to listen to. I go to science fiction conventions, arcades, and movies to keep up, and I also buy comic books and kids' magazines.

- 1** Information in the article is organized according to
- A isolated blocks of information.
 - B separate sections with headings.
 - C steps explaining how to enter the field.
 - D important events in the author's career.

- 2** The author's main purpose in this article is to
- A inspire.
 - B inform.
 - C entertain.
 - D persuade.

- 3** The next step after approval of a game concept is to
- A field test the game.
 - B produce story boards.
 - C create a working model.
 - D estimate consumer reaction.

- 4** What convinced Atari of the author's creative abilities?
- A her early drawings
 - B her job application
 - C her scientific sketches
 - D her award-winning film

5 When the author says, “Another way to go is to open up your own house,” she is comparing a working group to a

- A team.
- B family.
- C school.
- D neighborhood.

6 If the next subheading in this article were “WHERE WE’RE HEADED,” which of the following subjects would most likely be covered in that paragraph?

- A the reader’s future needs
- B the future of children’s culture
- C the author’s plans for the future
- D the future of video game design

7 Which set of statements BEST summarizes the author’s advice for entering and working in the video game design business?

- A Obtain a master’s degree in computers and open your own design house. Develop your own games and then sell them to other companies.
- B Pursue a double major in art and computers and form a team of developers. Sell your games to software companies and collect royalties.
- C Major in animation and find a job that will teach you how to use computers. Improve your skills by taking night classes and attending children’s cultural events.
- D Obtain a degree in an art-related field and learn as much as you can about computers. Continue to improve your skills and keep in touch with what kids are doing.

Read the following article and answer Numbers 1 through 9. You may look back at the article as often as you like.

DON SMALL

FLIGHT SIMULATOR

Houston, Texas

WHAT I DO:

Because I've been designing flight simulators for more than thirty-five years, I've worked on everything from airplane simulators to machines that simulate space flight. Right now, I'm working on a simulator for a space station.

To understand my work, you have to understand what a flight simulator is. A simulator's function is to prepare pilots, crew members, and astronauts for flight. When we design a simulator, we create a machine that will replicate¹ the trainee's future environment as closely as possible. The trainee uses the same controls found in the actual vehicle.

HOW I GOT STARTED:

I didn't start by pursuing a career in flight simulation. When I went to college, I began as a pre-med student. But I didn't like that side of science, so I moved into electronics.

After college, I got a job with a flight simulation company called Link. Link was just switching over from mechanical air trainers to electronic trainers, and they were recruiting electronics people like myself. I started as a field engineer, working in the factory to gain an understanding of the equipment. Then I went to the customers, trained them to use the equipment, and made any modifications that were necessary.

After that, I became involved with the space program. I worked on the Gemini mission simulator and other space flight simulators until 1969, when I moved to

Houston to work with NASA on the Apollo program. After Apollo ended, I headed teams that built the simulator for the space shuttle.

HOW I FEEL ABOUT IT:

What's challenging about this work is that it explores every branch of science there is. We have to model the behavior of the real world so that what a person feels is exactly coordinated with what he or she hears and sees. That means really getting into a person's senses. To do this, you need a variety of engineering skills, and you must constantly call on all of your training and experience.

WHAT YOU SHOULD KNOW:

Today, most of the people we hire have computer science, electrical engineering, or physics degrees. Some even have simulation-related degrees. But even if you get one of these degrees, you still have to be trained as a systems engineer by Link or one of its competitors.

Normally, this is a regular eight-to-five job. However, there are times when you'll be working over sixty hours a week. This tends to occur either in the development cycle when things don't go as planned, or later during the space mission itself when something that wasn't anticipated happens. When I was working on Apollo 13, for example, one of the ship's tanks exploded on the way to the moon. I was part of a team that helped figure out a way to get the crew back before its supplies were exhausted. On that mission, I worked for thirty-six hours straight.

¹ **replicate:** to duplicate or copy

1 A simulator for a space station is probably used to

- A study conditions in space.
- B launch the space shuttle into orbit.
- C form a satellite link among nations.
- D prepare astronauts for living in space.

2 What field of knowledge is MOST important for a flight simulation designer?

- A graphics
- B aeronautics
- C psychology
- D engineering

3 What makes a simulator different from other training methods?

- A It reproduces actual conditions.
- B It is used only for flight training.
- C It is designed by professional trainers.
- D It allows people to perform their jobs right away.

4 In the section titled “HOW I GOT STARTED,” information is organized by

- A date.
- B skill.
- C time.
- D importance.

5 The author’s experience with the flight simulation company probably

- A prepared him to be a pilot.
- B led him to pursue a degree in electronics.
- C taught him a lot about the Apollo program.
- D helped him get a position with the space program.

6 What does the author mean by “getting into a person’s senses”?

- A studying the physical effects of stress
- B measuring the intelligence of humans
- C controlling a person’s thoughts and feelings
- D understanding what a person is seeing and hearing

7 What is one of the common causes of long work hours in this field?

- A unscheduled space launches
- B team meetings to discuss future projects
- C unexpected events during space missions
- D special training to prepare new employees

8 The BEST way to prepare for a career in flight simulation design is to

- A learn how to fly and train others.
- B major in psychology or sociology.
- C pursue a degree in engineering or science.
- D receive on-the-job training in systems engineering.

9

Which statement BEST expresses the main idea of this article?

- A** This is a demanding job that requires intense preparation and training.
- B** This is an exciting job for people who like to work with others and make important decisions.
- C** This is a good job for people who like an eight-to-five schedule with few interruptions and little stress.
- D** This is a challenging job that calls upon all of your training and experience in a variety of scientific fields.

Read the following article and answer Numbers 1 through 9. You may look back at the article as often as you like.

Pollution's Hidden Toll on Native Plants

Nitrogen is an important plant nutrient, right? So when your car spews out nitrogen emissions into the environment and they settle onto the ground, are you enhancing plant growth? The answer may be yes, but, scientists are discovering, it's not the kind of growth that benefits native plants.

For 12 years, ecologists David A. Wedin of the University of Toronto and David Tilman of the University of Minnesota have applied nitrogen to 162 plots of native grasses at levels that approximate the amount of nitrogen that occurs in air-borne pollution from cars and power plants in the Northeast. Though plants need nitrogen to grow, the researchers found that the elevated nitrogen levels stimulated the growth of grasses imported from Europe while impairing the growth of native grasses.

This unusual situation apparently results from the way the two groups of plants use nutrients. Native grasses thrive in areas of relatively low nitrogen, while European interlopers imported for agricultural development need large doses of the nutrient. Once nitrogen increases in the soil, as when motor-vehicle pollution settles to the ground, non-native plants take over. Subsequent changes in the soil also increase nitrogen pollution in water supplies. In addition, species diversity in affected areas declines.

The news represents another blow to the nation's grasslands, which have declined considerably. What's more, observes Wedin, the disruptions caused by air-borne nitrogen may not be restricted only to grasslands, since the same effect is likely in other plant communities.

1 What is one important fact that researchers have found out about native grass plants?

- A They require less attention.
- B They require more nutrients.
- C They require low levels of nitrogen.
- D They require regular supplies of water.

2 How are increased levels of nitrogen beneficial?

- A They enrich native plants.
- B They stimulate imported grasses.
- C They are good for water supplies.
- D They are helpful for species diversity.

3 What is the meaning of the word *enhancing* as it is used in the first paragraph?

- A creating
- B decreasing
- C stimulating
- D illuminating

4 What effect does an increased level of nitrogen have on non-native grasses?

- A It blocks nutrients.
- B It stimulates growth.
- C It activates diversity.
- D It inhibits development.

5 What is the meaning of the word *interlopers* as used in the third paragraph?

- A visitors
- B invaders
- C achievers
- D impostors

6 Read this sentence.

Though plants need nitrogen to grow, the researchers found that the elevated nitrogen levels stimulated the growth of grasses imported from Europe while impairing the growth of native grasses.

What is the meaning of the word *impairing* as it is used here?

- A hastening
- B damaging
- C increasing
- D disintegrating

7 How does a raised level of nitrogen in the soil affect the water supply?

- A It increases pollution.
- B It encourages oxygen.
- C It activates organisms.
- D It introduces nutrients.

8 Which idea from the article is not supported by evidence?

- A Air-borne nitrogen is likely to disrupt other plant communities.
- B Wedin and Tilman studied the effects of applied nitrogen for more than ten years.
- C Air-borne nitrogen pollution from cars and power plants was approximated in a study.
- D Changes in the amount of nitrogen in the soil change the amount of nitrogen in water supplies.

9 Which statement BEST summarizes the article?

- A Scientists have discovered that when nitrogen levels in the soil increase, water supplies can become contaminated.
- B Ecologists have discovered that air-borne nitrogen disrupts grassland growth and can affect plant communities in diverse areas.
- C Ecologists have discovered that high levels of nitrogen cause non-native plants to grow while restricting the growth of native plants.
- D Scientists have discovered that increased levels of nitrogen stimulate the growth of non-native plants but they also poison the water supply.

Read the following editorial and answer Numbers 1 through 11. You may look back at the editorial as often as you like.

Point of View on Advertising

by Andrew McFarland

Economists tell us that a healthy economy depends upon a healthy flow of goods and services. When people stop buying and selling, the economy goes into a tailspin. People become poor, and life becomes a barren struggle for survival at the subsistence level.

Someone who wants to sell something has to let people know what it is and how much it costs. A seller has to show wares and convince people that they need them. In other words, a seller has to advertise.

It has become fashionable recently to belabor advertising as a sinister plot to swindle the consumer and litter the countryside with huge piles of junk. Eye-catching, multicolored advertisements in slick magazines, as well as amusing commercials on TV, are decried as being not only insulting to the intelligence of the adult, but also, what's worse, damaging to the minds of children. Yet without them, both magazine publishers and television stations would go bankrupt, because advertisers contribute a major part of their revenue.

Another charge frequently made against the advertising industry is that advertising causes people to buy what they don't need or want. An unusual assertion indeed in a liberal democracy founded on the principle of free choice! This charge conjures up visions of a helpless citizenry enmeshed in a brainwashing mechanism. Search as you may, you will never find in American court records a single case of an innocent citizen being forced by advertisers or advertising into buying something he or she didn't want. Yes, *caveat emptor!* (let the buyer beware), but don't eliminate the sales pitch just because some people have bad judgment. Reflect for a moment on what this country would be today if it weren't for advertising.

Still other critics say that advertising contributes to pollution and is hastening the depletion of our raw materials. Because advertising is partly responsible for the flow of goods and services, this assertion may be true. But several other agents also contribute: the consumer who wants the goods, the manufacturer who profits by their production, the stockholder who wants a cut, the government that needs the tax money produced by the economy, and so on. Look back over this list and see where you fit in!

Next time you hear someone say that advertising has an adverse effect on the nation, remember that it is the catalyst in the essential buying-selling process.

- 1** How is this editorial organized?
- A main idea supported by statistical examples
 - B critical ideas contradicted by logical statements
 - C a number of topics introduced for further development
 - D a number of topics considered, all of historical significance
- 2** Which technique does the author use to strengthen his argument about advertising?
- A using personal testimonies
 - B giving statistics to show effectiveness
 - C addressing both positive and negative aspects
 - D describing advertisements that were successful
- 3** What method does the author use to convince the reader of his viewpoint?
- A citing statistics
 - B quoting experts
 - C frightening the reader
 - D contradicting the critics
- 4** Which of the following ideas from the editorial is an example of faulty logic?
- A To let people know what is for sale, sellers have to advertise.
 - B Without amusing commercials on TV, television stations would go bankrupt.
 - C You cannot take a company to court for selling something a buyer doesn't need.
 - D Manufacturers often contribute to pollution and hasten the depletion of our raw materials.

- 5** Read the following statement from the editorial.

Search as you may, you will never find in American court records a single case of an innocent citizen being forced by advertisers or advertising into buying something he or she didn't want.

Which phrase is used by the author to avoid a serious flaw in logic?

- A "Search as you may"
- B "an innocent citizen"
- C "into buying something"
- D "in American court records"

- 6** Which of the following ideas from the editorial is a FACT?

- A Manufacturers profit by the production of goods.
- B Most advertising is designed to brainwash people.
- C Someone who wants to sell something must advertise.
- D Television commercials damage the minds of children.

- 7** Which of the following ideas from the editorial is an OPINION?

- A Advertising affects the flow of goods and services.
- B Some magazines contain multicolored advertisements.
- C Advertising causes consumers to buy items they do not need.
- D Commercial television stations depend on advertising for revenue.

8 Read the following sentence.

Another charge frequently made against the advertising industry is that advertising causes people to buy what they don't need or want. An unusual assertion indeed . . .

What does the word *assertion* mean as used here?

- A denial
- B question
- C statement
- D predicament

9 According to the editorial, what would happen without advertising?

- A Citizens would become wiser consumers.
- B Farming would dominate economic decisions.
- C Pollution and depletion of natural resources would increase.
- D Exchange of goods and services would be drastically reduced.

10 Which of the following most accurately states the point of view of the author?

- A Advertising contributes to pollution.
- B Advertising is insulting to an intelligent adult.
- C Advertising is an essential component of a healthy economy.
- D Advertising causes people to buy things they don't want or need.

11 Advertising could hasten the depletion of raw materials by

- A lowering environmental protection.
- B causing inefficient production methods.
- C generating over-consumption of products.
- D providing excess profits to manufacturers.

Read the following article and answer Numbers 1 through 8. You may look back at the article as often as you like.

A Punctuation History

Imagine a world without commas or question marks. If that sounds great to you, you may wish you lived centuries ago, because punctuation as we know it today didn't always exist.

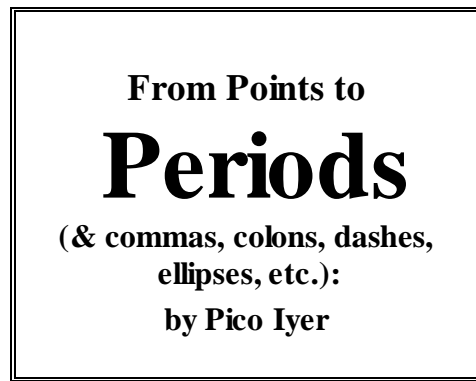
Greeks and Romans Get the Point

Both the Greeks and the Romans wrote without any separations between words; their inscriptions flowed in long, unbroken streams. The Latin word *punctus*, from which our word *punctuation* derives, simply means "point." And the first punctuation marks were just that—points placed between words in Greek and Latin texts to separate them. Later points were placed at different heights next to words to indicate places to pause or stop. The points didn't end sentences, or set off clauses, they simply gave some aid in reading aloud.

In fact, for centuries punctuation wasn't used to clarify grammar at all. It was used only to help people who were reading aloud figure out where to raise their voices, and where to slow down. The marks had nothing to do with meaning (so you were on your own if you needed to know a question from an exclamation).

Punctuation Heats Up

But things changed. In the 10th century, people started to write Latin with spaces between the words. An extra space at the end of a sentence became the rule, and a bigger letter was used at the beginnings of sentences and paragraphs. Parentheses showed up around 1500, and commas,



periods, and semicolons were in use in Latin texts by the end of the 16th century.

By the end of the 17th century writers of English were using most of the marks of punctuation we're used to. However, the purpose of punctuation was still elocutionary, not syntactical.¹ The poet Ben

Jonson was the first to recommend that punctuation marks be used to help readers figure out the meaning of a sentence, and not just how to recite it.

By the 18th century, writers of English had gone a little wild with punctuation, using commas to separate everything. It was Henry Watson Fowler and Francis George Fowler in *The King's English* (1906), who advocated easing up a bit. Our rules for correct punctuation still follow the guidelines that the Fowlers laid down.

Modern Rebels: Tom Wolfe and e.e. cummings

If, as the writer Pico Iyer states, punctuation has now become "a pillar that holds society upright," then an author's violation of the rules of punctuation can be a kind of rebellion. That does not mean that a writer ignores the rules, or makes unintentional mistakes. Instead, he or she both uses and breaks the rules to express meaning that can't be expressed in any other way. Poet e.e. cummings and journalist and novelist Tom Wolfe are two of the many writers whose work challenges the authority of the rules.

¹ **syntactical:** of or relating to the rules for forming grammatical sentences

- 1** What is the author's purpose in writing this article?
- A to promote the use of punctuation
 - B to explain the history of punctuation
 - C to demonstrate the rules of punctuation
 - D to illustrate the necessity of punctuation

- 2** How is the information in this article organized?
- A events presented in the order they occurred
 - B general statements clarified by specific examples
 - C overall descriptions followed by detailed analyses
 - D definitions supported through references to authorities

- 3** In the development of punctuation, which appeared FIRST?
- A points
 - B spaces
 - C ellipses
 - D semicolons

- 4** Read the following sentences from the article.

However, the purpose of punctuation was still elocutionary, not syntactical. The poet Ben Jonson was the first to recommend that punctuation marks be used to help readers figure out the meaning of a sentence, and not just how to recite it.

What is the meaning of *elocutionary* as it is used here?

- A related to speaking publicly
- B related to memorizing words
- C related to arranging sentences
- D related to understanding word meanings

- 5** Read the following sentence from the last paragraph under "**Punctuation Heats Up.**"

It was Henry Watson Fowler and Francis George Fowler . . . who advocated easing up a bit.

What is the meaning of the word *advocated* as it is used in this paragraph?

- A required
- B continued
- C discovered
- D recommended

6

What is the central thought of the section entitled “**Modern Rebels: Tom Wolfe and e.e. cummings**”?

- A Writer Pico Iyer is a rebel who violated punctuation rules.
- B Writers today mold punctuation to express themselves individually.
- C Tom Wolfe and e.e. cummings have many punctuation mistakes in their works.
- D The importance of punctuation in contemporary society should not be overlooked.

7

If the next subheading in the article were “**The Electronic Age**,” which of the following questions would most likely be answered in the paragraph?

- A Has punctuation advanced the electronic revolution?
- B Will the rules of punctuation change in the computer era?
- C Has punctuation been made obsolete by the electronic age?
- D Will computer software adjust to punctuation requirements?

8

Which set of statements BEST summarizes the article?

- A Punctuation has evolved throughout history. The guidelines and rules we now use were introduced by the 18th century; however, some modern writers have been known to change the rules to fit their individual needs.
- B Punctuation has changed very little from the days of the Greeks and Romans. Some of the same punctuation marks and guidelines used in the 16th century are still used today, causing some contemporary authors to challenge existing rules.
- C The purpose of punctuation has remained constant although the punctuation marks themselves have changed. Therefore, some 20th century writers agree that to ignore these rules may be considered a type of rebellion against society.
- D Punctuation was introduced to the world by the Greeks and the Romans. Until the 17th century the purpose of punctuation was not to clarify grammar, but to aid people in reading aloud. As the purpose of punctuation changed, so have the rules, and very few rules currently remain.

Read the following article and answer Numbers 1 through 5. You may look back at the article as often as you like.

The Globe Theater

THE GLOBE THEATER, a playhouse originally constructed in 1599 across the Thames River from London, England, has been rebuilt a second time. The reconstructed theater was opened officially in 1997.

The Globe, perhaps the most famous theater in history, was the scene of William Shakespeare's major plays, and two of his works about English kings bracketed its early years. The first, *Henry V*, christened the new theater; the second, *Henry VIII*, was playing in 1613 when a cannon, discharged at the entry of the king, set the thatched roof afire and completely destroyed the building. It was rebuilt in a year, but again tragically razed in 1644.

It was in the opening chorus of *Henry V* that Shakespeare referred to the theater as "this wooden O." His pride was justified, since he had been made a part owner of the building.

The original Globe was constructed by a syndicate headed by the Burbage brothers, Cuthbert and Richard. To build it, they tore down their previous playhouse, "The Theater," and transported the timber to the new site on carts. Luckily, it was an extremely cold winter, so the workmen were able to haul the material across the Thames, rather than using the crowded London Bridge.

The stage itself was ideally suited to the intimate, swiftly moving style of Elizabethan drama. The jutting forestage was used for general action. Behind it, there was a curtained-off area that could become a bedroom, as in *Othello*, or a cave, as in *The Tempest*. Above that was a gallery that was ideal for balcony scenes, and over that a smaller gallery for musicians. Above all was a false ceiling, known as "the Heavens." Permanent doors gave access on either side of the main stage; trap doors allowed for sudden appearances and disappearances.

The general audience, known as "groundlings," stood in the unroofed "yard" of the theater to watch the plays. A rough and rowdy bunch, they loved ghosts, sword fights, and amusing wordplay. Around them, in the galleries, the wealthier customers sat. The courtiers and gallants, for a higher price, were allowed to sit on the stage itself.

Rebuilding the famous playhouse was the dream of American actor Sam Wanamaker. In London, just after World War II, he tried to find the site of the theater and could locate nothing more than a metal plaque on a decrepit brewery. He spent the next 40 years finding the money and organizing the reconstruction of an exact replica of the old Globe, just a few yards from its original location. Now, tourists visiting London can put themselves in the shoes of those Elizabethan playgoers who cheered and jeered from the yard and galleries of the "wooden O."

1 Workmen were able to haul materials across the Thames River because

- A it was frozen over.
- B London Bridge had been built.
- C they had specialized equipment.
- D it was less crowded than London Bridge.

2 What is apparent from the seating arrangements at the Globe?

- A There was one ticket price for all.
- B The audience appreciated fine music.
- C Trap doors allowed for dramatic entrances.
- D There were distinctions among social classes.

3

What is the main idea of this article?

- A The Globe Theater has a long history.
- B The Globe Theater is now a tourist attraction.
- C The Globe Theater has recently been rebuilt.
- D The Globe Theater is currently owned by a syndicate.

4

What caused the Globe Theater to burn down?

- A a cannon shot
- B a rowdy patron
- C the king's entry
- D the wooden stage

5

Which set of statements BEST summarizes the article?

- A The Globe is the most famous theater in history because Shakespeare's plays were performed there. It burned down and then was rebuilt a year later.
- B The Globe's design made it the ideal theater for Shakespeare's plays. For this reason, it was reconstructed after many years and despite difficult problems.
- C The Globe was originally constructed by the Burbage brothers on the site of an earlier playhouse. After years as the site of Shakespeare's plays, it was razed and then rebuilt.
- D The Globe, where Shakespeare's plays were first performed, is possibly the most famous theater in history. A rebuilt version of it was opened in London after a period of reconstruction.

Read the following paragraph and bus schedule and answer Numbers 1 through 8. You may look back at the paragraph and bus schedule as often as you like.

Timothy is planning to take a bus trip over the winter break. He will be leaving from Mobile. He is looking at the schedule below to help him plan his trip.

BUSES LEAVING MOBILE				
Destination	Bus Number	Departs	Arrives	Stops
Chattanooga, TN	46	9:45 a.m.	6:10 p.m.	None (EXPRESS)
Dalton, GA	498	10:01 a.m.	9:00 p.m.	Montgomery, AL
Glasgow, KY	73	10:15 a.m.	1:15 p.m.	None (EXPRESS)
Lexington, KY	575	12:30 p.m.	7:00 a.m.	Tuscaloosa, AL Chattanooga, TN
Carbondale, IL	109	3:25 p.m.	2:00 p.m.	Madisonville, KY

1 What is the number of the bus that will make the most stops before reaching its final destination?

- A 46
- B 498
- C 575
- D 109

2 What is the number of the bus that stops in Montgomery, Alabama, before it reaches its final destination?

- A 498
- B 73
- C 575
- D 109

3 To which of the following cities is there a nonstop bus from Mobile?

- A Dalton, GA
- B Glasgow, KY
- C Lexington, KY
- D Carbondale, IL

4 What can you determine about the buses labeled “EXPRESS”?

- A These buses drive faster.
- B These buses don’t cost as much.
- C These buses carry more passengers.
- D These buses don’t make any stops.

- 5** What time does the bus to Carbondale, IL, leave Mobile?
- A 10:01 a.m.
 - B 10:15 a.m.
 - C 12:30 p.m.
 - D 3:25 p.m.
- 6** A friend asks Timothy which bus to take to travel from Mobile to Montgomery. What is the number of the bus he should take?
- A 46
 - B 498
 - C 73
 - D 109
- 7** The information in the bus schedule is organized by
- A bus numbers numerically ordered.
 - B transfer places ordered by distance.
 - C destinations alphabetically ordered.
 - D departure times chronologically ordered.
- 8** The bus schedule presents information in
- A related blocks of places and times.
 - B separate columns with headings.
 - C steps telling how to buy a ticket.
 - D interesting sites to see en route.

ITEMS

BY

STANDARD AND OBJECTIVE

STANDARD I: The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

OBJECTIVE

1. Identify supporting details.

ELIGIBLE CONTENT

- Identify details that support main idea(s) in one or more passages.

SAMPLE ITEMS

The item below references “Just Two Points Make One Dream Come True” on page 12.

- 1** Why does Fisher think it is funny when Dobbins wants to join the Wolverines?
- * **A** Fisher’s players are national champions.
 - B** Fisher’s players often become professionals.
 - C** Fisher knows that Dobbins can’t play basketball.
 - D** Fisher thinks that Dobbins’s scrapbook is comical.

The item below references “Park It” on page 24.

- 2** Which place has elevated boardwalks?
- * **A** Bay Bluffs Park
 - B** Intracoastal Waterway
 - C** Blackwater River State Park
 - D** Big Lagoon State Recreation Area

The item below references “Park It” on page 24.

- 3** In which park can you see sea turtles at night?
- A** Naval Live Oak Reservation
 - B** Edward Ball Nature Preserve
 - * **C** Big Lagoon State Recreation Area
 - D** Perdido Key State Recreation Area

The item below references “Park It” on page 24.

- 4** Where is Naval Live Oak Reservation?
- A** next to the Perdido Key area
 - * **B** along Highway 98 in Gulf Breeze
 - C** next to Gulf Islands National Seashore
 - D** by Santa Rosa Island just outside of Pensacola

The item below references “The Globe Theater” on page 42.

5 What caused the Globe Theater to burn down?

- * **A** a cannon shot
- B** a rowdy patron
- C** the king’s entry
- D** the wooden stage

The item below references “Flight Simulator” on page 31.

6 The BEST way to prepare for a career in flight simulation design is to

- A** learn how to fly and train others.
- B** major in psychology or sociology.
- * **C** pursue a degree in engineering or science.
- D** receive on-the-job training in systems engineering.

The item below references “Flight Simulator” on page 31.

7 What field of knowledge is MOST important for a flight simulation designer?

- A** graphics
- B** aeronautics
- C** psychology
- * **D** engineering

The item below references “Pollution’s Hidden Toll on Native Plants” on page 34.

8 How are increased levels of nitrogen beneficial?

- A** They enrich native plants.
- * **B** They stimulate imported grasses.
- C** They are good for water supplies.
- D** They are helpful for species diversity.

The item below references “Pollution’s Hidden Toll on Native Plants” on page 34.

9 What is one important fact that researchers have found out about native grass plants?

- A** They require less attention.
- B** They require more nutrients.
- * **C** They require low levels of nitrogen.
- D** They require regular supplies of water.

The item below references “Postal Delivery Time Line” on page 19.

10 When did the first mail travel by air?

- A** in 1920
- B** in 1918
- C** in the 1700s
- * **D** in 1000 B.C.

The item below references “Saga of a Seagoing Dog” on page 15.

11 What was the author’s reaction to the loss of Santos?

- A anger
- B optimism
- C happiness
- * D discouragement

The item below references “Saga of a Seagoing Dog” on page 15.

12 The puppy came to the family when

- A Dorothy got lost in the fog off the Bahamas.
- * B a couple offered them their choice of a litter.
- C Santos was working as a canal dog in Europe.
- D a fisherman found him swimming near a fishing tournament.

The item below references “The Terms of Trade” on page 21.

13 Which of the following is true about NAFTA’s organization?

- A It is the ultimate step toward globalization of the world.
- B It is a move toward using tariffs to control other countries.
- * C It is an example of countries working together to lower trade barriers.
- D It is an example of being able to change rules in a short period of time.

The item below references “Dorothy Parker” on page 7.

14 When Dorothy Parker wrote, “Dear God, please make me stop writing like a woman,” she meant she would rather write

- A with a masculine style.
- B without using her wit.
- C about something she knows.
- * D about something other than romantic love.

STANDARD I: The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

OBJECTIVE

- 2. Determine sequence of events.

ELIGIBLE CONTENT

- Identify sequential order in one or more passages. (Note: Sequential order may include dates; first, next, last; before and after; and order of events.)

SAMPLE ITEMS

The item below references “Dorothy Parker” on page 7.

1 How did Dorothy Parker begin her career as a writer?

- * **A** as a copywriter for *Vogue*
- B** as a student at convent school
- C** as a drama critic for *Vanity Fair*
- D** as a member of the Algonquin Round Table

The item below references “In and of Ourselves We Trust” on page 10.

2 When does Andy Rooney decide that he stopped at the red light “because it’s part of a contract we all have with each other”?

- * **A** after he goes to bed
- B** while braking for the light
- C** during his wait at the light
- D** before he reaches Lewisburg

The item below references “Saga of a Seagoing Dog” on page 15.

3 What did Santos do when he FIRST arrived on the boat?

- A** He fell overboard.
- * **B** He growled at the author.
- C** He barked at a nearby fishing boat.
- D** He whimpered as he smelled the wind.

The item below references “From Points to Periods” on page 39.

4 In the development of punctuation, which appeared FIRST?

- * **A** points
- B** spaces
- C** ellipses
- D** semicolons

The item below references “Video Game Designer” on page 28.

5

The next step after approval of a game concept is to

- A field test the game.
- B produce story boards.
- * C create a working model.
- D estimate consumer reaction.

STANDARD I: The student will demonstrate literal understanding of passages taken from textual, functional, and recreational reading material.

OBJECTIVE

3. Follow directions.

ELIGIBLE CONTENT

- Identify directions that are implicit or embedded in a passage.
- Identify the outcome or product of a set of directions.
- Recognize when a set of directions has been followed correctly.

Note: Directions will relate to activities that are appropriate for Grade 11 students.

SAMPLE ITEMS

The item below references “Park It” on page 24.

1 According to the chart, if campers want information about seasonal changes at a specific park or beach, they should telephone

- A their travel agency.
- B a historical society.
- * C that recreation area.
- D the brochure publishers.

The item below references “Park It” on page 24.

2 Campers who call one of the phone numbers below the Parks and Trails Guide are most likely seeking information about what kind of activities?

- A winter
- B summer
- C on season
- * D off season

The item below references “Park It” on page 24.

3

Which action shows that the chart was interpreted correctly?

- A traveling to Fort Barrancas for fishing
- B going to Naval Live Oak Reservation to rent a cabin
- C hauling a boat to Perdido Key State Recreation Area
- * D arriving at Big Lagoon State Recreation Area with canoes

STANDARD II: The student will interpret passages taken from textual, functional, and recreational reading material.

OBJECTIVE

1. Identify main idea.

ELIGIBLE CONTENT

- Recognize the main idea in a paragraph or passage(s). (Note: Main idea may include topic, subject, theme, central thought or message, lesson or moral, thesis, and author's purpose and/or point of view.)

SAMPLE ITEMS

The item below references “The Globe Theater” on page 42.

1

What is the main idea of this article?

- * **A** The Globe Theater has a long history.
- B** The Globe Theater is now a tourist attraction.
- C** The Globe Theater has recently been rebuilt.
- D** The Globe Theater is currently owned by a syndicate.

The item below references “Flight Simulator” on page 31.

2

Which statement BEST expresses the main idea of this article?

- A** This is a demanding job that requires intense preparation and training.
- B** This is an exciting job for people who like to work with others and make important decisions.
- C** This is a good job for people who like an eight-to-five schedule with few interruptions and little stress.
- * **D** This is a challenging job that calls upon all of your training and experience in a variety of scientific fields.

The item below references “Just Two Points Make One Dream Come True” on page 12.

- 3** What is a major theme in this story?
- * **A** It takes commitment to reach a goal.
 - B** It takes conviction to sit on the bench.
 - C** It takes persistence to get an education.
 - D** It takes concentration to make a basket.

The item below references “In and of Ourselves We Trust” on page 10.

- 4** What is the main idea of this newspaper column?
- * **A** We must trust each other in order to have a stable society.
 - B** We stop at red lights because we obey social conventions.
 - C** We should pay our taxes even when we don’t agree with the government.
 - D** We tell others about our honesty so they will be more likely to follow the rules.

The item below references “From Points to Periods” on page 39.

- 5** What is the author’s purpose in writing this article?
- A** to promote the use of punctuation
 - * **B** to explain the history of punctuation
 - C** to demonstrate the rules of punctuation
 - D** to illustrate the necessity of punctuation

The item below references “From Points to Periods” on page 39.

- 6** What is the central thought of the section entitled “**Modern Rebels: Tom Wolfe and e.e. cummings**”?
- A** Writer Pico Iyer is a rebel who violated punctuation rules.
 - * **B** Writers today mold punctuation to express themselves individually.
 - C** Tom Wolfe and e.e. cummings have many punctuation mistakes in their works.
 - D** The importance of punctuation in contemporary society should not be overlooked.

The item below references “Dorothy Parker” on page 7.

- 7** The main idea of this article is that Dorothy Parker
- A** lost her sense of humor at the end of her life.
 - B** is best known for her screenplay *A Star Is Born*.
 - C** often wished that she could write without using humor.
 - * **D** is famous for both her wit and her insightful tales of love.

The item below references “Postal Delivery Time Line” on page 19.

8 Which phrase BEST describes the main idea of this time line?

- A an in-depth history of the postal service
- B an international tribute to the postal service
- C a detailed history of technological advances in the postal service
- * D a chronological list of important events concerning the postal service

The item below references “Video Game Designer” on page 28.

9 The author’s main purpose in this article is to

- A inspire.
- * B inform.
- C entertain.
- D persuade.

STANDARD II: The student will interpret passages taken from textual, functional, and recreational reading material.

OBJECTIVE

2. Draw conclusions.

ELIGIBLE CONTENT

- Draw conclusions based on information in one or more passages.

SAMPLE ITEMS

The item below references “Dorothy Parker” on page 7.

- 1** What can the reader conclude about Dorothy Parker’s time in school?
- A She learned many practical skills.
 - * B She cared little about her education.
 - C She wrote many humorous essays that got her in trouble.
 - D She learned everything she needed to know to become a great writer.

The item below references “Dorothy Parker” on page 7.

- 2** What can the reader conclude from the poem about Dorothy Parker’s attitude toward roses?
- A She appreciates roses as examples of perfection.
 - B She believes roses symbolize a romantic relationship.
 - C She thinks roses are a poor substitute for time spent traveling.
 - * D She feels roses are fine but she would like something more substantial.

The item below references “Dorothy Parker” on page 7.

- 3** Which part of the poem demonstrates Dorothy Parker’s wit?
- A “A single flow’r he sent me, since we met.”
 - B “Deep-hearted, pure, with scented dew still wet—”
 - C “Love long has taken for his amulet/One perfect rose.”
 - * D “Why is it no one ever sent me yet/One perfect limousine?”

The item below references “Flight Simulator” on page 31.

- 4** What makes a simulator different from other training methods?
- * A It reproduces actual conditions.
 - B It is used only for flight training.
 - C It is designed by professional trainers.
 - D It allows people to perform their jobs right away.

The item below references “Flight Simulator” on page 31.

- 5** A simulator for a space station is probably used to
- A study conditions in space.
 - B launch the space shuttle into orbit.
 - C form a satellite link among nations.
 - * D prepare astronauts for living in space.

The item below references “In and of Ourselves We Trust” on page 10.

- 6** What can you conclude about Andy Rooney from this newspaper column?
- A He believes most people mistrust others.
 - * B He considers himself a law-abiding citizen.
 - C He thinks that he is perfect.
 - D He trusts the Internal Revenue Service.

The item below references “In and of Ourselves We Trust” on page 10.

- 7** Rooney’s statement “We do what we say we’ll do. We show up when we say we’ll show up” supports his belief that Americans are
- A proud.
 - B prompt.
 - * C trustworthy.
 - D complacent.

The item below references “Just Two Points Make One Dream Come True” on page 12.

- 8** What is the attitude of the Wolverines towards Dobbins?
- A lenient
 - B tolerant
 - * C admiring
 - D flattering

The item below references “The Terms of Trade” on page 21.

- 9** Trade barriers tend to have the hardest impact on the
- A country importing the products.
 - * B people buying the imported products.
 - C domestic industries selling the same products.
 - D international organization resolving trade disputes.

The item below references “The Globe Theater” on page 42.

- 10** What is apparent from the seating arrangements at the Globe?
- A There was one ticket price for all.
 - B The audience appreciated fine music.
 - C Trap doors allowed for dramatic entrances.
 - * D There were distinctions among social classes.

The item below references “Postal Delivery Time Line” on page 19.

11

Which date indicates the first effect of scientific advances on the delivery of the mail?

- A 1639
- * B 1813
- C 1832
- D 1918

The item below references “Postal Delivery Time Line” on page 19.

12

What might be seen as a major trend in postal service?

- * A speeding up the time of delivery
- B making stamps attractive to collectors
- C offering service to the common people
- D providing increased security for postal customers

The item below references “Saga of a Seagoing Dog” on page 15.

13

Schipperkes helped barges navigate the canals by

- A swimming alongside the barges.
- B smelling the thick fog to locate land.
- C alerting the captain of passengers overboard.
- * D encouraging tow horses to continue walking.

The item below references “Saga of a Seagoing Dog” on page 15.

14

When the author first met the dog, Santos seemed

- A cheerful.
- B miserable.
- * C unfriendly.
- D affectionate.

The item below references “Saga of a Seagoing Dog” on page 15.

15

Why did Diego tear open the “last package of tortilla chips, crackling the bag noisily”?

- A to help in the preparation of lunch
- B to offer some food to the port captain
- * C to tempt the dog to come out of hiding
- D to encourage the family to eat before leaving

The item below references “Park It” on page 24.

16

Why is an area near Pensacola referred to as “The Canoe Capital of Florida”?

- A It has a long coastline.
- B It is situated in a quiet harbor.
- * C It has many slow-moving streams.
- D It is situated in the state forest system.

STANDARD II: The student will interpret passages taken from textual, functional, and recreational reading material.

OBJECTIVE

3. Determine cause and effect.

ELIGIBLE CONTENT

- Infer the cause(s) of effect(s) stated or implied in a passage.
- Infer the effect(s) of cause(s) stated or implied in a passage.

SAMPLE ITEMS

The item below references “Flight Simulator” on page 31.

1 The author’s experience with the flight simulation company probably

- A** prepared him to be a pilot.
- B** led him to pursue a degree in electronics.
- C** taught him a lot about the Apollo program.
- * **D** helped him get a position with the space program.

The item below references “Flight Simulator” on page 31.

2 What is one of the common causes of long work hours in this field?

- A** unscheduled space launches
- B** team meetings to discuss future projects
- * **C** unexpected events during space missions
- D** special training to prepare new employees

The item below references “Just Two Points Make One Dream Come True” on page 12.

3 What happens because Dobbins shows his scrapbook to Fisher?

- * **A** Dobbins makes the team.
- B** Dobbins sits in the stands.
- C** Dobbins drives to Atlanta.
- D** Dobbins plays his first game.

The item below references “Just Two Points Make One Dream Come True” on page 12.

4 What happens to Dobbins because Michigan recruits the Fab Five?

- A** He joins an opposing team.
- B** He drives to different cities.
- C** He is traded to another team.
- * **D** He is dropped from the team.

The item below references “The Globe Theater” on page 42.

5 Workmen were able to haul materials across the Thames River because

- * **A** it was frozen over.
- B** London Bridge had been built.
- C** they had specialized equipment.
- D** it was less crowded than London Bridge.

The item below references “Pollution’s Hidden Toll on Native Plants” on page 34.

6 How does a raised level of nitrogen in the soil affect the water supply?

- * **A** It increases pollution.
- B** It encourages oxygen.
- C** It activates organisms.
- D** It introduces nutrients.

The item below references “Pollution’s Hidden Toll on Native Plants” on page 34.

7 What effect does an increased level of nitrogen have on non-native grasses?

- A** It blocks nutrients.
- * **B** It stimulates growth.
- C** It activates diversity.
- D** It inhibits development.

The item below references “Video Game Designer” on page 28.

8 What convinced Atari of the author’s creative abilities?

- A** her early drawings
- B** her job application
- C** her scientific sketches
- * **D** her award-winning film

The item below references “Point of View on Advertising” on page 36.

9 Advertising could hasten the depletion of raw materials by

- A** lowering environmental protection.
- B** causing inefficient production methods.
- * **C** generating over-consumption of products.
- D** providing excess profits to manufacturers.

STANDARD II: The student will interpret passages taken from textual, functional, and recreational reading material.

OBJECTIVE

- 4. Detect propaganda; distinguish fact from opinion.

ELIGIBLE CONTENT

- Identify an author’s purpose or point of view in one or more passages.
- Identify vocabulary or other uses of language that are intended to persuade or influence the reader to agree or disagree with a point of view and/or take a particular action.
- Identify the purpose of specific persuasive techniques, but not label or define the techniques.
- Distinguish facts from opinions based on a passage.

SAMPLE ITEMS

The item below references “Point of View on Advertising” on page 36.

- 1** Which of the following ideas from the editorial is a FACT?
- * **A** Manufacturers profit by the production of goods.
 - B** Most advertising is designed to brainwash people.
 - C** Someone who wants to sell something must advertise.
 - D** Television commercials damage the minds of children.

The item below references “Point of View on Advertising” on page 36.

- 2** According to the editorial, what would happen without advertising?
- A** Citizens would become wiser consumers.
 - B** Farming would dominate economic decisions.
 - C** Pollution and depletion of natural resources would increase.
 - * **D** Exchange of goods and services would be drastically reduced.

The item below references “Point of View on Advertising” on page 36.

- 3** Which of the following most accurately states the point of view of the author?
- A Advertising contributes to pollution.
 - B Advertising is insulting to an intelligent adult.
 - * C Advertising is an essential component of a healthy economy.
 - D Advertising causes people to buy things they don’t want or need.

The item below references “Point of View on Advertising” on page 36.

- 4** What method does the author use to convince the reader of his viewpoint?
- A citing statistics
 - B quoting experts
 - C frightening the reader
 - * D contradicting the critics

The item below references “Point of View on Advertising” on page 36.

- 5** Which of the following ideas from the editorial is an OPINION?
- A Advertising affects the flow of goods and services.
 - B Some magazines contain multicolored advertisements.
 - * C Advertising causes consumers to buy items they do not need.
 - D Commercial television stations depend on advertising for revenue.

The item below references “In and of Ourselves We Trust” on page 10.

- 6** Why does Rooney change from “I” to “we” about halfway through the newspaper column?
- A to urge readers to obey traffic laws
 - B to enable readers to understand the social contract
 - * C to encourage readers to identify with his point of view
 - D to lead readers to consider conventions more important than laws

STANDARD II: The student will interpret passages taken from textual, functional, and recreational reading material.

OBJECTIVE

5. Recognize statements that adequately summarize a passage.

ELIGIBLE CONTENT

None specified.

SAMPLE ITEMS

The item below references “Pollution’s Hidden Toll on Native Plants” on page 34.

- 1** Which statement BEST summarizes the article?
- A** Scientists have discovered that when nitrogen levels in the soil increase, water supplies can become contaminated.
 - B** Ecologists have discovered that air-borne nitrogen disrupts grassland growth and can affect plant communities in diverse areas.
 - * **C** Ecologists have discovered that high levels of nitrogen cause non-native plants to grow while restricting the growth of native plants.
 - D** Scientists have discovered that increased levels of nitrogen stimulate the growth of non-native plants but they also poison the water supply.

The item below references “In and of Ourselves We Trust” on page 10.

- 2** Which set of statements BEST summarizes this newspaper column?
- A** The Internal Revenue Service needs to enforce stronger tax laws. Otherwise, no one will pay taxes.
 - * **B** The stability of society is built on trust. Without trust the contract we have with each other would be destroyed.
 - C** If we did not trust each other, there would be a tax revolt. The contract we have with each other would be destroyed.
 - D** Through trusting each other to obey laws, we build a solid government. We must have a strong police force in order to ensure that stability.

The item below references “From Points to Periods” on page 39.

3 Which set of statements BEST summarizes the article?

- * **A** Punctuation has evolved throughout history. The guidelines and rules we now use were introduced by the 18th century; however, some modern writers have been known to change the rules to fit their individual needs.
- B** Punctuation has changed very little from the days of the Greeks and Romans. Some of the same punctuation marks and guidelines used in the 16th century are still used today, causing some contemporary authors to challenge existing rules.
- C** The purpose of punctuation has remained constant although the punctuation marks themselves have changed. Therefore, some 20th century writers agree that to ignore these rules may be considered a type of rebellion against society.
- D** Punctuation was introduced to the world by the Greeks and the Romans. Until the 17th century the purpose of punctuation was not to clarify grammar, but to aid people in reading aloud. As the purpose of punctuation changed, so have the rules, and very few rules currently remain.

The item below references “Video Game Designer” on page 28.

4 Which set of statements BEST summarizes the author’s advice for entering and working in the video game design business?

- A** Obtain a master’s degree in computers and open your own design house. Develop your own games and then sell them to other companies.
- B** Pursue a double major in art and computers and form a team of developers. Sell your games to software companies and collect royalties.
- C** Major in animation and find a job that will teach you how to use computers. Improve your skills by taking night classes and attending children’s cultural events.
- * **D** Obtain a degree in an art-related field and learn as much as you can about computers. Continue to improve your skills and keep in touch with what kids are doing.

The item below references “Just Two Points Make One Dream Come True” on page 12.

5

Which set of statements BEST summarizes the story?

- A Sean Dobbins wanted to score a two-point basket during his college basketball career. He scored with a free throw during his sophomore year but still wanted a two-point basket. Even though he never got to play, his teammates loved his spirit.
- * B Sean Dobbins dreamed of making a two-point basket during his college basketball career. Through a number of circumstances, he almost lost out on that dream. But in his senior year he finally realized his goal when he scored a basket in the final seconds of a tournament game.
- C Sean Dobbins wanted to make a basket during his college basketball career. Even though he scored with a free throw, it was not good enough. He thought that he had two years left in which to score a basket. But unfortunately he had to leave the team when the Fab Five were recruited.
- D Sean Dobbins was able to get on the Wolverines team by showing his high school scrapbook to the coach. He played for two seasons but had to leave the team in his junior year when the Fab Five were recruited. He never lost his enthusiasm and got a chance to play again with the team in his senior year.

The item below references “Saga of a Seagoing Dog” on page 15.

6

Which set of statements BEST summarizes the story?

- A Santos repeatedly falls or jumps overboard but is returned each time to his family’s sailboat. One time he is lost off South America but is brought back by a port captain.
- * B The author reluctantly accepts a puppy onboard his sailboat. The dog, intelligent and full of fun, endears himself to the family and has a variety of adventures on and off the boat.
- C *Breath*, the family sailboat, becomes the home of a happy, adventurous dog. At the end of the story, Santos jumps overboard to play on shore with another dog and some children.
- D A family adopts a schipperke puppy that was bred to be aboard a boat and help with navigation. As a puppy, Santos falls overboard twice; one of those times he comes back to the family with a skin diver.

The item below references “The Globe Theater” on page 42.

7

Which set of statements BEST summarizes the article?

- A** The Globe is the most famous theater in history because Shakespeare’s plays were performed there. It burned down and then was rebuilt a year later.
- B** The Globe’s design made it the ideal theater for Shakespeare’s plays. For this reason, it was reconstructed after many years and despite difficult problems.
- C** The Globe was originally constructed by the Burbage brothers on the site of an earlier playhouse. After years as the site of Shakespeare’s plays, it was razed and then rebuilt.
- *D** The Globe, where Shakespeare’s plays were first performed, is possibly the most famous theater in history. A rebuilt version of it was opened in London after a period of reconstruction.

STANDARD III: The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.

OBJECTIVE

1. Recognize fallacies of logic and judge strength of argument.

ELIGIBLE CONTENT

- Recognize faulty logic in one or more passages.
- Evaluate faulty logic in one or more passages.
- Recognize the strength(s) or weakness(es) of argument(s) in one or more passages.
- Evaluate the strength(s) or weakness(es) of argument(s) in one or more passages.
- Recognize terminology used by an author to strengthen argument(s), but not label or define the terminology.

SAMPLE ITEMS

The item below references “Point of View on Advertising” on page 36.

- 1** Which of the following ideas from the editorial is an example of faulty logic?
- A To let people know what is for sale, sellers have to advertise.
 - * B Without amusing commercials on TV, television stations would go bankrupt.
 - C You cannot take a company to court for selling something a buyer doesn't need.
 - D Manufacturers often contribute to pollution and hasten the depletion of our raw materials.

The item below references “Point of View on Advertising” on page 36.

- 2** Read the following statement from the editorial.

Search as you may, you will never find in American court records a single case of an innocent citizen being forced by advertisers or advertising into buying something he or she didn't want.

Which phrase is used by the author to avoid a serious flaw in logic?

- A “Search as you may”
- B “an innocent citizen”
- C “into buying something”
- * D “in American court records”

The item below references “Point of View on Advertising” on page 36.

- 3** Which technique does the author use to strengthen his argument about advertising?
- A** using personal testimonies
 - B** giving statistics to show effectiveness
 - * **C** addressing both positive and negative aspects
 - D** describing advertisements that were successful

The item below references “In and of Ourselves We Trust” on page 10.

- 4** What is the most convincing reason Rooney gives for not going through the red light?
- A** It is against the law.
 - B** We just don’t go through red lights.
 - * **C** It is part of a contract we have with each other.
 - D** We stop in this situation because it makes us feel proud.

The item below references “Pollution’s Hidden Toll on Native Plants” on page 34.

- 5** Which idea from the article is not supported by evidence?
- * **A** Air-borne nitrogen is likely to disrupt other plant communities.
 - B** Wedin and Tilman studied the effects of applied nitrogen for more than ten years.
 - C** Air-borne nitrogen pollution from cars and power plants was approximated in a study.
 - D** Changes in the amount of nitrogen in the soil change the amount of nitrogen in water supplies.

The item below references “Postal Delivery Time Line” on page 19.

- 6** If Leann wants to make the point that mail delivery was often difficult, which fact would be BEST to include in her research paper?
- A** In 1896, Rural Free Delivery of mail began.
 - B** In 1963, Zip Code numbers were put into use.
 - * **C** In 1799, Congress passed a death penalty for robbing the mail.
 - D** In 1941, a post office on wheels, called Highway Post Office (HYPO), was initiated.

The item below references “Park It” on page 24.

- 7** How does the author support the statement that the Pensacola area is “one of the most beautiful and well-preserved natural environments in the country”?
- A** by listing recreational activities
 - B** by naming state recreation areas
 - * **C** by describing the scenery and wildlife
 - D** by outlining the geographic boundaries

STANDARD III: The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.

OBJECTIVE

2. Analyze literary elements.

ELIGIBLE CONTENT

- Analyze literary elements as they relate to the comprehension of a passage, but not label or define the elements. (Note: Literary elements are limited to theme, character, tone, setting, mood, plot, and literary point of view.)

SAMPLE ITEMS

The item below references “Dorothy Parker” on page 7.

- 1** What is the theme of the poem?
- A Love will last no matter what gifts are given.
 - * B Women desire more than symbolism in a gift.
 - C Love should be shown through inexpensive gifts.
 - D Women know a single rose is a better gift than jewelry.

The item below references “Dorothy Parker” on page 7.

- 2** What is the tone of the poem?
- A angry
 - * B ironic
 - C tender
 - D dramatic

The item below references “Saga of a Seagoing Dog” on page 15.

- 3** What is the tone of this story?
- A nostalgic regret
 - B harsh irritation
 - * C gentle amusement
 - D sarcastic mockery

The item below references “Just Two Points Make One Dream Come True” on page 12.

- 4** What word BEST describes Dobbins’s character?
- A critical
 - B humorous
 - C pessimistic
 - * D determined

The item below references “Just Two Points Make One Dream Come True” on page 12.

5

What method does the author use to dramatize the final scene of his story?

- A He interviews the coach.
- * B He quotes two ballplayers.
- C He mentions the scrapbook.
- D He discusses team motivation.

STANDARD III: The student will apply critical analysis strategies and judge texts critically to comprehend passages from textual, functional, and recreational reading material.

OBJECTIVE

3. Demonstrate understanding of figurative language and analogy.

ELIGIBLE CONTENT

- Analyze the use of analogy in a passage.
- Analyze how figurative language enhances the comprehension of passages, but not label or define the figurative language. (Note: Types of figurative language are limited to simile, imagery, metaphor, personification, and hyperbole [overstatement].)

SAMPLE ITEMS

The item below references “Dorothy Parker” on page 7.

1 Who or what is the messenger in the line, “All tenderly his messenger he chose”?

- * **A** flower
- B** limousine
- C** amulet
- D** heart

The item below references “Flight Simulator” on page 31.

2 What does the author mean by “getting into a person’s senses”?

- A** studying the physical effects of stress
- B** measuring the intelligence of humans
- C** controlling a person’s thoughts and feelings
- * **D** understanding what a person is seeing and hearing

The item below references “Video Game Designer” on page 28.

3 When the author says, “Another way to go is to open up your own house,” she is comparing a working group to a

- A** team.
- * **B** family.
- C** school.
- D** neighborhood.

STANDARD IV: The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.

OBJECTIVE

1. Determine word meaning through the use of context clues.

ELIGIBLE CONTENT

- Determine the meaning of words or phrases in context. (Note: Target words or phrases may include uncommon meanings of common words or phrases; specialized or technical vocabulary; and words or phrases that might be unfamiliar to most Grade 11 students.)

SAMPLE ITEMS

The item below references “Pollution’s Hidden Toll on Native Plants” on page 34.

- 1** What is the meaning of the word *interlopers* as used in the third paragraph?

- A visitors
- * B invaders
- C achievers
- D impostors

The item below references “Pollution’s Hidden Toll on Native Plants” on page 34.

- 2** What is the meaning of the word *enhancing* as it is used in the first paragraph?

- A creating
- B decreasing
- * C stimulating
- D illuminating

The item below references “Pollution’s Hidden Toll on Native Plants” on page 34.

- 3** Read this sentence.

Though plants need nitrogen to grow, the researchers found that the elevated nitrogen levels stimulated the growth of grasses imported from Europe while impairing the growth of native grasses.

What is the meaning of the word *impairing* as it is used here?

- A hastening
- * B damaging
- C increasing
- D disintegrating

The item below references “Point of View on Advertising” on page 36.

4 Read the following sentence.

Another charge frequently made against the advertising industry is that advertising causes people to buy what they don’ t need or want. An unusual assertion indeed . . .

What does the word *assertion* mean as used here?

- A denial
- B question
- * C statement
- D predicament

The item below references “Saga of a Seagoing Dog” on page 15.

5 Read the following sentence from the story.

He had been an endlessly amusing little rogue.

What does the word *rogue* mean as it is used here?

- * A rascal
- B friend
- C stranger
- D monster

The item below references “Saga of a Seagoing Dog” on page 15.

6 What does the author probably mean by the word *unbidden* when he writes that Santos “would creep unbidden into the lonely helmsman’s lap”?

- A not aided
- * B not invited
- C not ashamed
- D not observed

The item below references “From Points to Periods” on page 39.

7 Read the following sentence from the last paragraph under “**Punctuation Heats Up.**”

It was Henry Watson Fowler and Francis George Fowler . . . who advocated easing up a bit.

What is the meaning of the word *advocated* as it is used in this paragraph?

- A required
- B continued
- C discovered
- * D recommended

The item below references “From Points to Periods” on page 39.

8

Read the following sentences from the article.

However, the purpose of punctuation was still elocutionary, not syntactical. The poet Ben Jonson was the first to recommend that punctuation marks be used to help readers figure out the meaning of a sentence, and not just how to recite it.

What is the meaning of *elocutionary* as it is used here?

- * A related to speaking publicly
- B related to memorizing words
- C related to arranging sentences
- D related to understanding word meanings

STANDARD IV: The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.

OBJECTIVE

2. Demonstrate the ability to preview and predict.

ELIGIBLE CONTENT

- Preview text features to make a prediction about the text content. (Note: Text features may include headings, subheadings, illustrations, footnotes, captions, topic sentences, book jackets, introductory paragraphs, and such graphic displays as charts, maps, graphs, and timelines.)

SAMPLE ITEMS

The item below references “Video Game Designer” on page 28.

1 If the next subheading in this article were “WHERE WE’RE HEADED,” which of the following subjects would most likely be covered in that paragraph?

- A the reader’s future needs
- B the future of children’s culture
- C the author’s plans for the future
- * D the future of video game design

The item below references “From Points to Periods” on page 39.

2 If the next subheading in the article were “**The Electronic Age**,” which of the following questions would most likely be answered in the paragraph?

- A Has punctuation advanced the electronic revolution?
- * B Will the rules of punctuation change in the computer era?
- C Has punctuation been made obsolete by the electronic age?
- D Will computer software adjust to punctuation requirements?

STANDARD IV: The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.

OBJECTIVE

3. Discern organizational patterns.

ELIGIBLE CONTENT

- Determine the organizational pattern of a passage, but not label the pattern. (Note: Organizational patterns may include chronological order, spatial order, order of importance, comparison and contrast, cause and effect, and main idea with examples or anecdotes.)

SAMPLE ITEMS

The item below references “Flight Simulator” on page 31.

1 In the section titled “HOW I GOT STARTED,” information is organized by

- A date.
- B skill.
- * C time.
- D importance.

The item below references “From Points to Periods” on page 39.

2 How is the information in this article organized?

- * A events presented in the order they occurred
- B general statements clarified by specific examples
- C overall descriptions followed by detailed analyses
- D definitions supported through references to authorities

The item below references “Park It” on page 24.

3 How are the first and second parts of this brochure different?

- * A The first part promotes the features of parks; the second part lists factual information.
- B The first part lists sequential details; the second part promotes the highlights of parks.
- C The first part lists details; the second part contains chronological information about parks.
- D The first part contains chronological information about parks; the second part describes various features.

The item below references “Postal Delivery Time Line” on page 19.

4 This time line is organized according to

- * **A** when the events happened.
- B** where the events happened.
- C** the importance of the events.
- D** the people involved in the events.

The item below references “Point of View on Advertising” on page 36.

5 How is this editorial organized?

- A** main idea supported by statistical examples
- * **B** critical ideas contradicted by logical statements
- C** a number of topics introduced for further development
- D** a number of topics considered, all of historical significance

The item below references “Video Game Designer” on page 28.

6 Information in the article is organized according to

- A** isolated blocks of information.
- * **B** separate sections with headings.
- C** steps explaining how to enter the field.
- D** important events in the author’s career.

The item below references the paragraph and bus schedule “Buses Leaving Mobile” on page 44.

7 The bus schedule presents information in

- A** related blocks of places and times.
- * **B** separate columns with headings.
- C** steps telling how to buy a ticket.
- D** interesting sites to see en route.

The item below references the paragraph and bus schedule “Buses Leaving Mobile” on page 44.

8 The information in the bus schedule is organized by

- A** bus numbers numerically ordered.
- B** transfer places ordered by distance.
- C** destinations alphabetically ordered.
- * **D** departure times chronologically ordered.

STANDARD IV: The student will utilize strategies that enhance comprehension of textual, functional, and recreational reading material.

OBJECTIVE

4. Demonstrate the ability to locate information in reference material.

ELIGIBLE CONTENT

- Comprehend information in reference materials. (Note: Reference materials may include glossaries; dictionaries; indexes; tables of contents; appendixes; and research sources such as atlases, almanacs, encyclopedias, readers' guides, and both print-based and electronic card catalogs.)

SAMPLE ITEMS

The item below references "Park It" on page 24.

- 1** Which park has shower facilities?
- A Fort Barrancas
 - B Naval Live Oak Reservation
 - C Blackwater River State Park
 - * D Perdido Key Area Johnson Beach

The item below references "The Terms of Trade" on page 21.

- 2** Jesse decides to support his paper's arguments with concrete examples of countries that are putting free trade agreements into practice. Which heading should Jesse first research at the library?
- A Tariffs
 - * B NAFTA
 - C Globalization
 - D Protectionism

The item below references "The Terms of Trade" on page 21.

- 3** What is the BEST way for Jesse to locate countries that have recently established trade barriers?
- * A by gathering information from the WTO
 - B by researching the history of the GATT
 - C by discovering more facts about free trade
 - D by investigating the theory of globalization

The item below references "The Terms of Trade" on page 21.

- 4** A tax on imported products is called
- * A a tariff.
 - B a quota.
 - C an export.
 - D a trade barrier.

The item below references “The Terms of Trade” on page 21.

5 Products that are brought from another country and used domestically are called

- A tariffs.
- B quotas.
- C exports.
- * D imports.

The item below references “The Terms of Trade” on page 21.

6 What is the trend toward a worldwide market that has no national boundaries called?

- A free trade
- B trade barriers
- * C globalization
- D protectionism

The item below references “The Terms of Trade” on page 21.

7 Jesse wants to trace the movement toward a worldwide market. He wants to include the resolution of recent trade conflicts in his research paper. Under which heading should Jesse look?

- * A WTO
- B GATT
- C Protectionism
- D Trade barriers

The item below references the paragraph and bus schedule “Buses Leaving Mobile” on page 44.

8 What is the number of the bus that will make the most stops before reaching its final destination?

- A 46
- B 498
- * C 575
- D 109

The item below references the paragraph and bus schedule “Buses Leaving Mobile” on page 44.

9 What is the number of the bus that stops in Montgomery, Alabama, before it reaches its final destination?

- * A 498
- B 73
- C 575
- D 109

The item below references the paragraph and bus schedule “Buses Leaving Mobile” on page 44.

10 To which of the following cities is there a nonstop bus from Mobile?

- A Dalton, GA
- * B Glasgow, KY
- C Lexington, KY
- D Carbondale, IL

The item below references the paragraph and bus schedule “Buses Leaving Mobile” on page 44.

11 What can you determine about the buses labeled “EXPRESS”?

- A These buses drive faster.
- B These buses don’t cost as much.
- C These buses carry more passengers.
- * D These buses don’t make any stops.

The item below references the paragraph and bus schedule “Buses Leaving Mobile” on page 44.

12 What time does the bus to Carbondale, IL, leave Mobile?

- A 10:01 a.m.
- B 10:15 a.m.
- C 12:30 p.m.
- * D 3:25 p.m.

The item below references the paragraph and bus schedule “Buses Leaving Mobile” on page 44.

13 A friend asks Timothy which bus to take to travel from Mobile to Montgomery. What is the number of the bus he should take?

- A 46
- * B 498
- C 73
- D 109

ANSWER KEY

ANSWER KEY FOR PASSAGES WITH ITEMS

“Dorothy Parker”

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

“In and of Ourselves We Trust”

1. B
2. C
3. C
4. C
5. A
6. A
7. B

“Just Two Points Make One Dream Come True”

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

“Saga of a Seagoing Dog”

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

“Postal Delivery Time Line”

1. A
2. C
3. D
4. B
5. A
6. D

“The Terms of Trade”

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

“Park It”

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

“Video Game Designer”

1. B
2. B
3. C
4. D
5. B
6. D
7. D

“Flight Simulator”

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

“Pollution’s Hidden Toll on Native Plants”

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

“Point of View on Advertising”

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

“From Points to Periods”

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

“The Globe Theater”

1. A
2. D
3. A
4. A
5. D

“Buses Leaving Mobile”

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