



English

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Sample A

Read these sentences from the story.

But when I returned to class, I slipped the jacket on and shivered until I was warm. I sat on my hands, heating them up, while my teeth chattered like a cup of crooked dice.

Which of these words is used as a modifier in these sentences?

- A slipped
- **B** shivered
- C chattered
- D crooked

Sample B

Read the following sentences from a student summary of "The Tree."

- 1. The tree is old and has a scar.
- 2. Father wants to move the tree.
- 3. The tree is planted in sandy soil.

Which of these <u>most effectively</u> combines the ideas into one sentence?

- F Planted in sandy soil, Father wants to move the old, scarred tree.
- G The old, scarred tree is planted in sandy soil, which Father wants to move.
- H Father wants to move the old, scarred tree, which is planted in sandy soil.
- J The old tree has a scar and is planted in sandy soil so Father wants to move it.



No test material on this page

For Number 1, read the prompt below. Follow the directions in the prompt for writing your essay.



Write a well-organized essay about an experience that has created long-lasting memories for you. Develop your ideas by describing the experience and explaining why it was memorable. Be sure that your essay is fully developed, that it is logically organized, and that your choice of words clearly describes your experience.

Use the space on page __ in your Answer Book for planning your response. Then write your essay on the lines on pages __ and __.





Miriam is writing a draft of an essay about the SS Central America, a ship that sank in 1857. The draft of Miriam's essay requires revisions and edits. Read the draft. Then answer Numbers 2 through 6.

The SS Central America: A Treasure of Gold

- During the California Gold Rush of the 1850s, miners would leave the Sierra foothills to go to San Francisco to have their gold minted into \$20 gold coins. ² Because the railroad would not be completed for nearly 20 years, the gold was sent by ship from San Francisco to Panama, then overland to the Atlantic coast and transferred to ships that continued to New York City. ³ In 1857, one ship laden with gold coins never made it to its destination.
- ⁴ The SS Central America was off the coast of the Carolinas when a storm hit. ⁵ The storm pounded the ship for three days. ⁶ It tossed the ship about on waves 20 feet high or higher. ⁷ On Saturday, September 12, 1857, the ship sank with its fantastic treasure of gold coins and gold bars still aboard.
- ⁸ In 1987, 130 years after the ship sank, the wreck of the *SS Central America* was located. ⁹ Using state-of-the-art electronic equipment, sonar, and an undersea robot. ¹⁰ Each coin and artifact was carefully and individually recovered from the bottom of the ocean.
- Amazingly, the coins looked just as they had when they were minted 130 years before. ¹² Now, each coin is a gold time capsule that preserves memories of the excitement and dangers of the Gold Rush.



Which sentence would make the best transition between Sentences 2 and 3?

- F In the 1850s, both San Francisco and New York were bustling cities with busy seaports.
- G In Panama in the 1850s, money in the form of gold coins was usually in great demand.
- H Gold coins were used as money rather than saved as souvenirs in both San Francisco and New York.
- J The trip from Panama to New York City was often the most dangerous part of the journey.

Which sentence most clearly and effectively adds supporting details to Sentence 4?

- A The SS Central America, which was a 280-foot steamship with a side paddle-wheel when a storm hit, was off the coast of the Carolinas.
- B The SS Central America was a 280-foot steamship with a side paddle-wheel, which was off the coast of the Carolinas when a storm hit.
- C The SS Central America, a 280-foot steamship with a side paddle-wheel, was off the coast of the Carolinas when a storm hit.
- D The SS Central America was off the coast of the Carolinas when a storm hit, and it was a 280-foot steamship with a side paddle-wheel.





4 Read Sentence 7 from Miriam's essay.

On <u>Saturday</u>, <u>September 12</u>, <u>1857</u>, <u>the</u> ship sank with its fantastic treasure of gold coins and gold bars still aboard.

Which of these is the correct way to edit the underlined part of this sentence?

- F Saturday, September 12 1857 the
- G Saturday, September 12, 1857 the
- H Saturday, September 12 1857, the
- I Best as it is

5 Which of these should Miriam revise to correct an incomplete sentence?

- **A** The storm pounded the ship for three days.
- **B** It tossed the ship about on waves 20 feet high or higher.
- C Using state-of-the art electronic equipment, sonar, and an undersea robot.
- **D** Amazingly, the coins looked just as they had when they were minted 130 years before.



- Which Internet site would <u>most likely</u> provide information about collecting gold recovered from the SS Central America?
 - F <u>www.shipwrecks.org/treasurehunting</u>
 The online treasure hunter forum provides a place to discuss shipwrecks.
 - G <u>www.bookbrowse.com/nonfiction/excerpts</u>
 The exciting adventure of the search for lost sea treasure is told in these excerpts.
 - H www.globalclassroom.org
 The shipwreck of the SS Central America is an adventure that dates back to the time of the Gold Rush.
 - J <u>www.centralamericatreasures.com</u>
 This is the official site of the company with the exclusive rights to sell items salvaged from the *SS Central America*.



Read "Breakfast," the first chapter from the novel *Jim the Boy*. Then answer Numbers 7 through 13.



uring the night something like a miracle happened: Jim's age grew an extra digit. He was nine years old when he went to sleep, but ten years old when he woke up. The extra number had weight, like a muscle, and Jim hefted¹ it like a prize. The uncles' ages each contained two numbers, and now Jim's age contained two numbers as well. He smiled and stretched and sniffed the morning. Wood smoke; biscuits baking; the cool, rivery smell of dew. Something not quite daylight looked in his window, and something not quite darkness stared back out. A tired cricket sang itself to sleep. The cricket had worked all night. Jim rose to meet the waiting day.

Jim's mother opened the stove door with a dishrag. Mama was tall and pale and handsome; her neck was long and white. Although she was not yet thirty years old, she wore a long, black skirt that had belonged to her mother. The skirt did not make her seem older, but rather made the people in the room around her feel odd, as if they had wandered into an old photograph, and did not know how to behave. On the days Mama wore her mother's long clothes, Jim didn't let the screen door slam.

"There he is," Mama said. "The birthday boy."

Jim's heart rose up briefly, like a scrap of paper on a breath of wind, and then quickly settled back to the ground. His love for his mother was tethered² by a sympathy Jim felt knotted in the dark of his stomach. The death of Jim's father had broken something inside her that had not healed. She pulled the heaviness that had once been grief behind her like a plow. The uncles, the women of the church, the people of the town, had long since given up on trying to talk her into



¹hefted: lifted

²tethered: bound

leaving the plow where it lay. Instead they grew used to stepping over, or walking inside, the deep furrows she left in her wake. Jim knew only that his mother was sad, and that he figured somehow in her sadness. When she leaned over to kiss him, the lilaced smell of her cheek was as sweet and sad at once as the smell of freshly turned earth in the churchyard.

"Oh Jimmy," she said. "How in the world did you get to be ten years old?"

"I don't know, Mama," Jim said, which was the truth. He was as amazed by the fact as she was. He had been alive for ten years; his father, who had also been named Jim Glass, had been dead for ten years and a week. It was a lot to think about before breakfast.

Mama put the biscuits she pulled from the oven into a straw basket. Jim carried the basket into the dining room. The uncles sat around the long table.

"Who's that?" Uncle Coran said.

"I don't know," said Uncle Al.

"He sure is funny-looking, whoever he is," said Uncle Zeno.

"Y'all know who I am," said Jim.

"Can't say that we do," said Uncle Coran.

"I'm Jim."

"Howdy," said Uncle Al.

"Y'all stop it," Jim said.

The uncles were tall, skinny men with broad shoulders and big hands.

Every morning they ate between them two dozen biscuits and a dozen scrambled eggs and a platter of ham. They washed it all down with a pot of black coffee and tall glasses of fresh milk.

"Those biscuits you got there, Jim?" said Uncle Zeno.

Jim nodded.

"Better sit down, then."

In all things Jim strove to be like the uncles. He ate biscuits and eggs until he thought he was going to be sick. When Uncle Zeno finally said, "You think you got enough to eat, Doc?" Jim dropped his fork as if he had received a pardon.

Uncle Zeno was Jim's oldest uncle. His age was considerable, up in the forties somewhere. Uncle Coran and Uncle Al were twins. Each of them swore that he did not look like the other one, which of course wasn't true. They looked exactly alike, until you knew them, and sometimes even then. Not one of the uncles found it funny that they lived in identical houses.

Uncle Al and Uncle Coran built their houses when they were young men, but, like Uncle Zeno, they never took wives. Most of the rooms in their houses didn't even have furniture; only Uncle Zeno's house had a cookstove.

Jim's mother cooked and cleaned for the uncles. When she said it was too much, the uncles hired a woman to help her. Uncle Coran ran the feed store and cotton gin. Uncle Al managed the farms.





Uncle Zeno farmed with Uncle Al and operated the gristmill on Saturday mornings. As the head of the family he kept an eye on everyone else. Occasionally the uncles grew cross with each other, and, for a few days, Uncle Al and Uncle Coran would retire to their houses immediately after supper. There they sat by their own fires, or on their own porches, and kept their own counsel³ until their anger passed. In general, however, everyone in the family got along well with everyone else; to Jim, the sound of harsh words would always strike his ear as oddly as a hymn played in the wrong key.

Jim patted his stomach. "That ought to hold me till dinner," he said.

"You ate a right smart," Uncle Coran said.

"Well," said Jim, "I am ten years old now."

"My, my," said Uncle Al.

"I've been thinking it's about time for me to go to work with y'all," Jim said.

"Hmm," said Uncle Zeno.

"I thought maybe you could use some help hoeing that corn."

"We can usually put a good hand to work," Uncle Zeno said. "You a good hand?"

"Yes, sir," said Jim.

"You ain't afraid to work?"

"No, sir."

"What do you say, boys?" Uncle Zeno said.

Uncle Al and Uncle Coran looked at each other. Uncle Coran winked.

"He'll do, I guess," said Uncle Al.

"Let's get at it, then," said Uncle Zeno.

³kept their own counsel: stayed by themselves



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7 Read this sentence from the first paragraph.

The extra number had weight, like a muscle, and Jim hefted it like a prize.

The comparisons in this sentence suggest that Jim feels his birthday represents all of the following EXCEPT

- **A** authority
- **B** generosity
- C strength
- D value
- Which word <u>best</u> describes Jim's attitude toward his mother?
 - F angry
 - **G** grateful
 - H resentful
 - J understanding

Jim is most likely part of his mother's sadness because he

- A refuses to help her
- **B** reminds her of his father
- **C** is difficult to take care of
- **D** is growing up too quickly



Which word <u>best</u> describes the tone of Jim's conversation with his uncles?

F cheerful

G concerned

H indifferent

J puzzled

Read these sentences from the story.

Occasionally the uncles grew cross with each other, and, for a few days, Uncle Al and Uncle Coran would retire to their houses immediately after supper. There they sat by their own fires, or on their own porches, and kept their own counsel until their anger passed.

These details are included to show that the uncles want to

A determine blame

B avoid arguments

C protect their privacy

D seek outside assistance



Which word is <u>most</u> closely related to the theme of "Breakfast"?

F adventure

G freedom

H maturity

J memories

Read these sentences related to the story.

- 1. Jim entered the kitchen.
- 2. Jim's heart fell.
- 3. Jim saw Mama in the black skirt.

Which of these <u>most effectively</u> combines the ideas into one sentence?

- A Jim entered the kitchen, his heart fell, and he saw Mama in the black skirt.
- **B** Since Jim saw Mama in the black skirt entering the kitchen, his heart fell.
- C Seeing Mama in the black skirt while entering the kitchen, Jim's heart fell.
- D As Jim entered the kitchen, his heart fell because he saw Mama in the black skirt.





Read the screenplay Anna and the King. Then answer Numbers 14 through 18.



Introduction

The year is 1862. Anna Leonowens is an English woman living in India whose husband, a captain in the British Army, has recently died. To support herself and her young son Louis, she accepts a position as tutor to the son of the King of Siam. She arrives in Bangkok with Louis and two Indian servants, knowing no one. Although she has been promised a house of her own, she finds that she has been assigned quarters in the palace; she asks to see the king, but the Prime Minister, known as the Kralahome, tells her that she must wait until the king is ready to see her. He addresses Anna as Sir because women are not allowed to stand in the king's presence, and Anna refuses to kneel.

The Grand Palace, Bangkok. Several weeks after Anna's arrival.

The Kralahome escorts Anna and Louis to the Hall of Audience. There, ranged on a deep red carpet is a throng of prostrate¹ noblemen and courtiers facing a raised dais; on it, the imposing figure of Siam's ruler, King Mongkut, sits on a golden throne. Just off the dais stands Alak, his Majesty's highly decorated Consul-General. A French emissary advances to present His Majesty with a jewel-encrusted sword.

LOUIS (whispering): Look at the sword!

ANNA: It's a gift from the French. (King Mongkut delivers a clapped command to the interpreter, who accepts the sword. The entire assemblage begins a series of bows.)

KRALAHOME: It appears Sir must wait to meet His Majesty another day.

ANNA: I do not think so. (She takes her son's hand and hurries down the stairs toward the throne as musicians play the king's exit.

Kralahome, caught off-guard, hurries to catch up with her. She curtsies deeply as she approaches the king.) Your Majesty, my name is Anna Leonowens.

(King Mongkut turns, shocked. His bodyguards draw swords, blocking Anna's path.) I am the schoolteach—



¹prostrate: lying face down, as in submission

- MONGKUT: STOP!!! (Startled, Anna does just that. King Mongkut strides toward her.) WHO?!?
- KRALAHOME (prostrating himself): Your Majesty, Mme² Anna Leonowens and son, Louis.
- ANNA: Your Majesty, I have waited nearly three weeks.
- MONGKUT: SILENCE! (*He gazes at Anna, intrigued.*) YOU are teacher?
- ANNA (flustered): Yes, I am.
- MONGKUT: You do not look sufficient of age. How many years have you?
- ANNA: Enough to know that age and wisdom do not necessarily go hand in hand, Your Majesty. (*King Mongkut nods. Then he abruptly heads off.*)
- KRALAHOME: His Majesty has not dismissed you. Follow him! (*Anna and Louis run to keep up with the king.*)
- MONGKUT: You articulate logical answer under pressure, Mme Leonowens—
- ANNA: That is very kind of—
- MONGKUT: —but irritating superior attitude King find most unbeautiful. However, it will serve you well given decision I now make. (They reach a pair of massive double doors.) Along with Prince Chulalongkorn, you shall teach my children. (Guards push open the doors and the trio step into the gardens of the children's park. Scores of princes and princesses, none older than eleven, play around pools and pavilions. Peacocks stroll the grounds. A gong announces the king's presence.

Everyone turns, sees the king, and drops to the ground.) Attention, my most blessed and royal family, we have company. (King Mongkut motions Anna and Louis to follow him. He stops before a teenage boy, and nods his head. This is Prince Chulalongkorn, King Mongkut's oldest son.) Presenting Heir Apparent, Prince Chulalongkorn. And this, my son, is your new teacher.

- PRINCE (astonished): Why do you punish me with imperialist schoolteacher? (King Mongkut, understanding his son's distress, turns to the crowd.)
- MONGKUT: Dearest family, I desire you all to be educated in English language, science, and literature. You must never forget to honor your renowned teacher, Mme Anna Leonowens.
- ANNA: Your Majesty, the opportunity to begin a school is exciting. Such devotion to progress is to be commended.
- MONGKUT: As father, I understand.
- ANNA: Then Your Majesty appreciates why having a home outside the palace is of such importance to me.
- MONGKUT (*firmly*): It is my pleasure that you live in the palace.
- ANNA (*equally firmly*): But it is not mine, Your Majesty.
- MONGKUT (*eyes flashing*): You do not set conditions, and you shall OBEY!
- ANNA: May I respectfully remind His Majesty that I am not his servant, but his guest.



²Mme: abbreviation for Madame



MONGKUT (after a tense moment): A guest who is paid. (He heads for the gates.)

ANNA: And what of our house?

MONGKUT (without turning): Everything has its own time. (He is gone. The entire crowd stares at Anna in awe. A woman has just argued with their king.)

- What is the <u>main</u> purpose of the information in the introduction to this scene?
 - F to describe the physical setting of the play
 - **G** to reveal the personalities of the primary characters
 - H to clarify the locations of the various scenes of the play
 - J to provide background for the interaction that follows

- In the stage directions at the beginning of the scene, details such as "deep red carpet" and "golden throne" create an atmosphere of
 - A delight
 - B security
 - C splendor
 - D warmth



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16 Read this line from the scene.

MONGKUT (eyes flashing): You do not set conditions, and you shall OBEY!

According to the stage directions, how should the actor playing King Mongkut deliver this line?

- F angrily
- **G** anxiously
- H doubtfully
- J suspiciously

17 Read this line from the scene.

Dearest family, I desire you all to be educated in English language, science, and literature.

Which word is used as a modifier in this line?

- **A** family
- **B** English
- C language
- D science

18 BCR

Carefully examine the photograph of the actor who played the role of King Mongkut in a production of *Anna and the King of Siam*.



© John Springer Collection/CORBIS

Write a response that explains how the photograph represents King Mongkut as he is portrayed in the scene from the screenplay *Anna and the King*. In your response, support your conclusion with appropriate details from both the photograph and the screenplay.

Use the space on page __ of your Answer Book for planning your response. Then write your response on the lines on page __.



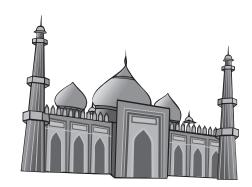


Now, read "A Historical Look at Anna" about the real Anna Leonowens. Then answer Number 19.

A Historical Look At Anna

It is a wonderful story. The widow of a dashing military man enters the exotic world of a foreign court. There, she matches wits with the King, a charismatic leader torn between the ancient tradition of his country and the demands of the modern world. The young widow shows him a vibrant path to a better future, thus influencing generations to come.

This is the story of Anna Leonowens, as it has come down to us in Anna's two books, the musical *The King and I*, and the 1999 film starring Jodie Foster. It is an exciting true-life story, except for one problem—it isn't true. In fact, the story has so many inaccuracies that the Thai government—Thailand is the modern Siam—did not allow *The King and I* to be shown within its borders.



Despite—or perhaps because of—the bendable facts of her story, Anna is an interesting study in grit and resourcefulness. Later in life, she moved to Canada, where she helped to found numerous important cultural institutions. She died in Montreal in 1915.



- The details in these paragraphs <u>mostly</u> show that the screen and stage versions of Anna Leonowens' experiences
 - A are representative of cultural differences
 - **B** have been altered from those of her real life
 - C are an interesting part of Thailand's history
 - D have motivated young women to become teachers



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No test material on this page



For Number 20, read the prompt below. Follow the directions in the prompt for writing your essay.

20 ECR

Consider the following:

Some school systems in the United States and in other countries are using a year-round school schedule. With this schedule, students go to school the entire year and are given several breaks of two to three weeks throughout the year instead of one extended summer break. Do you think that this is a schedule your school system should adopt?

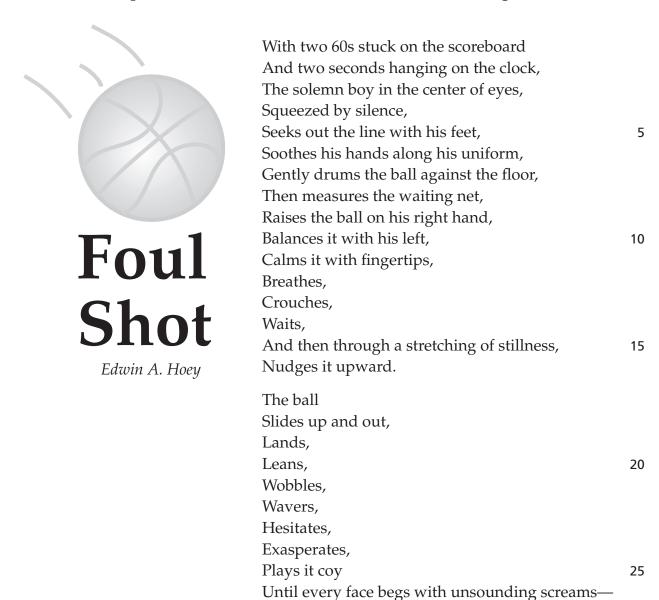
Write a well-organized essay in which you agree or disagree with the idea of a year-round school schedule. Support your position with specific examples from your studies, experiences, or observations. Be sure that your essay is fully developed, that it is logically organized, and that your choice of words clearly expresses your ideas.

Use the space on page __ in your Answer Book for planning your essay. Then write your essay on the lines on pages __ and __.





Read the poem "Foul Shot." Then answer Numbers 21 through 23.



And then

And then,

Right before ROAR-UP, 30 Dives down and through.

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And then





Which feature most clearly identifies "Foul Shot" as a poem?

- **A** the title of the text
- **B** the length of the text
- C the opening line of the text
- **D** the arrangement of the text

Which phrase best describes the organization of the poem?

- F a description of the boy followed by a description of the crowd
- **G** a description of the crowd followed by a description of the foul shot
- H a description of the boy's actions followed by a description of the ball's movement
- J a description of the ball's movement followed by a description of the crowd's reaction

In line 4, the poet uses the phrase "squeezed by silence" to describe the effect of

- **A** the time clock on the crowd
- B the spectators on the player
- C the player's hands on the ball
- **D** the size of the court on the game



The student paragraph below requires revisions and edits. Read the paragraph. Then answer Numbers 24 through 26.

Bats

- 1 Many people think bats can be very scary, and it is true that some bats carry the rabies virus. 2 Some stories about bats; however, are myths. 3 For example, believing bats will get stuck in people's hair.
- 4 That belief is not so. 5 Bats know where they are going exactly, and they navigate carefully, and they bounce sound waves off objects.
- 6 This ability is called "echolocation."

- What is the correct way to edit the underlined part of Sentence 2?
 - F bats, however, are
 - **G** bats, however are
 - H bats however are
 - J Best as it is

- Which of these should be revised to correct an incomplete sentence?
 - A Many people think bats can be very scary, and it is true that some bats carry the rabies virus.
 - **B** For example, believing bats will get stuck in people's hair.
 - **C** That belief is not so.
 - D This ability is called "echolocation."





26 Which of these is the best way to revise Sentence 5 for clarity?

- **F** Bouncing sound waves off objects, bats navigate carefully, knowing where they are going exactly.
- **G** Bats know exactly where they are going, carefully navigating by bouncing sound waves off objects.
- **H** Navigating and carefully bouncing sound waves off objects, bats know exactly where they are going.
- J Bats, they know exactly where they are going, navigating by bouncing sound waves off objects carefully.





Read the essay "Yes, I Can!" Then answer Numbers 27 through 31.



By Robert Fulghum

OVER THE LAST COUPLE OF years I have been a frequent guest in schools, most often invited by kindergartens and colleges. The environments differ only in scale. In the beginners' classroom and on university campuses the same opportunities and facilities exist. Tools for reading and writing are there—words and numbers; areas devoted to scientific experiment labs and work boxes; and those things necessary for the arts—paint, music, costumes, room to dance—likewise present and available. In kindergarten, however, the resources are in one room, with access for all. In college, the

resources are in separate buildings, with limited availability. But the most apparent difference is in the self-image of the students.

Ask a kindergarten class, "How many of you can draw?" and all hands shoot up. Yes, of course we can draw—all of us. What can you draw? Anything! How about a dog eating a fire truck in a jungle? Sure! How big you want it?

How many of you can sing? All hands. Of course we sing! What can you sing? Anything! What if you don't know the words? No problem, we make them up. Let's sing! Now? Why not!





How many of you dance? Unanimous again. What kind of music do you like to dance to? Any kind! Let's dance! Now? Sure, why not?

Do you like to act in plays? Yes! Do you play musical instruments? Yes! Do you write poetry? Yes! Can you read and write and count? Yes! We're learning that stuff now.

Their answer is Yes! Over and over again, Yes! The children are confident in spirit, infinite in resources, and eager to learn. Everything is still possible.

Try those same questions on a college audience. A small percentage of the students will raise their hands when asked if they draw or dance or sing or paint or act or play an instrument. Not infrequently, those who do raise their hands will want to qualify their response with their limitations: "I only play piano, I only draw horses, I only dance to rock and roll, I only sing in the shower."

When asked why the limitations, college students answer they do not have talent, are not majoring in the subject, or have not done any of these things since about third grade, or worse, that they are embarrassed for others to see them sing or dance or act. You can imagine the response to the same questions asked of an older audience. The answer: No, none of the above.

What went wrong between kindergarten and college?

What happened to YES! of course I can?

On the occasion of his graduation from engineering college last June, I gave my number-two son a gift of a "possibles bag."

The frontiersmen who first entered the American West were a long way from the resources of civilization for long periods of time. No matter what gear and supplies they started out with, they knew that sooner or later these would run out and they would have to rely on essentials.

These essentials they called their "possibles"—with these items they could survive, even prevail, against all odds. In a small leather bag strung around their neck they carried a brass case containing flint and steel and tinder to make fire. A knife on their belt, powder and shot, and a gun completed their possibles.

Many survived even when all these items were lost or stolen.

Because their real possibles were contained in a skin bag carried just behind their eyeballs. The lore of the wilderness won by experience, imagination, courage, dreams, and self-confidence. These were the essentials that armed them when all else failed.

I gave my son a replica of the frontiersmen's possibles bag to remind him of this attitude. In a sheepskin sack

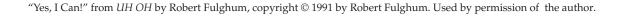


Session 2

I placed flint and steel and tinder, that he might make his own fire when necessary; a Swiss Army knife—the biggest one with the most tools; a small lacquer box that contained a wishbone I saved from a Thanksgiving turkey—for luck. Invisible in the possibles bag were his father's hopes and his father's blessing. The idea of the possibles bag was the real gift. He will add his own possibles to what I've given him.

His engineering degree simply attests that he has come back home from an adventure in the great wilderness of science. He has claimed a clearing in the woods as his own.

The sheepskin sack is to remind him that the possibles bag inside his head is what took him there, brought him back, and will send him forth with confidence again and again and yet again, in that spirit of "Yes, I can!"



What is the author's main point in paragraphs 1 through 10?

- A Children learn to overcome their limitations.
- **B** A college education makes people more realistic.
- C As students grow older, they lose their desire to learn.
- D As people age, they are less willing to risk embarrassment.

The author gave his son the "possibles bag" to

- F encourage his son to pursue his dreams
- **G** prepare his son for survival in the woods
- H reward his son for his good work in school
- J remind his son to enjoy his homemade possessions



This essay would most likely encourage a reader to

- **A** begin a new educational program
- B develop a more responsible attitude
- C appreciate the traditions of other cultures
- D recognize the importance of positive thinking
- When the author says the frontiersmen's "real possibles were contained in a skin bag carried just behind their eyeballs," he is suggesting that the frontiersmen
 - F carried extra possibles bags
 - **G** were secretive about their possibles bag
 - H used intelligence and imagination to survive
 - J depended on their eyes and ears to avoid trouble

Read these sentences from a student's summary of the essay.

- 1. Young children believe they can do anything.
- 2. Then they grow up.
- 3. Then they don't believe in themselves.

Which of these <u>most effectively</u> combines the ideas into one sentence?

- A Young children grow up believing they can do anything, and then they don't believe in themselves.
- B Young children believe they can do anything, but then they grow up and stop believing in themselves.
- C Young children who believe they can do anything, grow up, and then later they don't believe.
- D Young children, they believe they can do anything when they are young, but then they grow up and stop believing.





The student paragraph below requires revisions and edits. Read the paragraph. Then answer Numbers 32 and 33.

African Termites

Despite their tiny size, some species of African termites are able to create skyscraper-like towers with internal air conditioning, arched chambers, and solid walls. Many of these towers are as tall as giraffes and take from ten to fifty years to complete. Because the heat is often intense in the African savanna, the towers also include a natural design to provide air conditioning for the insects inside.

Although irregularly shaped, the chambers all have arched ceilings. In addition, the walls of these towers are amazingly hard. They are similar in many ways to concrete walls it is not unusual for them to be twenty inches thick.



Which sentence best fills the blank to provide supporting details in the paragraph?

- **F** Food is in abundant supply for the African termites.
- **G** African termites are also comfortable above ground.
- H Air flows easily through the long tunnels and chambers.
- J Construction engineers can learn much from these insects.

What is the correct way to edit the underlined part of Sentence 7?

- A concrete walls, and, it
- B concrete walls; and it
- C concrete walls, and it
- D Best as it is



No test material on this page



irections

Read the essay "High Tide in Tucson." Then answer numbers 34 through 38.



hermit crab lives in my house.
Here in the desert he's hiding out from local animal ordinances, at minimum, and maybe even the international laws of native-species transport. For sure, he's an outlaw against nature. So be it.

He arrived as a stowaway two 2 Octobers ago. I had spent a week in the Bahamas, and while I was there, wishing my daughter could see those sparkling blue bays and sandy coves, I did exactly what she would have done: I collected shells. Spiky murexes, smooth purple moon shells, ancient-looking whelks sand-blasted by the tide—I tucked them in the pockets of my shirt and shorts until my lumpy, suspect hemlines gave me away, like a refugee smuggling the family fortune. When it was time to go home, I rinsed my loot in the sink and packed it carefully into a plastic carton, then nested it deep in my suitcase for the journey to Arizona.

I got home in the middle of the night, but couldn't wait till morning to show my hand. I set the carton on the coffee table for my daughter to open. In the

dark living room her face glowed, in the way of antique stories about children and treasure. With perfect delicacy she laid the shells out on the table, counting, sorting, designating scientific categories like yellow-striped pinky, Barnacle Bill's pocketbook . . . Yeek! She let loose a sudden yelp, dropped her booty, and ran to the far end of the room. The largest, knottiest whelk had begun to move around. First it extended one long red talon of a leg, tap-tap-tapping like a blind man's cane. Then came half a dozen more red legs, plus a pair of eyes on stalks, and a purple claw that snapped open and shut in a way that could not mean: We Come in Friendship.

Who could blame this creature? It had fallen asleep to the sound of the Caribbean tide and awakened on a coffee table in Tucson, Arizona, where the nearest standing water source of any real account was the municipal sewage-treatment plant.

With red stiletto legs splayed in all directions, it lunged and jerked its huge shell this way and that, reminding me of the scene I make whenever I'm moved

¹booty: treasures



to rearrange the living room sofa by myself. Then, while we watched in stunned reverence, the strange beast found its bearings and began to reveal a determined, crabby grace. It felt its way to the edge of the table and eased itself over, not falling bang to the floor but hanging suspended underneath within the long grasp of its ice-tong legs, lifting any two or three at a time while many others still held in place. In this remarkable fashion it scrambled around the underside of the table's rim, swift and sure and fearless like a rock climber's dream.

If you ask me, when something extraordinary shows up in your life in the middle of the night, you give it a name and make it the best home you can.

The business of naming involved a grasp of hermit-crab gender that was way out of our league. But our household had a deficit of males, so my daughter and I chose Buster, for balance. We gave him a terrarium with clean gravel and a small cactus plant dug out of the yard and a big cockleshell full of tap water. All this seemed to suit him fine. To my astonishment our local pet store carried a product called Vitaminized Hermit Crab Cakes. Tempting enough (till you read the ingredients) but we passed, since our household leans more toward the recycling ethic. We give him leftovers. Buster's rapture is the day I drag the unidentifiable things in cottage cheese containers out of the back of the fridge.

We've also learned to give him a continually changing assortment of seashells, which he tries on and casts off like Cinderella's stepsisters preening for the ball. He'll sometimes try to squeeze into ludicrous outfits too small to contain him (who can't relate?). In other moods, he will disappear into a conch the size of my two fists and sit for a day, immobilized by the weight of upward mobility. He is in every way the perfect housemate: quiet, entertaining, and willing to eat up the trash. He went to school for first-grade show-and-tell, and was such a hit the principal called up to congratulate me (I think) for being a broad-minded mother.

It was a long time, though, before we began to understand the content of Buster's character. He required more patient observation than we were in the habit of giving to a small, cold-blooded life. As months went by, we would periodically notice with great disappointment that Buster seemed to be dead. Or not entirely dead, but ill, or maybe suffering the crab equivalent of the blues. He would burrow into a gravelly corner, shrink deep into his shell, and not move, for days and days. We'd take him out to play, dunk him in water, offer him a new frock—nothing. He wanted to be still.

Life being what it is, we'd eventually quit prodding our sick friend to cheer up, and would move on to the next stage of a difficult friendship: neglect. We'd



ignore him wholesale, only to realize at some point later on that he'd lapsed into hyperactivity. We'd find him ceaselessly patrolling the four corners of his world, turning over rocks, rooting out and dragging around truly disgusting porkchop bones, digging up his cactus and replanting it on its head. At night when the household fell silent I would lie in bed listening to his methodical pebbly racket from the opposite end of the house.

"High Tide in Tucson" by Barbara Kingsolver, from *High Tide in Tucson: Essays from Now or Never* by Barbara Kingsolver, copyright © 1995 by Barbara Kingsolver. Reprinted by permission of Frances Goldin Literary Agency.

- Which word <u>best</u> describes Buster in "High Tide in Tucson"?
 - F adaptable
 - G curious
 - H peaceful
 - J protective
- Which phrase best explains the purpose of paragraph 2?
 - A to describe natural beauty
 - B to create a suspenseful mood
 - C to establish a humorous tone
 - D to provide background information

36 Read this sentence from the essay.

Then, while we watched in stunned reverence, the strange beast found its bearings and began to reveal a determined, crabby grace.

The author <u>most likely</u> includes the phrase "determined crabby grace" to suggest

- F the difficulty with which Buster moved
- **G** the complexity of Buster's movements
- H the strength required for Buster to move
- J the cramped manner of Buster's movements



37 Read this sentence from the essay.

But our household had a deficit of males, so my daughter and I chose Buster, for balance.

What is meant by the phrase "deficit of males"?

- **A** The females in the house have more money.
- B The females outnumber the males in the house.
- C The males spend less time inside the house than outside.
- D The males in the house are interested in other things.

Read these sentences related to the essay "High Tide in Tucson."

- 1. The author went to the Bahamas for a vacation.
- 2. She picked up shells on the beach.
- 3. She found a hermit crab in one of the shells.

Which of these <u>most effectively</u> combines the ideas into one sentence?

- F The author found a hermit crab in a shell she had picked up on the beach while vacationing in the Bahamas.
- G A hermit crab was found by the author while on vacation picking up shells on the beach in the Bahamas.
- H A hermit crab in a shell found on the beach in the Bahamas was picked up by the author when she was vacationing there.
- J The author picked up shells on the beach and went to the Bahamas for a vacation when she found a hermit crab.





Read the essay "Ghost Crab." Then answer Numbers 39 through 43.

Ghost Crab

by Rachel Carson

he shore at night is a different world, in which the very darkness that hides the distractions of daylight brings into sharper focus the elemental¹ realities. Once, exploring the night beach, I surprised a small ghost crab in the searching beam of my torch. He was lying in a pit he had dug just above the surf, as though watching the sea and waiting. The blackness of the night possessed water, air, and beach. It was the darkness of an older world, before Man. There was no sound but the all-enveloping, primeval² sounds of wind blowing over water and sand, and of waves crashing on the beach. There was no other visible life—just one small crab near the sea. I have seen hundreds of ghost crabs in other settings, but suddenly I was filled with the odd sensation that for the first time I knew the creature in its own world—that I understood, as never before, the essence of its being. In that moment time was suspended; the world to which I belonged did not exist and I might have been an onlooker from outer space. The little crab alone with the sea became a symbol that stood for life itself—for the delicate, destructible, yet incredibly vital force that somehow holds its place amid the harsh realities of the inorganic³ world.



¹ elemental: essential, basic

² **primeval:** ancient, prehistoric

³ inorganic: not composed of living matter

[&]quot;Ghost Crab" by Rachel Carson, from *The Edge of the Sea* by Rachel Carson. Copyright © 1955, by Rachel L. Carson, renewed 1983 by Roger Christie. Reprinted by permission of Houghton Mifflin Company. All rights reserved.



Which word <u>best</u> describes the author's attitude toward the ghost crab?

- A frightened
- **B** indifferent
- C respectful
- D satisfied

Which of these lines from the essay best expresses a theme of "Ghost Crab"?

- F The shore at night is a different world . . .
- G The blackness of the night possessed water, air, and beach.
- H It was the darkness of an older world, before Man.
- J The little crab alone with the sea became a symbol that stood for life itself . . .



Reading this essay would most likely encourage a reader to

- A compose a poem about crabs
- **B** enjoy the sounds of the ocean
- C think about how animals get their names
- D consider the significance of small creatures

42 Read this sentence from the essay "Ghost Crab."

Once, exploring the night beach, I surprised a small ghost crab in the searching beam of my torch.

In this sentence, which word is used as a modifier?

- F night
- **G** beach
- H beam
- J torch





43

Carefully examine the details of the two photographs below.





Write a response that explains which photograph <u>more effectively</u> clarifies the images and ideas expressed in the essay "Ghost Crab." In your response, support your conclusion with appropriate details from <u>both</u> the essay and the photograph you choose.

Use the space on page __ of your Answer Book for planning your response. Then write your response on the lines on page __.



irections

For Numbers 44 and 45, read the sentence in bold print. Then choose the <u>most</u> clear and effective revision of the sentence.

- Active listening skills are looking at the speaker, and it involves nodding when you understand, and it can include making notes.
 - **F** Looking at and nodding at the speaker when you understand and to make notes are all active listening skills.
 - **G** Looking at the speaker, nodding when you understand, and making notes are all active listening skills.
 - **H** Looking at and nodding at the speaker are active listening skills, and so is making notes when you understand.
 - J Looking at the speaker is an active listening skill and so is nodding when you understand, and it can include making notes.





Mark Twain's writing style is sophisticated and his humor is timeless, and readers find his books appealing.

- A Readers find Mark Twain's style sophisticated, and his humor is timeless, so his books appeal to them.
- **B** Readers whose style is sophisticated and whose humor is timeless find Mark Twain's books appealing.
- C Readers find Mark Twain's books appealing because his writing style is sophisticated and his humor is timeless.
- **D** Readers who find his books appealing think Mark Twain's writing is sophisticated, and they also think his humor is timeless.



irections

After reading literature from around the world, students researched their own family backgrounds. One student, Shelli, decided to research her Irish heritage and learned that some Irish sports are popular in the United States. The draft of Shelli's essay requires revisions and edits. Read the draft. Then answer Numbers 46 through 50.

Irish Sports

- You don't have to fly all the way to Ireland to watch or play Irish sports. There is an Irish sporting club called the Gaels nearby in the Washington, D.C., metropolitan area. This club was founded in 1988 and is part of the Gaelic athletic association, which has its headquarters in Dublin. The club sponsors the following three sports, a men's football team, a women's football team, and a Camogie team.
- 5 Gaelic football is the most popular sport in Ireland, played by approximately 250,000 people. 6 It is played on a pitch (or field) larger than a soccer field with a round ball that is slightly smaller than a soccer ball. 7 The game moves fast since there are no time-outs. 8 Scores are made when the players pass the ball and then kick it through a soccer-type net or through American football-like goal posts.
- ⁹ Camogie is also known as Hurling and is one of the fastest field games in the world. ¹⁰ It is one of the oldest Irish sports. ¹¹ It is played with a small ball called a sliothar, which is similar in size to a baseball, and a curved wooden stick called a hurley.



The three teams of the D.C. Gaels have become quite international, with members from the United States, France, England, South Africa—and of course, Ireland. ¹³ They have already won many titles.

14 In fact, the women's football team has made it to the national semifinals twice. ¹⁵ This must be what is known as the luck of the Irish.

46 Shelli found the information below in a language handbook.

Use a colon

- to mean "note what follows"
- before a list of items when the list does not immediately follow a verb

Which sentence in Shelli's draft should be edited using this rule?

- F Sentence 4
- **G** Sentence 6
- H Sentence 8
- J Sentence 12

Which sentence in Shelli's draft includes information that requires documentation of a source?

- A Sentence 1
- **B** Sentence 5
- C Sentence 8
- D Sentence 15



Which of these <u>best</u> combines the ideas in sentences 9 and 10 into one sentence?

- F Camogie, also known as Hurling, is one of the world's fastest field games and one of Ireland's oldest sports.
- G One of Ireland's oldest sports, Camogie is one of the fastest field games in the world, and Camogie is also known as Hurling.
- H One of the fastest field games in the world is Camogie, and it is also known as Hurling, and it is one of the oldest sports in Ireland.
- J Hurling is another name for Camogie, which is one of the oldest Irish sports, and it is also one of the world's fastest field games.

49 Read Sentence 3 from Shelli's draft.

This club was founded in 1988 and is part of the Gaelic athletic association, which has its headquarters in Dublin.

What is the correct way to edit the underlined part?

- A gaelic athletic association
- **B** Gaelic Athletic association
- C Gaelic Athletic Association
- D Best as it is





- Shelli wants to add more information about Camogie to her report. When she conducted an Internet search using the key words "Irish sports," she found this list of sites. Which site would probably have the <u>most</u> information about Camogie?
 - F Politics of Irish Athletes
 - **G** Irish Sporting Short Stories
 - H Rules of Irish Sporting Games
 - J Complete Who's Who in Irish Sports





ENGLISH

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