



English

Public Release 2007

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Session 1

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 most effectively 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

D

irections

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

1
ECR

Write a well-organized essay that describes a childhood experience you would like to share with a young person. Develop your ideas by describing the experience you would like to share and by explaining why you would like to share it. Be sure that your essay is fully developed, that it is logically organized, and that your choice of words clearly expresses your thoughts.

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



D

irections

Students in an art appreciation class conducted research and wrote about different ways of creating art. Richard wrote an article about a Baltimore sculptor. The draft of Richard's article requires revisions and edits. Read the draft. Then answer Numbers 2 through 6.

A Spoon Reborn

1 When I was a child, I used to make "music" using pots and pans from my family's kitchen, but I just read about an artist who uses kitchen utensils to create another kind of art. **2** From spoons, recycled pots, and other consumer products, Jim Opasik creates sculptures of realistic and fantastic animals. **3** Which are quickly becoming collectors' items.

4 Opasik took classes at Schuler School of Art in Baltimore where he studied anatomy and made clay statues. **5** Wanting to be a little less "normal," he began laminating wood, Plexiglas, and foam into sandwiches and then carved ballet dancers from these sandwiches. **6** He also experimented with wire and spray foam and created a whole baseball team.

7 "Art Ducko" is an example of his "kitchen" art and is a sculpture that looks like Donald Duck. **8** When he wanted to make a snake, he looked at many pictures of snakes and then said, "Spoons!" **9** Starting with small spoons for the tail and gradually using larger spoons, he overlapped them, and they ended up looking just like the scales of a snake. **10** For the snake's head, he used a larger spoon. **11** He called this creation "Souptentine."



¹² Continuing his search for something unique, he decided to use kitchen utensils because “they contain fascinating shapes and textures already.” ¹³ He also is dedicated to recycling, so he visits thrift stores, sidewalk sales, and flea markets looking for pieces he can turn into animals.

¹⁴ It goes without saying that now Opasik displays and sells his sculptures at national craft shows. ¹⁵ His eight-foot seahorse was once displayed at the Baltimore National Aquarium. ¹⁶ Maybe I should revisit my family’s kitchen to see what future sculpture may be lurking there.

2 Where should Richard move paragraph 4 (Sentences 12 and 13) in order to present his ideas in the most logical sequence?

- F between paragraphs 1 and 2
- G between paragraphs 2 and 3
- H after paragraph 5
- J Best as it is

3 Richard found the information below in a language handbook.

Avoid including overused expressions in your writing, such as *play it by ear*, *time will tell*, or *in the nick of time*.

According to this information, which sentence should be revised?

- A Sentence 2
- B Sentence 6
- C Sentence 8
- D Sentence 14



4 Which sentence most clearly and effectively adds supporting details to Sentence 7?

- F An example of his “kitchen” art is “Art Ducko,” a Donald Duck-like sculpture he made from a discarded aluminum water pitcher, salt shakers, and a copper lid.
- G An example of his “kitchen” art is a sculpture that looks like Donald Duck and that he called “Art Ducko” because it is made from a discarded aluminum water pitcher, salt shakers, and a copper lid.
- H “Art Ducko” is an example of his “kitchen” art, and it looks like Donald Duck, a sculpture made from a discarded aluminum water pitcher, salt shakers, and a copper lid.
- J “Art Ducko” is a sculpture that is an example of his “kitchen” art, and it is Donald Duck-like since he made it from a discarded aluminum water pitcher, salt shakers, and a copper lid.

5 Read Sentence 8 from Richard’s draft.

When he wanted to make a snake, he looked at many pictures of snakes and then said, “Spoons!”

What is the correct way to edit the underlined part of the sentence?

- A said spoons.
- B said, Spoons!
- C said “Spoons”!
- D Best as it is



6 Which of these should Richard revise to correct an incomplete sentence?

- F When I was a child, I used to make “music” using pots and pans from my family’s kitchen, but I just read about an artist who uses kitchen utensils to create another kind of art.
- G Which are quickly becoming collectors’ items.
- H Wanting to be a little less “normal,” he began laminating wood, Plexiglas, and foam into sandwiches and then carved ballet dancers from these sandwiches.
- J He called this creation “Soupentine.”



Directions

Read the poem "Fireflies in the Garden." Then answer Numbers 7 through 9.

Fireflies In The Garden

Here come real stars to fill the upper skies, 1
 And here on earth come emulating flies,
 That though they never equal stars in size,
 (And they were never really stars at heart)
 Achieve at times a very star-like start. 5
 Only, of course, they can't sustain¹ the part.

—Robert Frost

¹sustain: keep up

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7 In line 2, the word *emulating* means the speaker believes the fireflies are

- A imitating the stars
- B entering the skies
- C making soft sounds
- D changing their shape

8 In lines 3 and 4, the poet most likely uses the words *never* and *never really* in order to

- F suggest a conflict in the poem
- G make the lines of the poem equal in length
- H stress the inability of fireflies to shine like stars
- J describe the unimportance of fireflies in the cycle of nature

9 According to the poem, which of these statements best explains a difference between fireflies and stars?

- A Stars are older than fireflies.
- B Fireflies are not as real as stars.
- C The light in fireflies is temporary.
- D The positions of the stars appear fixed.



Directions

Read the essay "Bug, Interrupted." Then answer Numbers 10 through 13.

Bug, Interrupted



by Jane Meneely

Who was I setting free that night: myself, my daughter, or just the fireflies?

Summer nights on the Eastern Shore, when the sun finally settles below the lip of the land and a misty haze hangs like netting from the tops of the trees, the magic begins. Slowly at first, like dancers drifting onto a dance floor, fireflies begin to wink through the tall grass that rings our field. When I was a kid, this was the signal for me to race through the dark, flailing an open jam jar at the shimmering creatures. I'd try to scoop them all inside my jar so I could carry the magic with me forever. Then came the abrupt call to bed, and I'd punch holes in the jar lid with an ice pick and set the glassy cage on my night table.

I'd settle into my pillow to watch the firefly shadows on my walls. I thought they must be fairies, ready to transform into their true gauzy, winged selves while I slept. If I could stay awake long enough, I'd be able to get a glimpse of them and make a wish. Of course I would let them go in the morning. But morning would come, and I'd

have a jar full of dead bugs on my table—little dried husks. I don't know when it dawned on me that I'd been the instrument of their deaths, but I know at some point I stopped chasing fireflies and just sat on my porch and watched them, feeling vaguely guilty about the countless generations I'd snuffed.

Eventually I grew up and came to have a daughter of my own. She too would watch the flickers fill the evening. On the Shore they swarm through the woods at night, great clouds of flashing beacons moving every which way. When Lindsay was big enough, she toddled after them, cupping her hands to catch them and gazing in wonder at the firefly blinking on her palm. And then came the jam jars, and she too would scoop and swipe in the dark, collecting a treasure-trove of flashing delight.

"I must have caught a hundred of them," she said one night, breathless from careening around in the field. Sweat made





its way in muddy streaks down her cheeks. Jagged snags of blood seeped from her bare calves where the blackberry brambles had grabbed her. She waved the jar triumphantly, and indeed she had captured a full horde of fireflies. "I'm going to put it next to my bed tonight," she declared. "It will be my night-light."

We washed off the sweat and prickles and she settled into bed. The jam jar stood straight and tall on the night table, its soft beads of light growing, fading, growing, fading. Faint shadows rose and fell on the wall. "It's like stars breathing," she said.

I looked at my daughter, watched her eyelids droop, saw her fingers relax. And I quietly lifted the jar and walked from the room. I couldn't bear to leave the fireflies to die, trapped in the glass castle. I couldn't bear to let Lindsay wake up

and find the gentle creatures dead. So I unscrewed the lid and shook them free in the yard. When she woke the next morning and found the jar empty, Lindsay shrugged. "You let them go, didn't you?" she said blithely.¹ I said, "They would have died if I hadn't."

Sooner or later, she found out the hard way that living things left in jars die. Maybe I should have allowed her that pang of guilt that wafts from a jar of lifeless bugs. But why? Surely life's lessons needn't deliberately come at such expense. And perhaps I, the parent, needed . . . oh, who *knows*? All I really know is that the fireflies appreciated my effort that night. For them, it must have been wonderful to tumble back into the night air, to feel the soft wind again, to light up the dance floor one more time.

¹**blithely**: cheerfully or lightheartedly

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10 This essay mostly develops a theme of

- F the beauty of night skies
- G the purpose of living things
- H the benefit of outdoor activities
- J the effect of childhood memories

11 Read these lines from the essay.

And perhaps I, the parent,
needed . . . oh, who *knows*?
All I really know is that the fireflies
appreciated my effort that night.

Which word best describes the tone of these lines?

- A apologetic
- B instructive
- C mournful
- D satisfied

12 Read this sentence from the essay.

Slowly at first, like dancers drifting onto a dance floor, fireflies begin to wink through the tall grass that rings our field.

Which word is the subject of this sentence?

- F dancers
- G floor
- H fireflies
- J grass



13 Which of these descriptions of fireflies in “Bug, Interrupted” is NOT supported by the images in the poem “Fireflies in the Garden”?

- A “shimmering creatures”
- B “moving every which way”
- C “a treasure-trove of flashing delight”
- D “trapped in the glass castle”



Directions

Read the essay "Rough Road Ahead: Do Not Exceed Posted Speed Limit." Then answer Numbers 14 through 19.



Do Not Exceed Posted Speed Limit

by Joe Kurmaskie

FORGET THAT OLD SAYING ABOUT NEVER taking candy from strangers. No, a better piece of advice for the solo cyclist would be, "Never accept travel advice from a collection of old-timers who haven't left the confines of their porches since Carter¹ was in office." It's not that a group of old guys doesn't know the terrain. With age comes wisdom and all that, but the world is a fluid place. Things change.

At a reservoir campground outside of Lodi, California, I enjoyed the serenity of an early-summer evening and some lively conversation with these old codgers.² What I shouldn't have done was let them have a peek at my map. Like a foolish youth, the next morning I followed their advice and launched out at first light along a "shortcut" that was to slice away hours from my ride to Yosemite National Park.

They'd sounded so sure of themselves when pointing out landmarks and spouting off towns I would come to along this breezy jaunt.

Things began well enough. I rode into the morning with strong legs and a smile on my face. About forty miles into the pedal, I arrived at the first "town." This place might have been a thriving little spot at one time—say, before the last world war—but on that morning it fit the traditional definition of a ghost town. I chuckled, checked my water supply, and moved on. The sun was beginning to beat down, but I barely noticed it. The cool pines and rushing rivers of Yosemite had my name written all over them.

Twenty miles up the road, I came to a fork of sorts. One ramshackle shed, several rusty pumps, and a corral that couldn't hold in the lamest mule greeted me. This sight was troubling. I had been hitting my water

¹**Carter:** Jimmy Carter, President of the United States, 1977–1981

²**codgers:** eccentric men





bottles pretty regularly, and I was traveling through the high deserts of California in June.

I got down on my hands and knees, working the handle of the rusted water pump with all my strength. A tarlike substance oozed out, followed by brackish water feeling somewhere in the neighborhood of two hundred degrees. I pumped that handle for several minutes, but the water wouldn't cool down. It didn't matter. When I tried a drop or two, it had the flavor of battery acid.

The old guys had sworn the next town was only eighteen miles down the road. I could make that! I would conserve my water and go inward for an hour or so—a test of my inner spirit.

Not two miles into this next section of the ride, I noticed the terrain changing. Flat road was replaced by short, rolling hills. After I had crested the first few of these, a large highway sign jumped out at me. It read: ROUGH ROAD AHEAD: DO NOT EXCEED POSTED SPEED LIMIT.

The speed limit was 55 mph. I was doing a water-depleting 12 mph. Sometimes life can feel so cruel.

I toiled on. At some point, tumbleweeds crossed my path and a ridiculously large snake—it really did look like a diamondback—blocked the majority of the pavement in front of me. I eased past, trying to keep my balance in my dehydrated state.

The water bottles contained only a few tantalizing sips. Wide rings of dried sweat circled my shirt, and the growing realization

that I could drop from heatstroke on a gorgeous day in June simply because I listened to some gentlemen who hadn't been off their porch in decades, caused me to laugh.

It was a sad, hopeless laugh, mind you, but at least I still had the energy to feel sorry for myself. There was no one in sight, not a building, car, or structure of any kind. I began breaking the ride down into distances I could see on the horizon, telling myself that if I could make it that far, I'd be fine.

Over one long, crippling hill, a building came into view. I wiped the sweat from my eyes to make sure it wasn't a mirage, and tried not to get too excited. With what I believed was my last burst of energy, I maneuvered down the hill.

In an ironic twist that should please all sadists reading this, the building—abandoned years earlier, by the looks of it—had been a Welch's Grape Juice factory and bottling plant. A sandblasted picture of a young boy pouring a refreshing glass of juice into his mouth could still be seen.

I hung my head.

That smoky blues tune "Summertime" rattled around in the dry honeycombs of my deteriorating brain.

I got back on the bike, but not before I gathered up a few pebbles and stuck them in my mouth. I'd read once that sucking on stones helps take your mind off thirst by allowing what spit you have left to circulate. With any luck I'd hit a bump and lodge one in my throat.



It didn't really matter. I was going to die and the birds would pick me clean, leaving only some expensive outdoor gear and a diary with the last entry in praise of old men, their wisdom, and their keen sense of direction. I made a mental note to change that paragraph if it looked like I was going to lose consciousness for the last time.

Somehow, I climbed away from the abandoned factory of juices and dreams, slowly gaining elevation while losing hope. Then, as easily as rounding a bend, my troubles, thirst, and fear were all behind me.

GARY AND WILBER'S FISH CAMP—IF YOU WANT BAIT FOR THE BIG ONES, WE'RE YOUR BEST BET!

"And the only bet," I remember thinking.

As I stumbled into a rather modern bathroom and drank deeply from the sink, I

had an overwhelming urge to seek out Gary and Wilber, kiss them, and buy some bait—any bait, even though I didn't own a rod or reel.

An old guy sitting in a chair under some shade nodded in my direction. Cool water dripped from my head as I slumped against the wall beside him.

"Where you headed in such a hurry?"

"Yosemite," I whispered.

"Know the best way to get there?"

I watched him from the corner of my eye for a long moment. He was even older than the group I'd listened to in Lodi.

"Yes, sir! I own a very good map."

And I promised myself right then that I'd always stick to it in the future.

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- 14** Carefully examine the details of the photograph below.



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Which of these sentences from the essay would **NOT** be an appropriate caption for the photograph?

- F I rode into the morning with strong legs and a smile on my face.
- G The cool pines and rushing rivers of Yosemite had my name written all over them.
- H There was no one in sight, not a building, car, or structure of any kind.
- J With what I believed was my last burst of energy, I maneuvered down the hill.



15 Which of these is the most challenging problem faced by the author during his journey?

- A the lack of water
- B the rolling hills
- C the poisonous snakes
- D the condition of the road

16 Which of these best characterizes the mood changes of the author during the journey he describes?

- F doubt followed by delight and then satisfaction
- G cautiousness followed by terror and then pride
- H indifference followed by despair and then anger
- J confidence followed by determination and then relief

17 When the author cautions cyclists against accepting advice from “old-timers who haven’t left the confines of their porches since Carter was in office,” he is suggesting that the men’s

- A information is out of date
- B houses are in need of repair
- C knowledge of cycling is limited
- D politics differ from the author’s



18 Read this sentence from the essay.

About forty miles into the pedal, I arrived at the first “town.”

Which word group is **NOT** used as a modifier in this sentence?

F About forty miles

G into the pedal

H I arrived

J at the first “town”

19
BCR

Write a response that explains how the features of the setting affect the cyclist. In your response, include examples from the essay that support your conclusion.

Use the space on page ____ in your Answer Book for planning your response. Then write your response on the lines on page ____.



No test material on this page

Session **2**

No test material on this page



D

irections

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

20
ECR

Consider the following statement by author Edward Alden Jewell:

“To paint a picture is far more important than to sell it.”

Write a well-organized essay in which you agree or disagree with Jewell’s statement. 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 ____.



Directions

Read the poem "Unfolding Bud." Then answer Numbers 21 through 23.

Unfolding Bud

One is amazed 1
 By a water-lily bud
 Unfolding
 With each passing day,
 Taking on a richer color 5
 And new dimensions.

One is not amazed,
 At first glance,
 By a poem,
 Which is as tight-closed 10
 As a tiny bud.

Yet one is surprised
 To see the poem
 Gradually unfolding,
 Revealing its rich inner self, 15
 As one reads it
 Again
 And over again.

Naoshi Koriyama

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21 The main idea of “Unfolding Bud” is that poems are

- A less amazing than water lilies
- B filled with clear and obvious images
- C appreciated more fully after many readings
- D understood better by those who appreciate nature

22 In line 12 of the poem, the word *Yet*

- F provides elaboration
- G decreases the surprise
- H connects the poem to the bud
- J indicates a shift in thought

23 The poet most likely uses the words “Revealing its rich inner self” in line 15 to show

- A that a poem is like nature
- B how difficult it is to write poetry
- C that poetry often has hidden meaning
- D how a reader should respond to the poem

Directions

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

1 Knights in shining armor and charging horses suggest visions of the Middle Ages, but they also suggest the state sport of Maryland—jousting. 2 The sport involves medieval costumes, tradition, and pageantry. 3 And just a little bravery and adventure. 4 The joust begins after there is a loud trumpet call and after the rules are read aloud. 5 Each contestant, galloping on horseback down a dirt track and through three arches, tries to spear a metal ring with a long, steel-tipped lance. 6 Scores are based on the number and size of the rings captured on the lance. 7 When the Maryland general assembly passed a law in 1962 making jousting the state sport, Maryland became the only state with an official state sport.

24 Which of these is the best way to revise Sentence 4 for clarity and effectiveness?

- F After the rules are read aloud, the joust begins with a trumpet call.
- G After the rules are read aloud as well as after a trumpet call, the joust begins.
- H The rules are read aloud, and the joust begins as there is a loud call by the trumpet.
- J There is a loud trumpet call, and then the joust begins after the rules are read aloud.

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

- A Maryland General assembly
- B Maryland general Assembly
- C Maryland General Assembly
- D Best as it is

26 Which of these needs to be revised to correct an incomplete sentence?

- F The sport involves medieval costumes, tradition, and pageantry.
- G And just a little bravery and adventure.
- H Each contestant, galloping on horseback down a dirt track and through three arches, tries to spear a metal ring with a long, steel-tipped lance.
- J Scores are based on the number and size of the rings captured on the lance.

Directions

Read the essay "Down with the Forests." Then answer Numbers 27 through 31.



Down with the Forests

by Charles Kuralt

BALTIMORE, MARYLAND. I was waiting for breakfast in a coffee shop the other morning and reading the paper. The paper had sixty-six pages. The waitress brought a paper placemat and a paper napkin and took my order, and I paged through the paper.

The headline said, "House Panel Studies a Bill Allowing Clear-Cutting in U.S. Forests."

I put the paper napkin in my lap, spread the paper out on the paper placemat, and read on: "The House Agriculture Committee," it said, "is looking over legislation that would once again open national forests to the clear-cutting of trees by private companies under government permits."

The waitress brought the coffee. I opened a paper sugar envelope and tore open a little paper cup of cream and went on reading the paper: "The Senate voted without dissent yesterday to allow clear-cutting," the paper said. "Critics have said clear-cutting in the national forests can lead to erosion and destruction of wildlife habitats. Forest Service and industry

spokesmen said a flat ban on clear-cutting would bring paralysis to the lumber industry." And to the paper industry, I thought. Clear-cutting a forest is one way to get a lot of paper, and we sure seem to need a lot of paper.

The waitress brought the toast. I looked for the butter. It came on a little paper tray with a covering of paper. I opened a paper package of marmalade and read on: "Senator Jennings Randolph, Democrat of West Virginia, urged his colleagues to take a more restrictive view and permit clear-cutting only under specific guidelines for certain types of forest. But neither he nor anyone else voted against the bill, which was sent to the House on a 90 to 0 vote."

The eggs came, with little paper packages of salt and pepper. I finished breakfast, put the paper under my arm, and left the table with its used and useless paper napkin, paper placemat, paper salt and pepper packages, paper butter and marmalade wrappings, paper sugar envelope, and paper cream holder, and I walked out into the morning wondering how our national forests can ever survive our breakfasts.

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- 27** This essay was most likely written from the point of view of someone who
- A worries about the effect people have on the environment
 - B believes it is important to read the newspaper every day
 - C supports the use of natural resources for product packaging
 - D thinks that politicians act in the best interest of the environment

- 28** Which of these statements best explains the effect of repeating the word *paper* throughout the essay?
- F It simplifies the vocabulary.
 - G It emphasizes the essay's main idea.
 - H It highlights the benefits of clear-cutting forests.
 - J It stresses the author's anger toward the lumber industry.



29 With which statement would the author of “Down with the Forests” most likely agree?

- A Natural resources should be used.
- B Respect for nature must be maintained.
- C Pollution is an acceptable by-product of industry.
- D Political action improves environmental conditions.

30 Which of these statements best expresses the main idea of the concluding sentence?

- F Paper is an acceptable substitute for plastic.
- G Paper products create environmental problems.
- H National forests are essential for paper products.
- J The widespread use of paper products threatens forests.



31 Read this sentence from the essay.

The waitress brought a paper placemat and a paper napkin and took my order, and I paged through the paper.

In this sentence, how are the underlined words used?

- A both as nouns
- B both as modifiers
- C first as a noun, then as a modifier
- D first as a modifier, then as a noun



Directions

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

¹ Mt. Rushmore in the Black Hills of South Dakota is the site of the worlds greatest mountain carving. ² The sculpture features 60-foot-tall faces of four American presidents who led the country from colonial times into the 20th century. ³ _____

⁴ Interest in creating a national monument in the Black Hills began in 1923. ⁵ Sculptor Gutzon Borglum, who had previous experience in large-scale mountain carving, began work in 1927. ⁶ His memorial in stone was completed fourteen years later.

32 What is the correct way to edit the underlined part of Sentence 1?

- F the world's greatest mountain carving
- G the worlds' greatest mountain carving
- H the worlds's greatest mountain carving
- J Best as it is

33 Which sentence best adds supporting details and fills the blank in the paragraph?

- A This presidential monument, a famous tourist attraction, has been featured in many movies.
- B Surprisingly, many Americans cannot name the presidents of the 20th century.
- C The faces of Washington, Jefferson, Lincoln, and Roosevelt overlook a dense grove of trees.
- D Impressive stone monuments to Washington, Jefferson, and Lincoln can also be seen in Washington, D.C.





Directions

Read the essay "A Sea Worry." Then answer Numbers 34 through 43.

A Sea Worry

by Maxine Hong Kingston

THIS SUMMER MY SON body-surfs. He says it's his "job" and rises each morning at 5:30 to catch the bus to Sandy Beach. I hope that by September he will have had enough of the ocean. Tall waves throw surfers against the shallow bottom. Undertows have snatched them away. Sharks prowl Sandy's. Joseph told me that once he got out of the water because he saw an enormous shark. "Did you tell the lifeguard?" I asked. "No." "Why not?" "I didn't want to spoil the surfing." The ocean pulls at the boys, who turn into surfing addicts. At sunset you can see the surfers waiting for the last golden wave.

"Why do you go surfing so often?" I ask my students.

"It feels so good," they say. "Inside the tube, I can't describe it. There are no words for it."

"You can describe it," I scold, and I am very angry. "Everything can be described. Find the words for it, you lazy boy. Why don't you go home and read?" I am afraid that the boys give themselves up to the ocean's mindlessness.

When the waves are up, surfers all over Hawaii don't do their homework. They cut school. They know how the surf is breaking at any moment because every fifteen minutes the reports come over the radio; in fact, one of my former students is the surf reporter.

Some boys leave for mainland colleges, and write their parents heart-rending letters. They beg to come home for Thanksgiving. "If I can just touch the ocean," they write from Missouri and Kansas, "I'll last for the rest of the semester." Some come home for Christmas and don't go back.

Even when the assignment is about something else, the students write about surfing. They try to describe what it is to be inside the wave as it curls over them. Making a tube or "chamber" or "green room" or "pipeline" or "time warp." They write about the silence, the peace,

“no hassles,” the feeling of being reborn as they shoot out the end. They’ve written about the perfect wave. Their writing is full of clichés. “The endless summer,” they say. “Unreal.”

Surfing is like a religion. Among the martyrs are George Helm, Kimo Mitchell, and Eddie Aikau. Helm and Mitchell were lost at sea riding their surfboards from Kaho’olawe, where they had gone to protest the Navy’s bombing of that island. Eddie Aikau was a champion surfer and lifeguard. A storm had capsized the *Hokule’a*, the ship that traced the route that the Polynesian ancestors sailed from Tahiti, and Eddie Aikau had set out on his board to get help.

Since the ocean captivates our son, we decided to go with him to Sandy’s.

- 10 We got up before dawn, picked up his friend, Marty, and drove out of Honolulu. Almost all the traffic was going in the opposite direction, the freeway coned to make more lanes into the city. We came to a place where raw mountains rose on our left and the sea fell on our right, smashing against the cliffs. The strip of cliff pulverized into sand is Sandy’s. “Dangerous Current Exist,” said the ungrammatical sign.

Earll and I sat on the shore with our blankets and thermos of coffee. Joseph and Marty put on their fins and stood at the edge of the sea for a moment, touching the water with their fingers and crossing their hearts before going in. There were fifteen boys out there, all

about the same age, fourteen to twenty, all with the same kind of lean v-shaped build, most of them with black hair that made their wet heads look like sea lions. It was hard to tell whether our kid was one of those who popped up after a big wave. A few had surfboards, which are against the rules at a body-surfing beach, but the lifeguard wasn’t on duty that day.

As they watched for the next wave the boys turned toward the ocean. They gazed slightly upward; I thought of altar boys before a great god. When a good wave arrived, they turned, faced shore, and came shooting in, some taking the wave to the right and some to the left, their bodies fish-like, one arm out in front, the hand and fingers pointed before them, like a swordfish’s beak. A few held credit card trays, and some slid in on trays from McDonald’s.

“That is no country for middle-aged women,” I said. We had on bathing suits underneath our clothes in case we felt moved to participate. There were no older men either.

Even from the shore, we could see inside the tubes. Sometimes, when they came at an angle, we saw into them a long way. When the wave dug into the sand, it formed a brown tube or a golden one. The magic ones, though, were made out of just water, green and turquoise rooms, translucent walls and ceiling. I saw one that was powder-blue, perfect, thin; the sun filled it with sky blue and white light. The best thing, the kids say,

is when you are in the middle of the tube, and there is water all around you but you're dry.

The waves came in sets; the boys passed up the smaller ones. Inside a big one, you could see their bodies hanging upright, knees bent, duckfeet fins paddling, bodies dangling there in the wave.

Once in a while, we heard a boy yell, "Aa-who!" "Poon tah!" "Aaroo!" And then we noticed how rare a human voice was here; the surfers did not talk, but silently, silently rode the waves.

Since Joseph and Marty were considerate of us, they stopped after two hours, and we took them out for breakfast. We kept asking them how it felt, so they would not lose language.

"Like a stairwell in an apartment building," said Joseph, which I liked immensely. He hasn't been in very many apartment buildings, so had to reach a bit to get the simile. "I saw somebody I knew coming toward me in the tube,

and I shouted, 'Jeff. Hey Jeff,' and my voice echoed like a stairwell in an apartment building. Jeff and I came straight at each other—mirror tube."

"Are there ever girls out there?" Earll asked. "There's a few who come out at about eleven," said Marty.

"How old are they?"

"About twenty."

"Why do you cross your heart with water?"

"So the ocean doesn't kill us."

I describe the powder-blue tube I had seen.

"That part of Sandy's is called Chambers," they said.

I am relieved that the surfers keep asking one another for descriptions. I also find some comfort in the stream of commuter traffic, cars filled with men over twenty, passing Sandy Beach on their way to work.

Excerpt from "A Sea Worry" by Maxine Hong Kingston, copyright © 1978 by Maxine Hong Kingston. Used by permission of the author.



34 The author would most likely agree that body-surfing represents

- F competition
- G escape
- H rules
- J tradition

35 Read this sentence from the first paragraph.

The ocean pulls at the boys, who turn into surfing addicts.

In this sentence, the phrase “pulls at the boys” suggests that the ocean

- A carries the boys out to sea
- B creates problems for the boys
- C captures the interest of the boys
- D causes the boys to act strangely

36 The author begins to view body-surfing more positively when

- F some students get accepted at mainland colleges
- G her students associate surfing with their ancestors
- H her son and his friends describe a surfing experience
- J she sees young men driving to work



37 Which action best shows the author's concern for the boys' safety?

- A She asks if they told the lifeguard about the shark.
- B She notices that they cross their hearts with water.
- C She insists that they describe the experience.
- D She encourages them to go home and read.

38 Read this sentence from paragraph 10 of the essay.

The strip of cliff pulverized into sand is Sandy's.

The author most likely uses *pulverized* instead of *crumbled* to

- F point out the beauty of the ocean
- G identify the location of the beach
- H emphasize the power of the waves
- J describe the shape of the shoreline

39 There is enough information in the essay to conclude that Joseph will most likely

- A continue to body-surf
- B go to a mainland college
- C work for a surfing magazine
- D become a professional writer

40 Which of these ideas is most closely related to a theme of the essay?

- F taking risks
- G valuing books
- H seeking approval
- J preserving nature

41 Read this sentence from the essay.

When the wave dug into the sand, it formed a brown tube or a golden one.

In this sentence, the pronoun *it* refers to

- A the wave
- B the sand
- C a brown tube
- D a golden one

42 Read these sentences a student wrote after reading the essay.

1. The waves formed tubes.
2. The tubes were various colors.
3. The waves crashed onto the beach.

Which of these most effectively combines the ideas into one sentence?

- F The tubes that crashed onto the beach were waves, and they were colorful.
- G Before the waves crashed onto the beach, they formed tubes of various colors.
- H The various colors of the tubes, which formed the waves, crashed onto the beach.
- J When the waves formed tubes, but before they crashed onto the beach, they became very colorful.

43
BCR

Carefully examine the details of the two photographs below.



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Write a response that explains which photograph better communicates ideas similar to the ideas expressed in the essay “A Sea Worry.” In your response, support your conclusion with appropriate details from both the essay and 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 ____.

D

irections

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

44 The expedition to Alaska was funded by the university and was for the purpose of measuring glaciers and was headed by a famous explorer.

- F The purpose of funding and heading the expedition by the university and by a famous explorer was to measure glaciers in Alaska.
- G The purpose of the expedition to Alaska, funded by the university and headed by a famous explorer, was to measure glaciers.
- H The purpose of the expedition to measure glaciers in Alaska was to have it funded by the university and headed by a famous explorer.
- J The purpose of funding the expedition to Alaska by the university, and heading it by a famous explorer, was for measuring glaciers.

45 To go to the movies and also to have pizza with my friends are both things I always look forward to.

- A I always look forward to going to the movies and to having pizza with my friends.
- B I always look forward to going to the movies and to have pizza with my friends.
- C I always look forward to my friends and I going to the movies and to have pizza.
- D I always look forward to going to the movies with my friends and also having pizza.

No test material on this page



Directions

Terry is writing about the War of 1812 and the origin of the national anthem, "The Star-Spangled Banner." The draft of the first part of Terry's essay requires revisions and edits. Read the draft. Then answer Numbers 46 through 50.

Oh, Say Can You See

1 After the American Revolution, America and Great Britain fought a second war known as the War of 1812. **2** When British troops occupied Washington, D.C., in 1814, they arrested Dr. William Beanes of Maryland and imprisoned him on a British warship in the Chesapeake Bay. **3** Friends of the doctor asked Francis Scott Key, a lawyer, and John Skinner of Baltimore to try to secure the doctor's release.

4 Key and Skinner successfully reached the British fleet and negotiated Beanes' release. **5** Before they could head home, however, the British suddenly detained them aboard a truce ship. **6** The British fleet was about to begin its assault on Fort McHenry a fort guarding the entrance to the harbor of Baltimore.

7 Key watched from the truce ship in the bay as British warships bombarded the fort throughout the afternoon and night. **8** The Americans managed to defend the fort. **9** On the following morning, they raised a large United States flag on the fort's 90-foot flagpole. **10** Key was so inspired by the sight that he composed a poem on the back of a letter he had in his pocket.

11 Originally titled "The Defense of Fort McHenry," the poem soon became known as "The Star-Spangled Banner". **12** The poem was set to music in 1814 and became a patriotic song. **13** It did not become America's national anthem until 1931.

46 Terry wants to clarify the focus of his essay. Which of these sentences would be best to add after Sentence 1?

- F** The War of 1812 lasted from June 1812 to December 1814.
- G** The War of 1812 was mainly a struggle for freedom of the seas.
- H** The national anthem of the United States was born during this second conflict.
- J** This second conflict started more than 30 years after the American Revolution.

47 Read Sentence 6 from Terry's draft.

The British fleet was about to begin it's assault on Fort McHenry a fort guarding the entrance to the harbor of Baltimore.

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

- A** its assault on Fort McHenry a fort
- B** its assault on Fort McHenry, a fort
- C** it's assault on Fort McHenry, a fort
- D** Best as it is

- 48** Terry found this information in a language handbook.

Periods and commas are placed inside quotation marks: *Sally decided to recite the poem "Birches," but Stan chose to memorize "The Raven."*

According to this information, what is the correct way to edit Sentence 11?

- F** Originally titled "The Defense of Fort McHenry," the poem soon became known as "The Star-Spangled Banner."
- G** Originally titled "The Defense of Fort McHenry", the poem soon became known as "The Star-Spangled Banner".
- H** Originally titled "The Defense of Fort McHenry", the poem soon became known as "The Star-Spangled Banner."
- J** Best as it is

- 49** Which of these most effectively combines the ideas in Sentences 12 and 13 into one sentence?

- A** The poem was set to music in 1814 and became a patriotic song, and it did not become America's national anthem until 1931.
- B** Set to music in 1814, the poem became a patriotic song, and then it did not become America's national anthem until 1931.
- C** When the poem became a patriotic song after being set to music in 1814, it did not become America's national anthem until 1931.
- D** Although the poem was set to music and became a patriotic song in 1814, it did not become America's national anthem until 1931.

50 In his essay, Terry used information from a pamphlet published by the Smithsonian Institution. Which piece of information must be included in a bibliography entry for the pamphlet?

- F the name of his school
- G the name of his school librarian
- H the publication date of the pamphlet
- J the number of sections in the pamphlet





ENGLISH

Public Release 2007