

Q37: Part A

Paragraph 3 contains an allusion to American astronaut Neil Armstrong's statement when, as the first person ever to walk on the Moon, he said: "That's one small step for man, one giant leap for mankind." What is the author implying by the allusion to Armstrong's statement in paragraph 3?

- A Like Armstrong's Moon landing, the launch of the first Robonaut aboard the Discovery represents a historic breakthrough in space exploration.
- B The use of R2 aboard the International Space Station will make space exploration safer for astronauts in the future.
- C In the future, human astronauts like Neil Armstrong will unfortunately be replaced with humanoid robots like R2.
- D Compared to the launch of R2 aboard the space shuttle Discovery, Neil Armstrong's Moon landing was only a minor achievement.

Part B

Which piece of evidence from the passage best supports the answer to Part A?

- A "... our challenge has been to build machines with dexterity that exceeds that of a suited astronaut." (paragraph 1)
- B "... not only does this improve efficiency in the types of tools, but also removes the need for specialized robotic connectors." (paragraph 2)
- C "Next steps include a leg for climbing through the corridors of the Space Station" (paragraph 4)
- D "Robonaut can take over simple, repetitive, or especially dangerous tasks" (paragraph 6)

Q38: Part A

Why does the author explain Robonauts' abilities in detail?

- A to outline the history of Robonauts' development
- B to demonstrate the benefits of using Robonauts in space
- C to explain how Robonauts might be useful in everyday life
- D to persuade readers that Robonauts' skills have applications for other types of work beyond space exploration

Part B

Which detail from the passage supports the answer to Part A?

- A "Robonauts are essential to NASA's future" (paragraph 2)
- B "But that was just one small step for a robot" (paragraph 3)
- C "... Centaur 2 is being evaluated ... as an example of these future lower bodies" (paragraph 4)
- D "... for use in the automotive and aerospace industries." (paragraph 5)

Read the passage from "What is a Robonaut?" Then answer the questions.

message

from "What is a Robonaut?"

(1) A Robonaut is a dexterous humanoid robot built and designed at NASA Johnson Space Center in Houston, Texas. Our challenge is to build machines that can help humans work and explore in space. Working side by side with humans, or going where the risks are too great for people, Robonauts will expand our ability for construction and discovery. Central to that effort is a capability we call dexterous manipulation, embodied by an ability to use one's hand to do work, and our challenge has been to build machines with dexterity that exceeds that of a suited astronaut.

(2) There are currently four Robonauts, with others in development. This allows us to study various types of mobility, control methods, and task applications. The value of a humanoid over other designs is the ability to use the same workspace and tools—not only does this improve efficiency in the types of tools, but also removes the need for specialized robotic connectors. Robonauts are essential to NASA's future as we go beyond low earth orbit and continue to explore the vast wonder that is space.

(3) Robonaut 2, or R2, launched to the International Space Station on space shuttle Discovery as part of the STS-133 mission, is the first dexterous humanoid robot in space, and the first U.S.-built robot at the space station. But that was just one small step for a robot and one giant leap for robotic-kind.

(4) Initially, R2 will be deployed on a fixed pedestal inside the ISS.¹ Next steps include a leg for climbing through the corridors of the Space Station, upgrades for R2 to go outside into the vacuum of space, and then future lower bodies like legs and wheels to propel the R2 across Lunar and Martian terrain. A four-wheeled rover called Centaur 2 is being evaluated at the 2010 Desert Field Test in Arizona as an example of these future lower bodies for R2.

Robonaut 2

(5) In the current iteration of Robonaut, Robonaut 2, or R2, NASA and General Motors are working together with assistance from Oceananeging Space Systems engineers to accelerate development of the next generation of robots and related technologies for use in the automotive and aerospace industries. Robonaut 2 (R2) is a state of the art highly dexterous anthropomorphic robot. Like its predecessor Robonaut 1 (R1), R2 is capable of handling a wide range of EVA² tools and interfaces, but R2 is a significant advancement over its predecessor. R2 is capable of speeds more than four times faster than R1, is more compact, is more dexterous, and includes a deeper and wider range of sensing. Advanced technology spans the entire R2 system and includes: optimized overlapping dual arm dexterous workspace, series elastic joint technology, extended finger and thumb travel, miniaturized 6-axis load cells, redundant force sensing, ultra-high speed joint controllers, extreme neck travel, and high resolution camera and IR³ systems. The dexterity of R2 allows it to use the same tools that astronauts currently use and removes the need for specialized tools just for robots.

(6) One advantage of a humanoid design is that Robonaut can take over simple, repetitive, or especially dangerous tasks on places such as the International Space Station. Because R2 is approaching human dexterity, tasks such as changing out an air filter can be performed without modifications to the existing design.

(7) Another way this might be beneficial is during a robotic precursor mission. R2 would bring one set of tools for the precursor mission, such as setup and geologic investigation. Not only does this improve efficiency in the types of tools, but also removes the need for specialized robotic connectors. Future missions could then supply a new set of tools and use the existing tools already on location.

¹ISS—International Space Station
²EVA—extra-vehicular activity, activity done by an astronaut outside a spacecraft beyond Earth's atmosphere
³IR—Industrial tools

from "What is a Robonaut?" by NASA—Public Domain

Q36: Part A

The word **dexterous** is used several times in the passage. What is the meaning of **dexterous** as used in the passage?

- A skillful
- B experienced
- C intelligent
- D quick

Part B

Select three details from paragraphs 1–5 that support the answer to Part A.

- A "... ability to use one's hand" (paragraph 1)
- B "... ability to use the same workspace and tools" (paragraph 2)
- C "... removes the need for specialized robotic connectors." (paragraph 2)
- D "... future lower bodies like legs and wheels" (paragraph 4)
- E "... accelerate development of the next generation of robots" (paragraph 5)
- F "... capable of handling a wide range of EVA tools and interfaces" (paragraph 5)
- G "... capable of speeds more than four times faster than R1." (paragraph 5)

Q32: Part A

Which idea is introduced in paragraph 1 of the passage?

- A Alice was given very unusual foods to eat as a child.
- B Alice liked different kinds of food than kids do today.
- C Alice's childhood helped shape her attitudes about food.
- D Alice's attitudes about cafeteria food changed over time.

Part B

Which quotation from paragraph 1 best supports the answer to Part A?

- A "As a child in the 1950s, Alice Waters was a picky eater."
- B "She liked simple things, like the fruits and vegetables her father grew in the backyard garden"
- C "They ate meals at the dining room table."
- D "Alice didn't like the food at school"

Q33: Part A

Which part of Alice's life most inspired her to create the Edible Schoolyard?

- A her picky eating
- B her family garden
- C her trip to France
- D her move to Berkeley

Part B

Which sentence from the passage best supports the answer to Part A?

- A "Her family didn't have a lot of money, so they didn't go to restaurants frequently." (paragraph 1)
- B "She was picky, but still enjoyed eating certain junk foods every now and then: potato chips, orange soda, jelly doughnuts, chili cheeseburgers." (paragraph 1)
- C "Alice fit in well at Berkeley; there was nothing ordinary about her." (paragraph 2)
- D "The people she met in France cared intensely about food, about how it was bought and sold and prepared and served at the table." (paragraph 2)

Q30: Part A

Which phrase states a central idea in "Apollo and Hyacinthus"?

- A) resolving family conflict
- B) coping with grief and loss
- C) finding one's calling
- D) facing one's fears

Part B

What piece of evidence from the myth supports the answer to Part A?

- A) "Hyacinthus watched it as it flew, and excited with the sport, ran forward to seize it"
- B) "My lyre shall celebrate thee . . . and thou shalt become a flower inscribed with my regrets."
- C) ". . . but a flower of hue more beautiful than the Tyrian sprang up"
- D) "It is perhaps some species of iris, or perhaps of larkspur"

Q31: Part A

Which story-telling technique does the author of "The Star and the Lily" use that the author of "Apollo and Hyacinthus" does **not** use?

- A) He retells a traditional tale that explains the origin of well-known natural phenomenon.
- B) He interrupts his fanciful story with a factual aside.
- C) He includes a frame story in which the supposed traditional storyteller appears as a character.
- D) He includes old-fashioned language in the dialogue to suggest the events took place long ago.

Part B

Which detail from "The Star and the Lily" supports the answer to Part A?

- A) "An old chieftain sat in his wigwam, quietly smoking his favorite pipe, when a crowd of Indian boys and girls suddenly entered, and . . . begged him to tell them a story" (paragraph 1)
- B) "His location was far away in the south, near a mountain . . ." (paragraph 3)
- C) "I know where I shall live," said the bright fugitive . . ." (paragraph 7)
- D) "The next morning thousands of white flowers were seen on the surface of the lakes, and the Indians gave them this name, *wah-be-gwan-nee* . . ." (paragraph 8)

Q26: Part A

In "The Star and the Lily" how does the young warrior's first dream propel the action of the plot?

- A It causes the Indians to send a number of warriors to go investigate the strange phenomenon.
- B It motivates the star to experiment with several possible living spaces.
- C It convinces the Indians not to fear the bright star as a bad omen, but to welcome it.
- D It leads the star to hover with expanded wings over the homes of the village.

Part B

Which sentence from the myth supports the answer to Part A?

- A "A number of warriors were deputed to go and see what it was." (paragraph 3)
- B "They concluded that the star that had been in the south had fallen in love with mankind, and that it was desirous to dwell with them." (paragraph 5)
- C "As they returned to the village, the star, with expanded wings, followed, and hovered over their homes till the dawn of day." (paragraph 6)
- D "At length it was told to choose a place itself, and it did so." (paragraph 6)

Q27: Part A

What does the star's desire to live among the Indian people reveal about them?

- A They have many superstitions that influence their decisions.
- B They rely on their experienced elders for guidance.
- C They value living harmoniously with their world.
- D They are peace loving but also prepared for war.

Part B

What evidence from the passage best supports the answer to Part A?

- A "They numbered millions; and living as nature designed them to live, enjoyed its many blessings." (paragraph 2)
- B "A committee of the wise men were called to inquire into, and if possible to ascertain the meaning of, the strange phenomenon." (paragraph 3)
- C "Some thought of it a precursor of good ... and some supposed it to be the star spoken of by their forefathers as the forerunner of a dreadful war." (paragraph 3)
- D "At early dawn the chief's crier was sent round the camp to call every warrior to the council lodge." (paragraph 5)

Q19: Part A

What is the central idea of "Pst... Hey, You" that is supported by the other articles?

- A Sound technology continues to evolve.
 - B Modern inventors must compete for recognition.
 - C Directional speakers are useful in commercial business.
 - D Advances in technology are prohibitively expensive.
- Part B**
- Which sentence from the article best supports the answer to Part A?
- A "He then designed an amplifier, electronics, and speakers to produce ultrasound that is clean enough to generate clean audio," Pompeo says." (paragraph 3)
 - B "Rival inventor Woody Norris markets a competing product called HyperSonic Sound from his American Technology Corporation in San Diego." (paragraph 3)
 - C "Pompeo's speakers are installed in company lobbies, and above exhibits at the Boston Museum of Fine Arts and Walt Disney World's Epcot Center, among other locations." (paragraph 4)
 - D "But the primary obstacle to wider deployment is cost: systems can run from \$600 to \$1,000 or more." (paragraph 5)

Q20: You have now read two articles about the beginning of sound technology and one article about modern technology. Write an essay explaining how the process of refining and marketing the phonograph is similar to the development of the Audio Spotlight in "Pst... Hey, You." Be sure to use details from all three articles to support your answer.

Today you will read the folktale "The Fox and the Horse." As you read and answer the questions, pay close attention to characters and events to prepare to write a narrative story. Read the folktale "The Fox and the Horse." Then answer the questions.

Passage

The Fox and the Horse

- (1) A peasant once had a faithful horse, but it had grown old and could no longer do its work. Its master begrudged it food, and said: "I can't use you anymore, but I still feel kindly towards you, and if you show yourself strong enough to bring me a lion I will keep you to the end of your days. But away with you now, out of my stable," and he drove it out into the open country.
- (2) The poor horse was very sad, and went into the forest to get a little shelter from the wind and weather. There he met a fox, who said: "Why do you hang your head, and wander about in this solitary fashion?"
- (3) "Alas!" answered the horse. "Avarice and honesty cannot live together. My master has forgotten all the service I have done him for these many years, and because I can no longer plough he will no longer feed me, and he has driven me away."
- (4) "Without any consideration?" asked the fox.
- (5) "Only the poor consolation of telling me that if I was strong enough to bring him a lion he would keep me, but he knows well enough that the task is beyond me."
- (6) The fox said, "But I will help you. Just you lie down here, and stretch your legs out as if you were dead." The horse did as he was told, and the fox went to the lion's den, not far off, and said: "There is a dead horse out there. Come along with me, and you will have a rare meal." The lion went with him, and when they got up to the horse, the fox said, "You can't eat it in comfort here. I'll tell you what, I will tie it to you, and you can drag it away to your den and enjoy it at your leisure."
- (7) The plan pleased the lion, and he stood quite still, close to the horse, so that the fox should fasten them together. But the fox tied the lion's legs together with the horse's tail and twisted and knotted it so that it would be quite impossible for it to come undone.
- (8) When he had finished his work he patted the horse on the shoulder and said: "Pull, old grey! Pull!"
- (9) Then the horse sprang up and dragged the lion away behind him. The lion in his rage roared so that all the birds in the forest were terrified and flew away. But the horse let him roar and never stopped till he stood before his master's door.
- (10) When the master saw him he was delighted and said to him: "You shall stay with me and have a good time as long as you live."
- (11) And he fed him well till he died.

"The Fox and the Horse"—Public Domain

Q15: Part A
In paragraph 4, what is the meaning of the word *exploit*?

- (A) research
- (B) promote
- (C) improve
- (D) defend

Part B
What phrase from paragraph 4 supports the answer to Part A?

- (A) "... machine was an instant success"
- (B) "... difficult to operate ..."
- (C) "... except by experts ..."
- (D) "... last for only a few playings ..."

Q16: Part A
Which part of the invention process was most likely the key step for securing the patent?

- (A) testing the machine
- (B) improving the machine's parts
- (C) constructing the original machine
- (D) demonstrating the machine to the public

Part B
Which statement from the passage supports the answer to Part A?

- (A) "Edison later changed the paper to a metal cylinder with tin foil wrapped around it." (paragraph 1)
- (B) "To his amazement, the machine played his words back to him." (paragraph 1)
- (C) "... and Cross's work remained only a theory, since he did not produce a working model of it." (paragraph 2)
- (D) "Interest was great, and the invention was reported in several New York newspapers" (paragraph 3)

Walt Disney World's Epcot Center, among other locations. Narrators inform visitors standing in front of artifacts or video screens without filling the rooms with noise. Department stores have tried the arrangement for retail displays, and automakers are experimenting with them so passengers can hear only their own music or movies. A speaker above a recliner in the living room would allow Dad to hear the television while other family members read on the couch in peace.

(5) Detractors say that in certain situations headphones can provide similar benefits, and note random problems, such as unwanted reflections off a car seat. But the primary obstacle to wider deployment is cost: systems can run from \$600 to \$1,000 or more. If the price drops, consumers are more likely to consider buying the gear . . . or encounter it while shopping.

DID YOU KNOW . . .

• **BOUNCED:** Ultrasound waves remain in a tight column where they reflect off a hard, smooth surface. Police teams could bounce a beam off a building at the end of an alley or off a distant window inside a warehouse to flush out suspects, who would run away from the sound—and right into the officers' waiting arms.

• **BATS NOT DOGS:** Certain animals can detect the ultrasound noise behind audible directed sound. The ultrasound speakers emit frequencies from 40,000 to 80,000 cycles a second, or hertz (Hz). Humans typically hear frequencies between 20 and 20,000 Hz. Dogs can hear up to 40,000 Hz or so, mice up to 90,000, and bats, porpoises, and beluga whales up to 100,000 Hz or higher.

• **BONUS:** Middle ear bones limit human hearing to below 20,000 Hz. But researchers have applied ultrasound up to 200,000 Hz to the skulls of volunteers, some of whom report "hearing" sounds; the skull may be distorting vibrations that reach the cochlea.

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Q12: Part A

Read the sentence from paragraph 1.

These are some of the names someone wrote in a logbook in Thomas Edison's laboratory in 1877, after Edison and his assistants invented the first rudimentary machine for recording and playing back sounds.

What is the meaning of the word **rudimentary** as it is used in the sentence?

- A basic
- B mobile
- C practical
- D original

Part B

Which sentence from the article supports the answer to Part A?

- A "The phonograph, his first invention to make him world-famous, is a perfect example." (paragraph 2)
- B "It was also the outcome of an amazing burst of inventiveness." (paragraph 3)
- C "When word of the invention spread, however, the outside world saw greater possibilities." (paragraph 5)
- D "But the primitive phonograph that Edison demonstrated for the editors of *Scientific American* that December remained exceedingly limited." (paragraph 6)

Based on the information in the passage, what is one conclusion that can be drawn about the emerald ash borer?

- (A) The habits of the emerald ash borer are harmful to ash trees.
 - (B) The emerald ash borer is the most destructive of the buprestids in North America.
 - (C) The buprestids, including the emerald ash borer, cause problems for Connecticut homeowners.
 - (D) Additional laws are needed in North America to protect the ash trees from the emerald ash borer.
- Part B
- Which evidence from the passage supports the answer to Part A?
- (A) "The larvae feed on the phloem and cambium, while the adults feed on leaves." (paragraph 3)
 - (B) "Two other buprestids are well-known to those in Connecticut . . ." (paragraph 4)
 - (C) "The two-lined chestnut borer often attacks stressed oak trees . . ." (paragraph 4)
 - (D) "More recently, strict regulations have been initiated to prevent the movement of these materials from infested areas." (paragraph 5)

Today you will research the topic of sound and the invention of the phonograph. You will read the article "The Incredible Talking Machine." Then you will read a passage from the article "History of the Cylinder Phonograph" and the article "Psst ... Hey, You." As you review these sources, you will gather information about sound and the invention of the phonograph so you can write an essay. Refer to the article "The Incredible Talking Machine," the passage from "History of the Cylinder Phonograph," and the article "Psst ... Hey, You." Then answer the question.

Passage 1

The Incredible Talking Machine

by Randall Stross

(1) In the end, they named it the phonograph. But it might have been called the omphilegraph, meaning "voice writer." Or the arthophone (back talker). Or the didasko phone (portable teacher). These are some of the names someone wrote in a logbook in Thomas Edison's laboratory in 1877, after Edison and his assistants invented the first rudimentary machine for recording and playing back sounds. From the first, they thought it would be used to reproduce the human voice, but they had no clear idea of its exact purpose.

(2) Edison once said, "Anything that won't sell, I don't want to invent." But all his life, he was a better inventor than salesman. The phonograph, his first invention to make him world-famous, is a perfect example. It was the product of a well-prepared but wandering mind.

(3) It was also the outcome of an amazing burst of inventiveness. One evening in July 1877, while relaxing with his assistants after their regular midnight dinner, Edison had an idea. They were working with ways to use paper strips to make a record of telegraph messages. Why not adapt those to record the vibrations of the diaphragm in a telephone mouthpiece? Thinking out loud, Edison suggested attaching a needle to the back of the diaphragm and mounting it above rollers for the paper strips. Speaking into the mouthpiece would cause the diaphragm to move, which in turn would cause the needle to inscribe squiggled indentations into the strips. If the paper were then pulled through the rollers again with the needle resting in the groove, the indentations would move the attached diaphragm, which should reproduce the original sound.

(4) Edison's assistants set to work. Within the hour, they had a working device they tried out by reciting "Mary had a little lamb" into the telephone. In the first trial, all that could be heard from the playback was "ary ad ell am." But that was encouraging. The staff went on working through the night, fiddling with the gizmo—and thus occurred the first midnight recording session.

(5) Edison and his crew later replaced the paper and rollers with tinfoil, which was wrapped around a cylinder attached to a crank. But Edison did not regard the machine as commercially promising. At best, he thought, it might be an office machine allowing businessmen to dictate letters.

(6) When word of the invention spread, however, the outside world saw greater possibilities. The dead could speak to us, eternally! Collectors could keep what the *New York Times* called a "well-stocked oratorical cellar." But the primitive phonograph that Edison demonstrated for the editors of *Scientific American* that December remained exceedingly limited. It could clearly introduce itself—"How do you do? How do you like the phonograph?"—but that exhausted its recording capacity.

(7) Still, the editors were excited enough to publish an admiring bulletin about the device—a first shot that set off an avalanche of publicity. A reporter wrote him, "I want to know you right bad," and everyone else did too. Investors enlisted him in a new venture, the Edison Speaking Phonograph Co. But he soon lost interest in making the phonograph a salable product. The company introduced a toy model that functioned badly and a second, more expensive one that was used by show-business entrepreneurs who rented concert halls to demonstrate the wondrous machine to paying audiences. It broke down frequently and required a trained technician's constant attention.

(8) Ten years elapsed before Edison returned to the phonograph, only after a competitor developed a wax-coated cylinder that could be removed without ruining the recording, something impossible to do with Edison's delicate tinfoil.

Read the passage from "Emerald Ash Borer." Then answer the questions.

assage

from "Emerald Ash Borer"
by Department of Energy and Environmental Protection

(1) The emerald ash borer is a small green beetle that belongs to a large family of beetles known as the buprestids, or metallic wood boring beetles. The description is apt, as many of the adult buprestids are indeed glossy, appearing as if their wing covers are made of polished metal. The emerald ash borer, with its green, iridescent wing covers, fits right in. Adult EABs are between 0.3 to 0.55 inches in length—small by most standards but large compared to other buprestids—and relatively slender.

(2) During its life cycle, EAB undergoes a complete metamorphosis. It starts as an egg, becomes a larva (alternatively called a grub) and then changes to become a pupa and then an adult. The life cycle of an EAB takes either 1 or 2 years to complete. Adults begin emerging from within ash trees around the middle of June, with emergence continuing for about 5 weeks. The female starts laying her eggs on the bark of ash trees about 2 weeks after emergence. After 7 to 10 days, the eggs hatch and the larvae move into the bark to begin feeding on the phloem (inner bark) and cambium of the tree. Throughout each of its successive instars (larval growth stages), the larva continues to feed within this same part of the tree. The larval stage may last for nearly two years. Before becoming an adult, the insect overwinters as a pre-pupal larva. It then pupates in the spring and emerges as an adult during the summer.

(3) EAB feeds strictly on ash trees. The larvae feed on the phloem and cambium, while the adults feed on leaves. In Connecticut, there are three species of ash trees—the white ash (*Fraxinus americana*), the green or red ash (*F. pennsylvanica*) and the black ash (*F. nigra*). Despite its common name, mountain ash (*Sorbus spp.*) is not a true ash and does not attract the EAB.

(4) Two other buprestids are well-known to those in Connecticut who are concerned about trees. The bronze birch borer is a pest of ornamental birch trees. The two-lined chestnut borer often attacks stressed oak trees, including oaks in the forest.

Why is EAB a Problem?

(5) EAB is an insect that is not native to North America. It was first found in 2002 in the vicinity of Detroit, MI, and Windsor, ON. It had arrived sometime within the several years previous, presumably on woody packaging materials. It is now known to be found in 12 states. It is considered to be established in several of the upper Midwest states where it was first found. Movement of ash, in particular ash nursery stock and ash wood in the form of firewood, logs and wood packaging materials, has been cited as a likely means by which EAB has been assisted in its spread. More recently, strict regulations have been initiated to prevent the movement of these materials from infested areas.

from Emerald Ash Borer by Department of Energy and Environmental Protection—Public Domain

Q8: Part A

How does the author organize the information about the emerald ash borer?

- A by providing general facts followed by a statement of a problem
- B by defining the problem in scientific terms followed by an argument for proposed action
- C by presenting a problem followed by a suggested solution
- D by listing facts in order of importance followed by causes of a problem

Part B

How does paragraph 3 contribute to the organizational pattern of the passage?

- A by showing why some facts about EABs are of greater significance than others
- B by explaining what course of action should be taken to prevent borer infestations
- C by providing the scientific names of various species of borer insects.
- D by contrasting the food sources of the mature and immature EABs

Q3: Part A

How do the phrases **stormed off**, **float far**, and **invisible nothing** in paragraph 35 contribute to the tone of the passage?

- (A) They call attention to the narrator's feelings of guilt and disappointment.
- (B) They emphasize the narrator's growing sense of hopelessness.
- (C) They reflect the narrator's escape into comforting daydreams.
- (D) They highlight the narrator's strong sense of independence.

Part B

Selecting from paragraphs 32-34 and 36-39, choose the paragraph that most directly reinforces the tone created in paragraph 35.

- (A) (32) "I was going to try and find some gifts my age here in the complex so I wouldn't have to be the new kid in school again," I said, trying to sound believable.
- (B) (33) "Honey, you can make friends at your new school in the fall. Besides, this is a wonderful opportunity for you."
- (C) (34) "Opportunity? For me? Or for you?"
- (D) (35) I stormed off to my room and threw myself onto my bed. I ached inside. Like the feeling you get watching a lost balloon float far into the sky until it becomes an invisible nothing.
- (E) (36) I reached for a story card and scribbled:
- (F) (37) *Gypsy was sent to prison for stealing the magic ball. And when she was tossed into the dungeon below the castle she found the word "opportunity" written across the stone wall.*
- (G) (38) Starting at the card, I wondered what should happen next. Maybe a daring escape or a sorceress could rescue her. When nothing came to me, I scratched out the word opportunity until it was a big blob of blue ink and tossed the card on the floor.
- (H) (39) I heard Mom's footsteps coming toward my closed bedroom door. I held my breath, hoping she wouldn't knock.

Q4: Part A

Which statement provides an objective summary of the passage?

- (A) A mother chooses to neglect her daughter's interests in favor of completing her degree. She informs her daughter of this decision, and the daughter rightly points out the mother's selfishness.
- (B) A mother decides it would be best for her daughter if they both moved to another country. The daughter complains that this will disrupt her life, but the mother holds firm to her decision.
- (C) A girl learns that she and her mother are moving in with their grandmother. She believes her mother is trying to take the easy way out. In response, she states that her father is a better parent.
- (D) A girl finds out her mother is going to leave her for the summer. She believes her mother is being selfish and neglecting her. In response, she becomes negative and withdrawn.

Part B

Select three details in order from the passage that are most relevant to providing an objective summary of the passage.

Clang clang clang clang. The next morning, I found Mom in the kitchen with a chisel and hammer, chipping away at the kitchen counter. Little flecks of white flew through the air like ceramic snow, landing softly on her olive-colored cheeks. (paragraph 1)

She stepped back and surveyed the half-demolished counter the way someone stands back to study a newly hung photograph. Wiping her cheek with the back of her hand she said, "There was this"—she searched the mess on the floor—"this one broken tile poking out and I thought I should fix it and . . ." (paragraph 5)

Mom leaned back against the counter and sucked in a great gulp of air. "It's strange actually. I wasn't expecting it, but then at the last minute the funding came through." She folded her arms across her waist, "I'm going to Costa Rica to finish my research." (paragraph 9)

Suddenly last night's phone call made perfect sense. I inched closer and pushed at the broken tile with my toes. (paragraph 17) "You're going to New Mexico and that's final." (paragraph 28)

"Opportunity? For me? Or for you?" (paragraph 34)

"I think you're going to like the village." Her voice became a little muffled now, like her mouth was pressed right up against the door. "It's strange and beautiful at the same time and a perfect place to explore. You just might be surprised what you find there." She paused for a moment then continued. "Would you please talk to me?" (paragraph 45)

- (A) paragraph - 1, 4, 9
- (B) paragraph - 9, 34, 45
- (C) paragraph - 28, 34, 45
- (D) paragraph - 5, 17, 28
- (E) paragraph - 1, 17, 34

(1) *Clang clang-clang, clang clang.* The next morning, I found Mom in the kitchen with a chisel and hammer, chipping away at the kitchen counter. Little flecks of white flew through the air like ceramic snow, landing softly on her olive-colored cheeks.

(2) I ducked as a piece of tile flew at me. "Hey!"

(3) She turned toward me with a look of surprise. "Morning, Izzy. I didn't see you standing there."

(4) "Wha . . . what are you doing?" I asked.

(5) She stepped back and surveyed the half-demolished counter the way someone stands back to study a newly hung photograph. Wiping her cheek with the back of her hand she said, "There was this"—she searched the mess on the floor—"this one broken tile poking out and I thought I should fix it and . . ."

(6) I pushed past her to get the broom but she grabbed me by the elbow. A feeling of nervousness swelled inside me.

(7) "Izzy, wait. I have something to tell you."

(8) There it was. My heart buckled in my chest. Something was wrong.

(9) Mom leaned back against the counter and sucked in a great gulp of air. "It's strange actually. I wasn't expecting it, but then at the last minute the funding came through." She folded her arms across her waist. "I'm going to Costa Rica to finish my research."

(10) Her words buzzed around me like a swarm of confused bees. "When? For how long?"

(11) "I'll be gone for most of the summer. I leave Tuesday."

(12) Mom wouldn't leave me. We'd go together. Right? "But that's only three days away." I stepped away from Mom and the shards of tile.

(13) "I don't have a choice."

(14) "But what am I supposed to do? That's three whole months."

(15) "Two. I'll be home at the end of July. And after this I can finally graduate. Our lives will change then." She reached over and stroked my hair. "*For the better.*"

(16) I rolled those three words around in my mind: *for the better.*

(17) Suddenly last night's phone call made perfect sense. I inched closer and pushed at the broken tile with my toes.

(18) "Are you sending me to New Mexico?"

(19) A flash of surprise crossed Mom's face. Like she knew I had heard her phone conversation. "She's so excited to have you and . . ."

(20) "What happened to all your talk about you guys not seeing eye to eye?" I asked.

(21) "It's not that we don't see eye to eye. We just don't see the world the same way."

(22) "Why can't I go with you?" I said.

(23) "Izzy . . ."

(24) "New Mexico is worlds away from California. And what am I going to do for two whole months with someone I haven't seen since I was six? That was half my life ago. She's a stranger!" I felt a sudden urge to bolt for the front door and run.

(25) Mom rolled her eyes. "Oh, Izzy. She's hardly a stranger. She's family. I already have your ticket. You leave Monday." Mom opened the refrigerator and took out a diet soda, pressing the cold can against her face before opening it.

(26) I stared at the mess on the floor. "Why can't I stay here? Alone." My voice quivered.

(27) Mom took a swig of her soda, then closed her eyes and took a deep breath. When she opened them, she spoke slowly and deliberately.

(28) "You're going to New Mexico and that's final."

(29) I swallowed hard and tried not to cry. "Why do you always get to decide everything? We just unpacked and I—! had plans."

(30) She raised her eyebrows, surprised. "Plans?"

(31) Mom was always bugging me to make friends, which I didn't see the point of, considering we moved every few months. And we moved for all sorts of reasons: closer to the university for her, better school for me, quieter, prettier, bigger, smaller.

(32) "I was going to try and find some girls my age here in the complex so I wouldn't have to be the new kid in school again," I said, trying to sound believable.

(33) "Honey, you can make friends at your new school in the fall. Besides, this is a wonderful opportunity for you."

(34) "Opportunity? For me? Or for you?"

(35) I stormed off to my room and threw myself onto my bed. I ached inside. Like the feeling you get watching a lost balloon float far into the sky until it becomes an invisible nothing.

(36) I reached for a story card and scribbled:

(37) *Gypsy was sent to prison for stealing the magic ball. And when she was tossed into the dungeon below the castle she found the word "opportunity" written across the stone wall.*

(38) Staring at the card, I wondered what should happen next. Maybe a daring escape or a sorceress could rescue her. When nothing came to me, I scratched out the word opportunity until it was a big blob of blue ink and tossed the card on the floor.

(39) I heard Mom's footsteps coming toward my closed bedroom door. I held my breath, hoping she wouldn't knock.

(40) *Tap. Tap.*

(41) Silence.

(42) "Izzy?" she spoke quietly.

(43) My hands wandered beneath my pillow and gripped the baseball I had hidden there. I squeezed my eyes closed and whispered, "I wish I didn't have to go. I wish I didn't have to go."

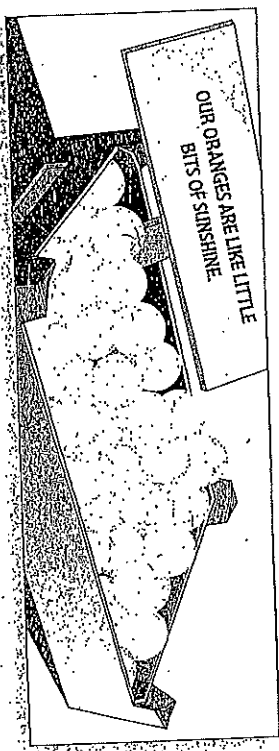


Lesson 4 Part 1: Introduction
Analyzing Comparisons and Analogies

Suppose a friend told you her baby sister was as sweet as pumpkin pie. Your friend compared two very different things—a baby and a pie—to help you understand just how adorable her sister is.

Authors use comparisons, too. They may use them to show how two people, ideas, or events are similar or different. They may also use an unusual comparison to make the reader stop and think. They may also use analogies, or extended comparisons, to help present and explain complex ideas.

Look at the image. Think about the sign and the message it is sending about oranges.



So, what do you think about the comparison? Why connect oranges to bits of sunshine?

Read the chart below. It tells you how and why the sign is comparing two different things.

Object/Idea	What It's Being Compared To	Purpose
Oranges, which the vendor wants to sell	sunshine, which makes people feel happy and healthy	to show that oranges will make the buyer feel happy and healthy

By analyzing the comparisons and analogies in a text, you can uncover additional layers of meaning in what the author is writing. There really are times when it really is helpful to compare apples to oranges!

Part 5: Independent Practice

Lesson 7

Read the economic account. Then answer the questions that follow.

from "The Egg Business Lays an Egg"

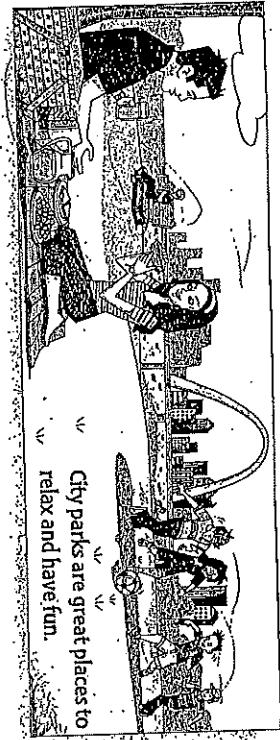
by Stanley A. Freed and Ruth S. Freed, *Faces Magazine*

- The egg business seemed like a good idea to Sulhan Singh, an Indian farmer who lived near Delhi, the capital of India. He could easily maintain some chickens on his farm, raising much of their food himself, and the rapidly growing city of Delhi was a dependable market. Sulhan Singh was young, smart, and industrious, just the kind of farmer the government of India was depending on to lead the new burst of rural development that was needed for India to play an important role in the modern world.
- Sulhan Singh mentioned his plan to us while we were researching and living in his village of about eight hundred people in 1958. He seemed to have thought of everything, and we thought the plan had a good chance of success.
- Not all the signs were favorable, however. The chief problem, we thought, would be the fact that many Indians who practice Hinduism, the main religion of India, are strict vegetarians who refuse to eat eggs. Sulhan Singh was aware of this practice, but he knew that many non-vegetarians lived in Delhi, and he believed he would find plenty of customers there.
- Another problem that had occurred to us but did not seem to bother Sulhan Singh was that raising poultry was an occupation of low esteem; in fact, many people scorned it. Sulhan Singh, a well-educated man with a good job outside his farm, was not concerned about his neighbors' opinion of him. To him, business was business.
- At the time, the poultry business in Sulhan Singh's village was entirely in the hands of the lowest of the thirteen village castes. Caste, a distinctive feature of Indian society, is a hierarchy of social groups into which people are born. Marriage outside the caste is generally prohibited by custom, and the traditional occupations of people belonging to a particular caste play a part in fixing the caste's rank in society. Sulhan Singh's caste was near the top of the hierarchy. It was a measure of his self-confidence, and also of the changing times in India, that he was willing to engage in a business that was traditionally carried on by low-caste people.
- Before Sulhan Singh started his egg business, there were only about twenty hens and four roosters in the village, and these were divided among ten low-caste families. Raised as table birds and for their eggs, chickens were relatively costly, a large one sold for about three times the daily pay of a farm laborer. Chickens were sold both inside and outside the village. The few eggs produced generally were consumed in the village, and some were sold to those high-caste individuals who would eat them. The stricter vegetarians among the high castes frowned on this practice, so the sale of eggs was conducted quietly. At the time of year when eggs were most expensive, a farm laborer could buy only six with his daily wage.
- We left the village shortly before Sulhan Singh put his plan into operation and did not return until twenty years later. When we paid a visit to his farm, Sulhan Singh was not at home, but his brother, Ran Singh, welcomed us. We asked about the egg business, and Ran Singh told us what had happened.

Analyzing the Development of a Central Idea

"Get to the point!" When people you're talking with tell you to "get to the point," they want you to state your central idea as clearly and precisely as you can. A central idea is more than just a topic. In the picture below, the topic is "city parks." But what is the artist communicating about city parks? The central idea is what the author has to say about the topic.

Study the picture and read the caption. What is the artist communicating about city parks?



Circle details in the picture that support the central idea stated in the caption.

It's not enough to state a central idea and leave it at that. Authors must develop their central idea by giving you supporting details. Supporting details answer questions such as "How do you know?" or "Why is this so?"

Use the details you circled in the picture to help you fill in the chart below.

Central Idea		
City parks are great places to relax and have fun.		
Supporting Detail	Supporting Detail	Supporting Detail
A man is reading the newspaper.	People are having a picnic.	

When you read, think about the main point the author is trying to make. Look for details that support that point. Remember, though, that sometimes a central idea is implied rather than explicit or obvious.

Read the historical account. Then answer the questions that follow.

A Brief History of Chapel Hill

by Carlos Hernandez

- The town of Chapel Hill, North Carolina, is situated in the rolling hills of Orange County, extending into neighboring Durham County. People of all nationalities reside in this thriving community, which has managed to keep its small-town charm. Many of the residents are students or faculty at the University of North Carolina, Chapel Hill. It is not uncommon for a university town to be heavily populated in that way. What is less usual is the fact that the university was planned and chartered even before the town existed. In fact, the role of the town was to serve as a support system for the new university.
- What was the region like before the university was created? In the late 1700s, local people could attend the New Hope Chapel, erected on the highest point of the hill. The church stood where two main roads crossed. There were no other imposing buildings before the nation's oldest public university was founded in 1793. Then the school's Board of Trustees selected the area around the chapel as the setting of the university. The school would need a town to serve it, and so the planning began.
- In the same year that the university's cornerstone was laid, the auction of town lots took place. These parcels of land lay around the perimeter of the campus. There were thirty lots available to the public. The first residents moved into their homes in 1795. That meant the university and the small community that would become a busy town grew up together.
- However, there was still no official town of Chapel Hill until its founding in 1819; it would not be chartered until 1851. The town finally got a mayor some twenty years later when the magistrate of police, H. R. Guthrie, assumed the duties associated with the position. There was still no elected mayor until 1895.
- The university opened its doors in 1795 to a single student, Hinton James. By the end of his first term, another forty students were enrolled. Throughout the following century, the scope of the university's curriculum expanded. Students could now take courses in the classics and in the natural sciences. In 1831, the university established an astronomical observatory.
- The Civil War forced the closing of many colleges throughout the South, but the university at Chapel Hill was able to continue holding classes. In 1875, the university started to expand and soon there were course offerings in a broader range of disciplines, including medical and pharmaceutical science. In 1932, the University of North Carolina was consolidated, or joined together, which meant the three campuses would now offer different kinds of programs.
- During this time, the town of Chapel Hill was also growing and developing. When its first mayor was elected, the town covered 820 acres, but now it is spread over approximately 21 square miles. Populated largely by the students and staff of the university, the town is also a bustling center of commerce. Because of its lovely setting and old-fashioned appeal, the town attracts quite a few people of retirement age. Chapel Hill is no longer a small village, but it has preserved a great deal of its original character.

