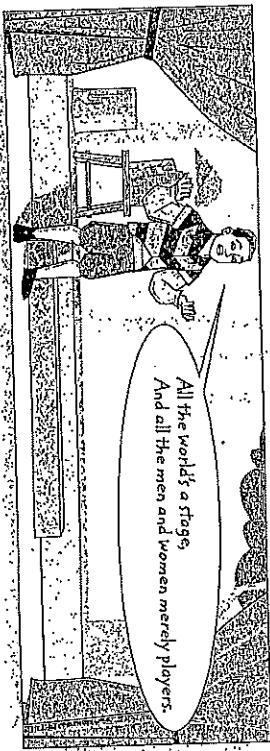


Your friend sighs and says, "I've told you that a million times!" Does this mean that your friend actually told you the same thing one million times? Of course not! This expression is a hyperbole, or an exaggeration. Phrases like this are examples of figurative language, the creative use of words to express more than the literal, or usual, meaning.

- Authors often use figurative language to create unusual or interesting effects.
- They may employ a simile, a comparison of two unlike things that uses *like* or *as*.
- They may use a metaphor, which is the comparison of two unlike things without the use of *like* or *as*.
- Personification, or giving human qualities to something nonhuman, is another technique authors use to make their writing more interesting.

Study the cartoon below, which contains lines from a play by William Shakespeare.



In the cartoon, circle the things being compared. Then decide how these things are alike. Check your answers against the chart below. Fill out the empty cell.

Metaphor	What's Being Compared	Meaning
the world's a stage	world and stage	Life is like a play.
the men and women merely players	people and actors	

Figurative language is a powerful tool authors often use to add humor, make descriptions more vivid, or to emphasize ideas. Shakespeare's metaphors emphasize that in everyday life, people are playing their parts on the stage of the world.

Read this poem, in which the speaker describes the sights and sounds of a winter twilight. Use the Study Buddy and Close Reading to guide your reading.



As I read, I will identify examples of figurative language. Then I will look for surrounding words or phrases to help me understand it.

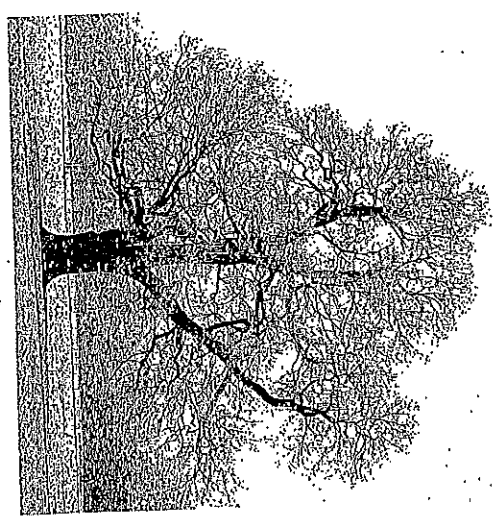
A Winter Twilight by Angelina W. Grimke

A silence slipping around like death,
 Yet chased by a whisper, a sigh,
 a breath. One group of trees, lean,
 naked and cold,
 5 Inking their cross against a
 sky green-gold.
 One path that knows where the
 corn flowers were,
 Lonely, apart, unyielding, one fir,
 10 And over it softly leaning down,
 One star that I loved ere the
 fields went brown

Close Reading

In the first stanza, the phrase "inking their cross" is an odd one. Draw a box around it. Then circle nearby phrases that help you understand it.

In the second stanza, what words or phrases have positive connotations? Circle them.



Read the beginning of a story about a boy named Holden and his grandfather.

Holden and Pops by Evan Gerlach

"When you're at your grandfather's after school, be sure to do something other than sit by yourself playing video games, Holden."

"I know, Mom, but what else is there to do?" whined Holden, washing cereal bowls.

"Have you ever tried to show him one of your games? At least you'd be doing something together," Mom suggested.

"Oh, Pops wouldn't be interested," Holden shrugged as they headed out to the car. "Plus he'd never catch on—you know how he is about big, scary technology."

As Holden got out of the car, Mom tried once more. "You know, Pops might surprise you. Keep your options open. You might even ask him about 'big, scary technology' some time." Holden puzzled over her words on the way into school. *(continued)*

Explore how to answer this question: "What do the details in this part of the story suggest about how people sometimes judge others?"

In most stories, authors do not state a theme directly. To figure out an author's message, you need to look for key details and see how they develop over the course of the text.

Identify key details about each character's attitudes and opinions. Then complete the chart below.

Character	Comments About Pops	Attitude Toward Pops
Holden	Says Pops wouldn't be interested in games and thinks technology is scary	
Mom	Suggests that Pops might be interested in video games and know something about technology	Seems to feel Pops is more interesting than Holden thinks

With a partner, read aloud and act out the story's beginning paragraphs. Then take turns explaining a theme, or lesson, that the author may be starting to develop in this part of the story.

Continue reading about Holden and Pops. Use the Close Reading and the Hint to help you answer the question.

Close Reading

On page 70, Holden doesn't want to spend time with Pops. On this page, circle words that tell how Holden's feelings change. Noticing how a character changes can help you understand a story's theme.

(continued from page 70)

That afternoon, Holden sat hunkered over his video game controller making vintage airplanes swoop across the screen.

"Whatcha doin', Son?" Pops asked.

"Just a game," Holden answered distractedly. Then, remembering Mom's advice, he made himself ask, "Yanna see?"

Pops settled next to Holden and immediately exclaimed, "Sry, is that plane a Tomhawk? You know, she can go up to 20,000 feet to evade that enemy fighter."

Holden pivoted to gape in shock. Pops shrugged and said, "Didn't I ever tell you about the Tomhawk I flew in '41?"

Circle the correct answer.

- Which statement best expresses the theme of the story?
- A. Strong family bonds can develop only through shared interests.
 - B. People from different generations have little in common.
 - C. Children should always listen to advice from their parents.
 - D. Assuming things about people may stop us from really knowing them.

Hint

Which choice helps explain why Holden's attitude toward Pops changes?

Show Your Thinking

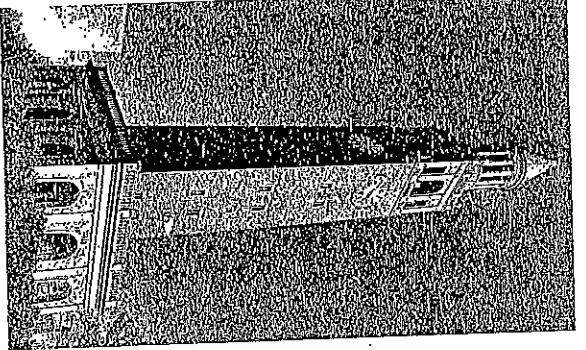
Look at the answer that you chose. Explain how specific text details helped you choose that answer.

With a partner, list and discuss additional life lessons that this story teaches. Use text details about characters, setting, and plot to support your discussion.

8 However, times have changed; the United States is now a multicultural society. People from around the world come to study and work here, and our institutions evolve in response to this changing population. Today, approximately 15% of Chapel Hill undergraduates come from other countries while the university has become broader and more inclusive as it welcomes people of different cultural backgrounds.

9 Town planners are also adapting to today's challenges. With so many people employed by either the university or by the UNC Health Care System, the jobs outlook for the town is positive. However, some people say that the economy should be more balanced to bring different kinds of trades and industries to the city. There are other concerns, as well. Urban planners are considering how to build more affordable housing within the town. That way, there will be fewer commuters and more residents of the town itself.

10 Although the relationship is a close and profitable one, the Town of Chapel Hill is no longer merely an extension of the university. Town residents can enjoy the interesting educational and cultural programs the university offers, yet there is more to town life than that. There are many reasons to come to this community, including a love of natural beauty and a desire for a certain way of life. The small lots that once simply encircled the university campus have grown into a city with its own distinctive personality and appeal.



The Bell Tower at the University of North Carolina, Chapel Hill

Answer the following questions.

- 1 According to the account, "People of all nationalities reside in this thriving community." Which detail from the account best supports this idea?
- A The town of Chapel Hill is a center of commerce.
 - B About 15% of Chapel Hill's undergraduates come from other countries.
 - C Town planners are adapting to modern challenges.
 - D The economy needs to be more balanced to encourage business growth.

- 2 This question has two parts. Answer Part A, and then answer Part B.

Part A

Which claim does the author make in the passage?

- A If it were not for the city of Chapel Hill, the University would not have a home.
- B The town of Chapel Hill has emerged and changed as the university has grown.
- C The people who founded Chapel Hill were educated at the University there.
- D Modern universities have become too dependent on international students.

Part B

Which two sentences from the passage best support the answer in Part A?

- A "In the late 1700s, local people could attend the New Hope Chapel, erected on the highest point of the hill."
- B "However there was still no official town of Chapel Hill until its founding in 1819; it would not be chartered until 1851."
- C "When its first mayor was elected, the town covered 820 acres, but now it is spread over approximately 21 square miles."
- D "People from around the world come to study and work here, and our institutions evolve in response to this changing population."
- E "However, some people say that the economy should be more balanced to bring different kinds of trades and industries to the city."
- F "Urban planners are considering how to build more affordable housing within the town."

- 3 Explain how the relationship between the town and the university of Chapel Hill changed over time. Use at least two details from the account to support your explanation.

Self Check Go back and see what you can check off on the Self Check on page 2.

8 His brother had started the business just after we left the village and for several years operated it in a small way with the eggs from a hundred or so chickens. When Sultan Singh went to England, Ran Singh took over the business. He quickly expanded it to three thousand birds and continued at that level for three years. In the final year, he lost twenty-two thousand rupees and had to sell his chickens as table birds, putting him out of business.

9 He complained that no one can make money in the egg business, but not because of Hindu vegetarianism. The problem involves the concept of "hot" and "cold" foods, which refers to the qualities of foods not their temperature. Hot foods are thought to produce heat in the body and generally are eaten during the cold season; cold foods produce coolness in the body and are more appropriate for the hot months. The concept of hot and cold foods is widespread in the world, from India through the Mediterranean region and Latin America.

10 Indians believe that eggs are very hot and generally eat them only in December and January, the two coldest months of the year. Ran Singh said that in his last year in the egg business, he began to lose money in February and in only two or three months, he had lost his twenty-two thousand rupees. Although he had abandoned the egg business several years before we saw him, he complained that he still had not recovered financially from the disaster.

Answer the following questions.

1. Which statement accurately compares Sultan Singh and Ran Singh?
- A Sultan Singh managed his business with caution, but Ran Singh was overly ambitious.
 - B Sultan Singh was old-fashioned, but Ran Singh had a keen eye for future opportunities.
 - C Sultan Singh honored the caste system tradition, but Ran Singh had little respect for it.
 - D Sultan Singh had a successful career outside of the egg business, but Ran Singh did not.

Today you will analyze passages from two novels. As you read these texts, you will gather information and answer questions about the characters and points of view so you can write an analytical essay.

Passage 1

from Confetti Girl
by Diana Lopez

- (1) Mom always had after-school projects waiting for me. "Can you help decorate cookies?" she'd say. Or, "Go outside and pick some flowers." Or, "Fix my nails, please." She loved to paint them, but since she wasn't coordinated with her left hand, her right-hand nails looked like a preschooler's coloring page.
- (2) I guess these projects were chores, but they were fun, too. Now when I come home, I've got to sweep, fold towels, or scrub the bathroom sink. Dad helps, but sometimes he makes a big mess.
- (3) Like today. He's got flour, potato skins, and crumpled napkins on the counter. The pot boils over with brown scum. And I don't want to talk to him because I'm still mad about the volleyball game, but I have to know what he's up to.
- (4) "What are you doing, Dad?"
- (5) "Making dinner. Thought I'd give you a break."
- (6) Except for game nights, dinner's my responsibility. I cook while Dad cleans—that's our rule. And even though I don't cook as well as Mom did, Dad never complains.
- (7) "What are you going to make?" I ask.
- (8) "*Came guisada and papas fritas.*"
- (9) "You need a recipe for that?"
- (10) "Are you kidding? I need a recipe for peanut butter sandwiches."
- (11) How mad can a girl be at a man who makes fun of himself and wears a green frog apron that says KISS THE COOK and tube socks over his hands for potholders?
- (12) We clear space on the table. Dinner's served. The beets tough and the *papas* are mushy, but who cares? I pretend it's delicious because my dad lets me blabber about the Halloween carnival. He laughs out loud when I describe Vanessa's potato baby and Ms. Cantu's creative cascarones,¹ so I don't complain when I notice he served ranch-style beans straight from the can instead of heating them up first.
- (13) Everything's great until he asks about my English class.
- (14) "Any new vocabulary words?" he wants to know.
- (15) "I guess. Maybe. Super . . . super . . . super something. Can't remember."
- (16) "Was it *superseated*?" he asks. "*Supercilious? Superfluous?*"
- (17) "I don't remember. Dad. It could have been *super-duper* or *super-loop* for all I care."
- (18) He gets sarcasm from his students all the time so he's good at ignoring it.

(19) "Remember that super is a prefix that means 'above and beyond,'" he says. "So no matter what the word is, you can get its meaning if you take it apart."

(20) "Okay, Dad. I get it. So did I tell you we're having a book sale for our next fundraiser?"

(21) "What else are you doing in English?" he asks. "Reading any novels?"

(22) I sigh, bored, but he doesn't get the hint. He just waits for my answer. "Yes," I finally say. "I don't remember the title, but it's got a rabbit on the cover."

(23) "Is it *Watership Down*? It's got to be *Watership Down*."

(24) "Yes, that's it. But I left it in my locker. I guess I can't do my homework."

(25) "Nonsense. I've got a copy somewhere. Let me look."

(26) He leaves the table to scan the bookshelves, and all of the sudden, I care about the tough beef, the mushy potatoes, and the cold beans. Why should I eat when my own father has abandoned his food? Nothing's more important than his books and vocabulary words. He might say I matter, but when he goes on a scavenger hunt for a book, I realize that I really don't.

(27) I take my plate to the kitchen, grab my half-finished soda, and head to my room. When I walk past him, he's kneeling to search the lower shelves. He's got a paper towel and wipes it lovingly over the tiles as if polishing a sports car. He doesn't hear my angry, stomping footsteps. I catch the last part of his sentence.

(28) ". . . a classic epic journey," he says as if he were in class with a bunch of students. I can't stand it. I just can't stand it. I'd rather have Vanessa's crazy mom.

(29) Later, just as I write I *love Luis* for the three-hundredth time, my dad peeks through my bedroom door.

(30) "Found my copy of *Watership Down*," he says, handing me a paperback whose spine's been taped a dozen times. "How far do you have to read tonight?"

(31) "The first four chapters," I say.

(32) "That's a lot. You better get busy."

(33) "Sure, Dad. I'll start reading right away."

(34) But I don't. As soon as he leaves, I put the book on my nightstand and use it as a coaster. The condensation from my soda makes a big, wet circle on the cover.

¹ cascarones—hollow eggs filled with confetti or toys

From CONFETTI GIRL by Diana Lopez. Copyright © 2009 by Diana Lopez. By permission of Little, Brown, and Company

Passage 2

from Tortilla Sun
by Jennifer Cervantes

(44) "I've brought your suitcase." She stood outside my door for what seemed like forever. I pictured her on the other side, arms crossed, head down.

(45) "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?"

(46) I burrowed my head under the pillow with the baseball. A tiny piece of me felt guilty for stealing it, but it belonged to my dad and that made it special. That made it a part of me.

(47) "I'll just leave the suitcase here for you," she said. Her bare feet slipped against the tile and carried her away.

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Q1: Part A

What is the meaning of the word **sarcasm** as it is used in paragraph 18 of the passage from *Confetti Girl*?

- A a remark indicating mockery and annoyance
- B a response that is meant to be taken literally
- C an answer that indicates confusion or skepticism
- D an observation that is silly and childish

Part B

Which quotation from the passage helps clarify the meaning of **sarcasm**?

- A "Super... super... super something. Can't remember" (paragraph 15)
- B "It could have been *super-duper* or *super-loop* for all I care." (paragraph 17)
- C "So did I tell you we're having a book sale for our next fundraiser?" (paragraph 20)
- D "Yes, that's it. But I left it in my locker. I guess I can't do my homework!" (paragraph 24)

Q2: Part A

What attitude does the narrator of *Confetti Girl* reveal when she uses the book as a coaster in paragraph 34?

- A worry about being able to finish her schoolwork
- B dishonesty in lying to her father about her homework
- C carelessness when it comes to doing household chores
- D resentment of her father's efforts to impose his interests on her

Part B

Which quotation from the passage **best** shows additional evidence of the attitude in Part A?

- A "Dad helps, but sometimes he makes a big mess." (paragraph 2)
- B "And I don't want to talk to him because I'm still mad about the volleyball game" (paragraph 3)
- C "Nothing's more important than his books and vocabulary words. He might say I matter, but when he goes on a scavenger hunt for a book, I realize that I really don't." (paragraph 26)
- D "Later, just as I write *Love Lulis* for the three-hundredth time, my dad peeks through my bedroom door." (paragraph 29)

Q5: Part A

The passage from *Confetti Girl* begins with the narrator's memories of her mother (paragraph 1). The passage from *Tortilla Sun* ends with Izzy's thoughts about the baseball that belonged to her father (paragraph 46). How do these paragraphs contribute to an understanding of both narrators?

- A The paragraphs reveal that the narrators have little reason to feel upset about their present situations.
- B The paragraphs suggest the efforts the narrators will go to so that they may please their parents.
- C The paragraphs emphasize the fact that the narrators may not be reporting events truthfully.
- D The paragraphs highlight the narrators' strong desire to regain a sense of closeness.

Part B

What additional similarity between the narrators builds on the same idea?

- A They both have trouble connecting with their remaining parent.
- B They both have an active and rich imaginary life.
- C They both feel as if there is no point in making friends.
- D They both have parents who value education above all else.

Q6: Part A

In both passages, what causes the conflict between the narrator and her parent?

- A The narrator does something to disappoint her parent.
- B The narrator misunderstands her parent's intentions.
- C The parent acts in a way that neglects the narrator's interests.
- D The parent makes a mess that the narrator will have to clean up.

Part B

Which paragraphs from the two passages best support the answer to Part A?

- A paragraph 3, *Confetti Girl*; paragraph 1, *Tortilla Sun*
- B paragraph 12, *Confetti Girl*; paragraph 5, *Tortilla Sun*
- C paragraph 19, *Confetti Girl*; paragraph 6, *Tortilla Sun*
- D paragraph 26, *Confetti Girl*; paragraph 9, *Tortilla Sun*

Q7: In the passages from *Confetti Girl* and *Tortilla Sun*, the narrators have points of view different from those of their parents. Write an essay analyzing how these differences in points of view create tension in both stories. Remember to use details from both texts to support your ideas.

Q9: Part A

What is one reason why the author includes the explanation about the EAB in paragraph 5?

- A to help the reader understand the types of damage the EAB causes
- B to help the reader understand why the EAB has become a concern
- C to help the reader understand how the EAB exists in ash trees
- D to help the reader understand where the EAB will mostly likely travel next

Part B

Which detail from paragraph 5 best supports the answer to Part A?

- A "... not native to North America."
- B "... known to be found in 12 states."
- C "... in particular ash nursery stock and ash wood ..."
- D "... movement of these materials from infested areas."

Q10: Part A

What is the meaning of **established** as it is used in paragraph 5 of the passage?

- A in a strong position permitting growth
- B proven beyond a doubt
- C well known and respected
- D accepted as a rule or law

Part B

Which phrase from paragraph 5 helps the reader understand the meaning of **established**?

- A "... not native ..."
- B "... first found ..."
- C "... several years previous ..."
- D "... found in 12 states."

To him, the idea that his most cherished invention faced competition was unendurable. He set to work on what he would call the Perfected Phonograph. When he introduced it to the market, however, in 1889, it was anything but perfect as the dictation device he still thought it to be. But it played music beautifully. Edison's backers tried to persuade him that the phonograph could be marketed for entertainment purposes, but he could not let go of his conviction that it was destined for the office.

(9) Competitors leaped further ahead, developing a new recording medium, the disc, and rushing to sign musical artists to recording contracts. Eventually, Edison capitulated and entered the recorded-music business too—a business he was poorly suited to as a man who disapproved of most genres of popular music. He dismissed "miserable dance and ragtime selections" and described jazz as something for "the nuts." Another competitor soon emerged, the Victor Talking Machine Co. and its Victrola. And while Victor built a stable of notable musical artists, Edison remained unwilling to pay royalty advances necessary to recruit stars.

(10) In the 1920s, Edison's phonograph faced a new challenge, commercial radio. The other phonograph companies introduced radios but Edison refused, wanting nothing to do with the medium's inferior sound quality. Prodded by his sons, he grudgingly relented, but the move came too late—in the midst of the stock-market crash of 1929. Within a year, his radio company ceased production. Edison died a year later. The music industry he had set in motion lived on, evolving into stereo, iPods and streaming music. He had made it all possible, without ever quite grasping how to make the most of it for himself.

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Passage 2

from "History of the Cylinder Phonograph"

(1) The phonograph was developed as a result of Thomas Edison's work on two other inventions, the telegraph and the telephone. In 1877, Edison was working on a machine that would transcribe telegraphic messages through indentations on paper tape, which could later be sent over the telegraph repeatedly. This development led Edison to speculate that a telephone message could also be recorded in a similar fashion. He experimented with a diaphragm which had an embossing point and was held against rapidly moving paraffin paper. The speaking vibrations made indentations in the paper. Edison later changed the paper to a metal cylinder with tin foil wrapped around it. The machine had two diaphragm-and-needle units, one for recording, and one for playback. When one would speak into a mouthpiece, the sound vibrations would be indented onto the cylinder by the recording needle in a vertical (or hill and dale) groove pattern. Edison gave a sketch of the machine to his mechanic John Kruesi, to build, which Kruesi supposedly did within 30 hours. Edison immediately tested the machine by speaking the nursery rhyme into the mouthpiece, "Mary had a little lamb." To his amazement, the machine played his words back to him.

(2) Although it was later stated that the date for this event was on August 12, 1877, some historians believe that it probably happened several months later, since Edison did not file for a patent until December 24, 1877. Also, the diary of one of Edison's aides, Charles Batchelor, seems to confirm that the phonograph was not constructed until December 4, and finished two days later. The patent on the phonograph was issued on February 19, 1878. The invention was highly original. The only other recorded evidence of such an invention was in a paper by French scientist Charles Cros, written on April 18, 1877. There were some differences, however, between the two men's ideas, and Cros's work remained only a theory, since he did not produce a working model of it.

(3) Edison took his new invention to the offices of *Scientific American* in New York City and showed it to staff there. As the December 22, 1877, issue reported, "Mr. Thomas A. Edison recently came into this office, placed a little machine on our desk, turned a crank, and the machine inquired as to our health, asked how we liked the phonograph, informed us that it was very well, and bid us a cordial good night." Interest was great, and the invention was reported in several

New York newspapers, and later in other American newspapers and magazines.

(4) The Edison Speaking Phonograph Company was established on January 24, 1878, to exploit the new machine by exhibiting it. Edison received \$10,000 for the manufacturing and sales rights and 20% of the profits. As a novelty, the machine was an instant success, but was difficult to operate except by experts, and the tin foil would last for only a few playings.

(5) Ever practical and visionary, Edison offered the following possible future uses for the phonograph in the *North American Review* in June 1878:

1. Letter writing and all kinds of dictation without the aid of a stenographer.
2. Phonographic books, which will speak to blind people without effort on their part.
3. The teaching of elocution.
4. Reproduction of music.
5. The Family Record—a registry of sayings, reminiscences, etc., by members of a family in their own voices, and of the last words of dying persons.
6. Music-boxes and toys.
7. Clocks that should announce in articulate speech the time for going home, going to meals, etc.
8. The preservation of languages by exact reproduction of the manner of pronouncing.
9. Educational purposes, such as preserving the explanations made by a teacher, so that the pupil can refer to them at any moment, and spelling or other lessons placed upon the phonograph for convenience in committing to memory.
10. Connection with the telephone, so as to make that instrument an auxiliary in the transmission of permanent and invaluable records, instead of being the recipient of momentary and fleeting communication.

(6) Eventually, the novelty of the invention wore off for the public, and Edison did no further work on the phonograph for a while, concentrating instead on inventing the incandescent light bulb.

"The History of the Edison Cylinder Phonograph—Public Domain/The Library of Congress

Passage 3

Psst . . . Hey, You
by Mark Fischetti

(1) You are walking down a quiet grocery store aisle when suddenly a voice says: "Hi! Say? Buy me." You stop in front of the soda display, but no one is next to you, and shoppers a few feet away do not seem to hear a thing.

(2) At that moment, you are standing in a cylinder of sound. Whereas a loudspeaker broadcasts sound in all directions, the way a lightbulb radiates light, a directional speaker shines a beam of waves akin to a spotlight. The beam consists of ultrasound waves, which humans cannot hear, but which can emit audible tones as they interact with air. By describing these interactions mathematically, engineers can coax a beam to exclude voice, music or any other sound.

(3) Military and sonar researchers tried to harness the phenomenon as far back as the 1960s but only managed to generate highly distorted audible signals. In 1998 Joseph Pompei, then at the Massachusetts Institute of Technology, published algorithms that cut the distortion to only a few percent. He then designed an amplifier, electronics, and speakers to produce ultrasound "that is clean enough to generate clean audio," Pompei says. He trademarked the technology. Audio Spotlight and started Holosonic, Inc., in Watertown, MA, in 1999. Rival inventor Woody Norris markets a competing product called HyperSonic Sound from his American Technology Corporation in San Diego.

(4) Pompei's speakers are installed in company lobbies, and above exhibits at the Boston Museum of Fine Arts and

Q13: Part A

Which statement describes the central idea of "The Incredible Talking Machine"?

- A Edison was dependent on his assistants and backers to be successful.
- B Edison was never able to comprehend the full potential of his invention.
- C Edison was more gifted at promoting his inventions than designing them.
- D Edison was so impressed with his own invention that he ignored constructive criticism.

Part B

Select two pieces of evidence from the article that best support the answer to Part A.

- A "From the first, they thought it would be used to reproduce the human voice, but they had no clear idea of its exact purpose." (paragraph 1)
- B "The staff went on working through the night fiddling with the gizmo—and thus occurred the first midnight recording session." (paragraph 4)
- C "At best, he thought, it might be an office machine allowing businessmen to dictate letters." (paragraph 5)
- D "Still, the editors were excited enough to publish an admiring bulletin about the device—a first shot that set off an avalanche of publicity." (paragraph 7)
- E "To him, the idea that his most cherished invention faced competition was unendurable." (paragraph 8)
- F "He dismissed 'miserable dance and ragtime selections' and described jazz as something for 'the nuts.'" (paragraph 9)

Q14: Part A

How does the author of "The Incredible Talking Machine" mainly present information throughout the article?

- A by presenting a cause and its effects
- B by describing events in sequential order
- C by explaining a problem and its solution
- D by comparing and contrasting events

Part B

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

- A "If the paper were then pulled through the rollers again with the needle resting in the groove, the indentations would move the attached diaphragm" (paragraph 3)
- B "It broke down frequently and required a trained technician's constant attention." (paragraph 7)
- C "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" (paragraph 8)
- D "The other phonograph companies introduced radios but Edison refused, wanting nothing to do with the medium's inferior sound quality." (paragraph 10)

Q17: Part A

In paragraph 2, what does the word **exude** mean?

- A to project
- B to disguise
- C to assist
- D to calculate

Part B

Which statement from paragraph 2 supports the answer to Part A?

- A "...standing in a cylinder of sound...."
- B "...which humans cannot hear...."
- C "...emit audible tones as they interact with air...."
- D "...describing these interactions mathematically...."

Q18: Part A

In paragraph 2, how does the author help the reader understand how ultrasound works?

- A by describing the features of new technology
- B by using familiar concepts to explain new technology
- C by explaining how researchers discovered new technology
- D by providing additional resources about the new technology

Part B

Which sentence from paragraph 2 best supports the answer to Part A?

- A "At that moment, you are standing in a cylinder of sound."
- B "Whereas a loudspeaker broadcasts sound in all directions, the way a lightbulb radiates light, a directional speaker shines a beam of waves akin to a spotlight."
- C "The beam consists of ultrasound waves, which humans cannot hear, but which can emit audible tones as they interact with air."
- D "By describing these interactions mathematically, engineers can coax a beam to exude voice, music or any other sound."

Refer to the myths "The Star and the Lily" and "Apollo and Hyacinthus." Then answer the question.

Passage 1

The Star and the Lily
by Hamilton Wright Mable

- (1) An old chieftain sat in his wigwam, quietly smoking his favorite pipe, when a crowd of boys and girls suddenly entered, and, with numerous offerings of tobacco, begged him to tell them a story, and he did so.
- (2) There was once a time when this world was filled with happy people; when all the nations were as one, and the crimson tide of war had not begun to roll. Plenty of game was in the forest and on the plains. None were in want, for a full supply was at hand. Sickness was unknown. The beasts of the field were tame; they came and went at the bidding of man. One unending spring gave no place for winter—for its cold blasts or its unhealthy dews. Every tree and bush yielded fruit. Flowers carpeted the earth. The air was laden with their fragrance, and redolent with the songs of wedded warblers that flew from branch to branch, fearing none, for there were none to harm them. There were birds then of more beautiful song and plumage than now. It was such a time, when earth was a paradise and man worthily its possessor, that the Indians were lone inhabitants of the American Wilderness. They numbered millions; and living as nature designed them to live, enjoyed its many blessings. Instead of amusements in close rooms, the sport of the field was theirs. At night they met on the wide green beneath the heavenly worlds—the *ah-sung-o-ka-h*. They watched the stars; they loved to gaze at them, for they believed them to be the residences of the good, who had been taken home by the Great Spirit.

(3) One night they saw one star that shone brighter than all others. Its location was far away in the south, near a mountain peak. For many nights it was seen, till at length it was doubted by many that the star was as far distant in the southern skies as it seemed to be. This doubt led to an examination, which proved the star to be only a short distance away, and near the tops of some trees. A number of warriors were deputed to go and see what it was. They went, and on their return said it appeared strange, and somewhat like a bird. A committee of the wise men were called to inquire into, and if possible to ascertain the meaning of, the strange phenomenon. They feared that it might be the omen of some disaster. Some thought it a precursor of good, others of evil, and some supposed it to be the star spoken of by their forefathers as the forerunner of a dreadful war.

(4) One moon had nearly gone by, and yet the mystery remained unsolved. One night a young warrior had a dream, in which a beautiful maiden came and stood at his side, and thus addressed him: "Young brave! Charmed with the land of my forefathers, its flowers, its birds, its rivers, its beautiful lakes, and its mountains clothed with green, I have left my sisters in yonder world to dwell among you. Young brave! ask your wise and your great men where I can live and see the happy race continually ask them what form I shall assume in order to be loved."

(5) Thus discoursed the bright stranger. The young man awoke. On stepping out of his lodge, he saw the star yet blazing in its accustomed place. At early dawn the chief's order was sent round the camp to call every warrior to the council lodge. When they had met, the young warrior related his dream. They concluded that the star that had been seen in the south had fallen in love with mankind, and that it was desirous to dwell with them.

(6) The next night five tall, noble-looking, adventurous braves were sent to welcome the stranger to earth. They went and presented to it a village of peace, filled with sweet-scented herbs, and were rejoiced that it took it from them. As they returned to the village, the star, with expanded wings, followed, and hovered over their homes till the dawn of day. Again it came to the young man in a dream, and desired to know where it should live and what form it should take. Places were named—on the top of giant trees, or in flowers. At length it was told to choose a place itself, and it did so. At first it dwelt in the white rose of the mountains; but there it was so buried that it could not be seen. It went to the prairie; but it feared the hoof of the buffalo. It next sought the rocky cliff, but there it was so high that the children, whom it loved most, could not see it.

(7) "I know where I shall live," said the bright fugitive—"where I can see the gliding canoe of the race I most admire. Children—yes, they shall be my playmates, and I will kiss their slumber by the side of cool lakes. The nation shall love

me wherever I am."

(8) These words having been said, she alighted on the waters, where she saw herself reflected. 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* (white flower).

(9) This star lived in the southern skies. Her brethren can be seen far off in the cold north, hunting the Great Bear, whilst her sisters watch her in the east and west.

(10) Children! When you see the lily on the waters, take it in your hands and hold it to the skies, that it may be happy on earth, as its two sisters, the morning and evening stars, are happy in heaven.

"The Star and the Lily" by Hamilton Wright Mable — Public Domain

Passage 2

from "Apollo and Hyacinthus"
by Thomas Bulfinch

Apollo was passionately fond of a youth named Hyacinthus. He accompanied him in his sports, carried the nets when he went fishing, led the dogs when he went to hunt, followed him in his excursions in the mountains, and neglected for him his lyre and his arrows. One day they played a game of quoits together, and Apollo, heaving aloft the discus, with strength mingled with skill, sent it high and far. Hyacinthus watched it as it flew, and excited with the sport, ran forward to seize it, eager to make his throw, when the quoit bounded from the earth and struck him in the forehead. He fainted and fell. The god, as pale as himself, raised him and tried all his art to stanch the wound and retain the fitting life, but all in vain; the hurt was past the power of medicine. As, when one has broken the stem of a lily in the garden, it hangs its head and turns its flowers to the earth, so the head of the dying boy, as if too heavy for his neck, fell over on his shoulder. "Thou diest, Hyacinth," so spoke Phoebus, "robbed of thy youth by me. Thine is the suffering, mine the crime. Would that I could die for thee! But since that may not be, thou shalt live with me in memory and in song. My lyre shall celebrate thee, my song shall tell thy fate, and thou shalt become a flower inscribed with my regrets." While Apollo spoke, beheld the blood which had flowed on the ground and stained the herbage, ceased to be blood; but a flower of hue more beautiful than the Tyrian sprang up, resembling the lily, if it were not that this is purple and that silvery white. "And this was not enough for Phoebus; but to confer still greater honor, he marked the petals with his sorrow, and inscribed 'Ahi Ahi!' upon them, as we see to this day. The flower bears the name of Hyacinthus, and with every returning spring revives the memory of his fate.

1 It is evidently not our modern hyacinth that is here described. It is perhaps some species of iris, or perhaps of larkspur, or of pansy.

"Apollo and Hyacinthus" from THE AGE OF FABLE by Thomas Bulfinch—Public Domain

Q28: Complete the table by selecting **two** pieces of evidence, **one** for each theme from "The Star and the Lily", into the boxes under EVIDENCE.

Themes	Evidence
Persistence is often necessary to achieve a goal.	a <input type="text"/>
The origin of the natural world can be revealed through imaginative stories.	b <input type="text"/>

- 3.
- 1) "It was such a time%2C when earth was a paradise and man worthily its possessor . . ." (paragraph 2)
- 2) "Instead of amusements in close rooms%2C the sport of the field was theirs." (paragraph 2)
- "The next night five tall%2C noble-looking%2C adventurous braves were sent to welcome the stranger to earth." (paragraph 6)
- "Again it came to the young man in a dream%2C and desired to know where it should live and what form it should take.... At length it was told to choose a place itself%2C and it did so." (paragraph 6)

Q29: Part A

What does the phrase **fitting life** imply in "Apollo and Hyacinthus"?

- A Hyacinthus wants to play a different sport.
- B Hyacinthus is a faster runner than Apollo.
- C Hyacinthus is so badly injured he might die.
- D Hyacinthus is injured but able to play again.

Part B

Which **two** phrases help the reader understand the meaning of **fitting life** in "Apollo and Hyacinthus"?

- A "... strength mingled with skill . . ."
- B "... bounded from the earth . . ."
- C "The god, as pale as himself . . ."
- D "... stanch the wound and retain . . ."
- E "... the hurt was past the power of medicine."
- F "... its flowers to the earth . . ."

Read the passage from *Chew On This*. Then answer the questions.

Passage

from *Chew On This*

by Eric Schlosser and Charles Wilson

- (1) As a child in the 1950s, Alice Waters was a picky eater. She didn't like foods with thick sauces. She didn't like stews, creamy spinach, or overcooked meat. She liked simple things, like the fruits and vegetables her father grew in the backyard garden of their little house in Chatham, New Jersey. Her family didn't have a lot of money, so they didn't go to restaurants frequently. They ate meals at the dining room table. Alice didn't like the food at school, and in those days kids were allowed to eat in the cafeteria or go home for lunch. Most days Alice went home. She was picky but still enjoyed eating certain junk foods every now and then: potato chips, orange soda, jelly doughnuts, chili cheeseburgers.
- (2) Alice moved to Berkeley, California, for college. The University of California at Berkeley was known for its radical thinking, for students who liked to make waves and challenge conventional wisdom. During the 1960s, Berkeley students campaigned for racial equality, for women's rights, for an end to the war in Vietnam. Alice fit in well at Berkeley; there was nothing ordinary about her. At the age of nineteen she took a year off and lived in France. The experience changed her forever. She fell in love with the food there. She felt like she'd never eaten before. The people she met in France cared intensely about food, about how it was bought and sold and prepared and served at the table. Meals were more than a way to fill your belly. They were a way to enjoy conversation, family, and friendship. They weren't something rushed and soon forgotten. They were meant to bring people together.
- (3) Alice returned home determined to learn how to cook. She wanted to introduce the United States to a whole new outlook on food. She studied French cookbooks and started making meals for friends. And then, in 1971, she opened a restaurant in Berkeley and gave it a French name: Chez Panisse. At the restaurant she offered food that was simple and fresh, food that mainly got its taste not from fancy sauces and seasonings but from the quality of the basic ingredients. Alice always sought out the best-tasting tomatoes, the best peaches, the best plums. When she couldn't buy them at the market, she found people to grow them for her. She formed close ties with local farmers and ranchers, refusing to buy food that was out of season or that had been transported thousands of miles. The food she bought had to be organic, locally produced, and delicious.
- (4) Chez Panisse was soon considered one of the finest restaurants in the United States, and Alice Waters was hailed as one of the nation's greatest chefs. She was a true radical—not the kind who wants to destroy things or tear them down, but the kind who looks past the surface to the fundamental nature of things. During the same years that fast-food chains were turning restaurant kitchens into little factories and live-stock into industrial commodities, Alice championed an old-fashioned view of food. It stood for a different set of American values: honesty, integrity, wholesomeness, and, most of all, community.
- (5) Every day, while driving to Chez Panisse in the morning and driving home late at night, Alice passed Martin Luther King Jr. Middle School. It seemed like a sad place, with graffiti on the windows and burned-out grass on the lawn. Although students still attended classes there, the school looked neglected. Alice wondered how the people of Berkeley, who considered themselves so high-minded and aware, could allow a public school to fall apart this way. She made this point during a newspaper interview, and not long afterward got a call from Neil Smith, the school's principal. He invited her to Martin Luther King Jr. Middle School and asked her to help beautify the place.
- (6) During a visit to the school, Alice became less concerned about how the place looked—and much more concerned about what the kids were being fed there. Martin Luther King Jr. Middle School had been built in the 1920s to educate five hundred children. Now it had about twice that many students. The cafeteria was too small to feed so many kids. It had been shut down for years and was being used to store old tables and chairs. There was still nasty old leftover food in the ovens. Lunch was served at a snack bar on the edge of the playground. Alice watched kids standing around eating reheated frozen hamburgers, chicken nuggets, and fries. She was appalled. The sight of the abandoned cafeteria and the cheap fast-food made her realize that something had to be done right away to change the way these

kids thought about food. And she decided to do it.

(7) Twelve years after Alice's first visit to Martin Luther King Jr. Middle School, it has the most innovative and remarkable food program in the United States. Called the Edible Schoolyard, it doesn't just provide healthy, nutritious meals. It gives kids a firsthand education in the role that food plays in society. It teaches skills they can use for the rest of their lives. After raising money through her Chez Panisse Foundation, Alice supervised the planting of an enormous garden at Martin Luther King Jr. Middle School. An acre of asphalt was torn up, topsoil was hauled in, and all sorts of plants, flowers, fruit trees, and vines were planted. Today this school garden produces strawberries, potatoes, tomatoes, lettuce, herbs, beans, corn, pumpkins, asparagus, broccoli, beets, carrots, garlic, cucumbers, peppers, cabbage, and Brussels sprouts, among other things. There's a chicken coop where hens can wander freely and lay eggs. There's a wood-burning outdoor oven for cooking pizza and baking bread. The place looks like a small farm in the heart of a lovely town.

(8) The sixth-, seventh-, and eighth-graders at Martin Luther King Jr. come from a wide variety of backgrounds. About twenty different languages are spoken at students' homes. Roughly one third of the kids are African American, one third are white, and the rest are mainly Asian or Latino. All of them have to work in the garden, planting, tending, and harvesting food. And all of them have to work in the school's new kitchen, learning how to prepare food, how to serve it, and how to clean up after everybody's eaten it. Esther Cook, the chef-teacher at the Edible Schoolyard, has thought up many ingenious ways to combine cooking and gardening with learning. In the classroom, food-related subjects are used to help teach science, history, and ecology. A science project might involve earthworms in the garden; a history project might unfold in the kitchen, with samples of what European serfs ate during the Middle Ages. Teachers work with their students in the garden and the kitchen. At Martin Luther King Jr. Middle School, food isn't something you scarf down quickly and then forget about. It's an integral part of daily life.

Excerpt from CHEW ON THIS by Eric Schlosser and Charles Wilson. Text 2006 by Eric Schlosser. Reprinted by permission of Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Q34: Part A

How do the authors support the claim that food is an essential part of life?

- A by explaining how fresh foods can be grown on school land
- B by describing some of the foods that students have grown
- C by describing what students can learn about the world from food
- D by explaining how a school decided to start growing its own food

Part B

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

- A "Lunch was served at a snack bar on the edge of the playground." (paragraph 5)
- B "Called the Edible Schoolyard, it doesn't just provide healthy, nutritious meals." (paragraph 7)
- C "An acre of asphalt was torn up, topsoil was hauled in, and all sorts of plants, flowers, fruit trees, and vines were planted." (paragraph 7)
- D "A science project might involve earthworms in the garden; a history project might unfold in the kitchen, with samples of what European serfs ate during the Middle Ages." (paragraph 8)

Q35: Part A

Based on the passage, which statement most likely describes the authors' view of Alice Waters?

- A She is a loyal friend.
- B She is a patient employer.
- C She is a concerned citizen.
- D She is a demanding perfectionist.

Part B

Which two sentences from the passage best support the answer to Part A?

- A "Alice returned home determined to learn how to cook." (paragraph 3)
- B "Chez Panisse was soon considered one of the finest restaurants in the United States, and Alice Waters was hailed as one of the nation's greatest chefs." (paragraph 4)
- C "During the same years that fast-food chains were turning restaurant kitchens into little factories and live-stock into industrial commodities, Alice championed an old-fashioned view of food." (paragraph 4)
- D "Every day, while driving to Chez Panisse in the morning and driving home late at night, Alice passed Martin Luther King Jr. Middle School." (paragraph 5)
- E "Alice wondered how the people of Berkeley, who considered themselves so high-minded and aware, could allow a public school to fall apart this way." (paragraph 5)
- F "After raising money through her Chez Panisse Foundation, Alice supervised the planting of an enormous garden at Martin Luther King Jr. Middle School." (paragraph 7)

Q39: Part A

How does paragraph 4 contribute to the topic of the passage?

- A It explains some improvements planned for the R2 to make it more useful.
- B It adds details about the R2 that was launched on the space shuttle.
- C It provides a comparison between the R2 and previous models.
- D It states conclusions about the value of having the R2 on space missions.

Part B

Which additional paragraph contributes to the development of the topic in a similar way?

- A paragraph 2
- B paragraph 3
- C paragraph 5
- D paragraph 6

Q40: Identify each detail from the passage as a fact, a judgment based on research findings, or a speculation.

"The value of a humanoid over other designs is the ability to use the same workspace and tools . . ."

" . . . it is the first dexterous humanoid robot in space . . . "

" . . . NASA and General Motors are working together with assistance from Oceanairing Space Systems engineers to accelerate development of the next generation of robots . . . "

"Another way this might be beneficial is during a robotic precursor mission."

a.	<input type="radio"/> Fact <input type="radio"/> Judgment <input type="radio"/> Speculation	b.	<input type="radio"/> Fact <input type="radio"/> Judgment <input type="radio"/> Speculation	c.	<input type="radio"/> Fact <input type="radio"/> Judgment <input type="radio"/> Speculation
d.	<input type="radio"/> Fact <input type="radio"/> Judgment <input type="radio"/> Speculation				