

Name: \_\_\_\_\_

Date: \_\_\_\_\_

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1.

**Fire and Ice**

by *Robert Frost*

Some say the world will end in fire;  
Some say in ice.  
From what I've tasted of desire  
I hold with those who favor fire.  
But if it had to perish twice,  
I think I know enough of hate  
To know that for destruction ice  
Is also great  
And would suffice.

What is the BEST way to find the meaning of the word *perish* if you do not have a dictionary available?

- A. Find a word that rhymes with "perish."
  - B. Remember the word and look it up later.
  - C. Ask another student or your teacher to tell you the meaning.
  - D. Look through the poem for other words or phrases that help you understand the meaning.
- 

2.

If you are reading, and come to a word you are unfamiliar with, which technique would help you understand the meaning of the word?

- A. Think about the spelling of the word.
  - B. Skip the word and come back to it later.
  - C. Ignore the prefixes or suffixes in the word.
  - D. Look for clues to the meaning of the word in the surrounding passage.
- 

3.

**Bill Clinton: First Inaugural Address**

by *Bill Clinton*

Wednesday, January 21, 1993

Raised in unrivaled prosperity, we inherit an economy that is still the worlds strongest, but is weakened by business failures, stagnant wages, increasing inequality, and deep divisions among our people.

In this excerpt from Bill Clinton's First Inaugural Address, the word *prosperity* MOST LIKELY means

- A. extreme poverty.
  - B. financial success.
  - C. international conflict.
  - D. the future of the nation's youth.
-

4.

The words *Chattahoochee*, *raccoon*, *Oklahoma* and *Etowah* most likely originated from

- A. French words.
  - B. Old English words.
  - C. Native American words.
  - D. Irish or Scottish words.
- 

5.

A generalization about people or life that is communicated through a literary text is

- A. the mood.
  - B. the tone.
  - C. the theme.
  - D. the author's purpose.
- 

6.

The objective of the author of an expository text is called

- A. the theme.
  - B. the exposition.
  - C. the conclusion.
  - D. the author's purpose.
- 

7.

Marly is doing a research paper on how advertising affects American teenagers. Which sources would contain information to help her complete this research?

- A. spending habits of teenagers in Europe
  - B. statistics showing items adults buy most
  - C. government studies about teenagers' spending habits
  - D. TV, magazine, and newspaper ads targeting five to eight year olds
-

8.

**HYPER/HYPO GLYCEMIA***by Centers for Disease Control and Prevention*

Low blood sugar is called hypoglycemia (hi-poe-gly-SEE-me-uh). This can happen when someone with diabetes doesn't eat enough, takes too much medicine, or gets too much exercise. Symptoms of low blood sugar include sweating, shakiness, and confusion, and in extreme cases, a person can faint or have a seizure. A person with diabetes who has low blood sugar needs to eat sugar - and fast - to get it under control. In fact, many people with diabetes keep glucose pills with them in case they get low blood sugar. But, if you are around someone who has diabetes and starts to feel this way, you can also help him or her out by knowing what else he or she can eat. Good options include a couple of hard candies or gumdrops, orange juice, soda or pop (not diet!), a spoonful of honey, or some cake icing. Low blood sugar isn't an excuse to gorge on sweets, though - most people with diabetes only need a little sugar to get themselves back on track.

Mark's grandfather has diabetes. Using the information in the article, what could Mark do to make sure he can help his grandfather with a low blood sugar problem while they are at a baseball game?

- A. Bring along plenty of ice.
  - B. Buy some candy at the game.
  - C. Keep plenty of water on hand.
  - D. Stay in the shade and wear loose-fitting clothing.
-

9.



Experience and Knowledge  
Will Light You  
To Success

1864. 1903.

J. WALTER THOMPSON CO.  
NEW YORK CHICAGO BOSTON  
ADVERTISING.

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## Forceful Advertising

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The strength of the copy often measures the pulling power of the ad.

In the preparation of copy we have had nearly forty years of practical experience.

We can prepare copy for you that will be strong, forceful, convincing.

We can place the copy in publications best suited to your business.

We can take your advertising appropriation and make of it a profitable investment, instead of a speculation.

Shall we show you how we do it?

---

## J. Walter Thompson Co

The Rookery, Chicago

New York Boston

The use of a picture of an owl in this advertisement reinforces what words?

- A. forceful advertising
- B. light you to success
- C. experience and knowledge
- D. strong, forceful and convincing

10.

The Ant and the Dove

by Aesop

An ant went to the bank of a river to quench its thirst, and being carried away by the rush of the stream, was on the point of drowning. A dove sitting on a tree overhanging the water plucked a leaf and let it fall into the stream close to her. The ant climbed onto it and floated in safety to the bank. Shortly afterwards a bird catcher came and stood under the tree, and laid his lime-twigs for the dove, which sat in the branches. The ant, perceiving his design, stung him in the foot. In pain, the bird catcher threw down the twigs, and the noise made the dove take wing.

One good turn deserves another.

The Crow and the Pitcher

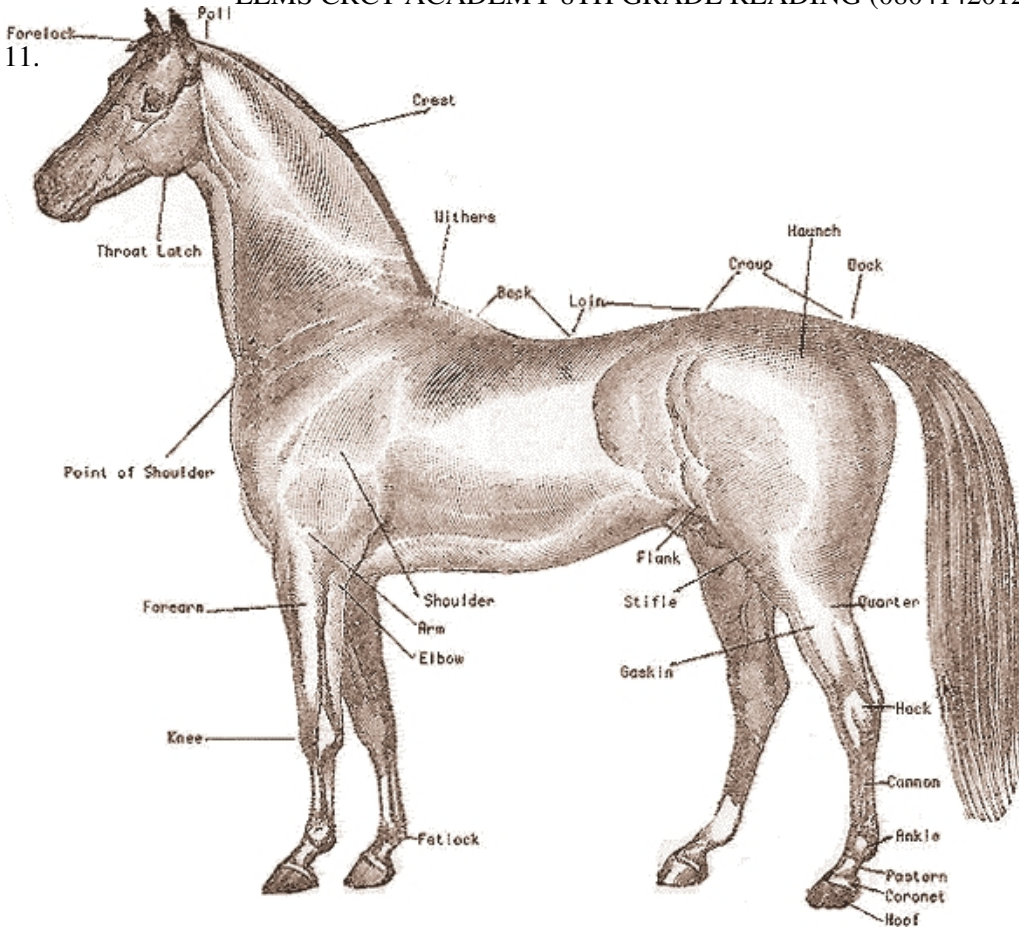
by Aesop

A crow perishing with thirst saw a pitcher, and hoping to find water, flew to it with delight. When he reached it, he discovered to his grief that it contained so little water that he could not possibly get at it. He tried everything he could think of to reach the water, but all his efforts were in vain. At last he collected as many stones as he could carry and dropped them one by one with his beak into the pitcher, until he brought the water within his reach and thus saved his life.

Necessity is the mother of invention

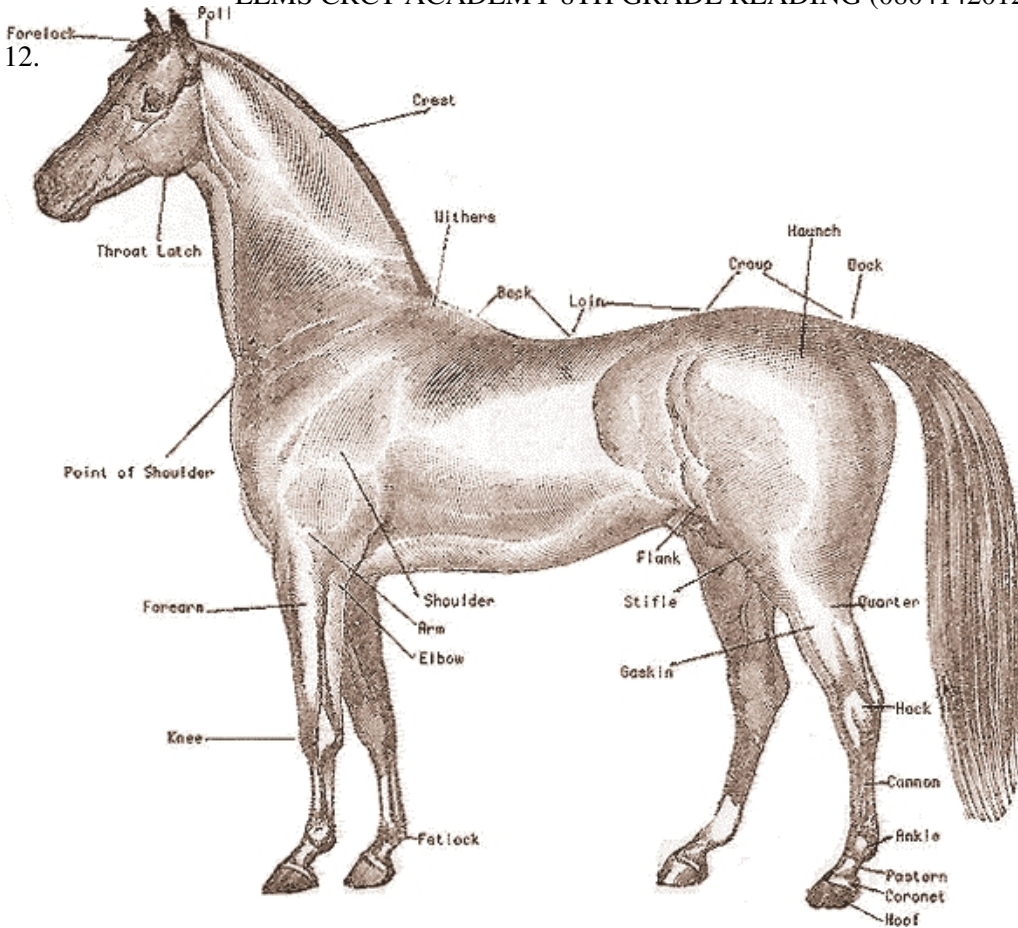
Which is true of the two passages?

- A. They are both Shakespearean sonnets containing satirical literary devices.
  - B. They are both science fiction pieces set in another universe.
  - C. They are both fables used to teach lessons or morals about human weaknesses.
  - D. They are both tall tales combining realism with outrageous exaggeration often to reflect hardships endured by early settlers.
-



For which type of book would the diagram shown be used?

- A. a book for children
  - B. a novel about horses
  - C. a veterinarian's textbook
  - D. an instruction manual for people buying saddles
-



The diagram shown might be included in which type of research paper?

- A. a paper about the anatomy of horses
  - B. an article about the best type of horse for children
  - C. an essay about the history of horse racing in America
  - D. a paper directed at people who are interested in becoming horse owners
-

13.

**Poor Richard's Almanac**  
by *Benjamin Franklin*

For want of a nail the  
shoe was lost;

For want of a shoe the  
horse was lost;

For want of a horse the  
rider was lost;

For want of a rider the  
battle was lost;

For want of a battle the  
country was lost;

And all for the want of a  
twopenny nail.

This poem contains

- A. alliteration.
  - B. internal rhyme.
  - C. meter.
  - D. onomatopoeia.
-



### Good Poetry

As he slowly walked to school, the young man could barely make out the city before him. The morning was thick with fog and rain. If he were back home—if he were in India—the sun would be shining, and the sea glimmering. The young man, whose name was Abid, had recently moved to Atlanta from India. On this day, he longed for India with its bright reds and oranges. He missed the hot marketplace—all the food, music, and people. But most of all, he missed his language—Hindi. Abid found it very difficult to express himself in English. Its hard consonants and short, sharp sounds were too different from the smooth, flowing phrases of Hindi. Abid dreaded the day ahead as he approached his new middle school and slowly made his way up its steps.

At nine o'clock in the morning, Abid entered his English literature class. So far, the class had been reading American novels. Abid found most of the novels to be incredibly boring—as gray and cold as the day outside. He missed the warm, descriptive stories told by his favorite Indian writers.

"Today, class, we are going to begin our unit on poetry. We'll start with Langston Hughes," Mr. Bailey announced.

"Who is Langston Hughes?" Abid thought to himself.

"I think you'll enjoy the poetry unit. Many of the works we will be studying are similar in style to the kind of music you hear on the radio today. Some of these poets have taken the English language and turned it into a kind of spoken music," Mr. Bailey said.

"Are you talking about hip-hop, Mr. B?" Carmen asked. "Some of my favorite artists have done cool things with English. They use English in all kinds of ways to express themselves."

"Well, Carmen, many consider Hughes a forerunner to hip-hop. As early as the 1920s, he was using poetry as a medium to express the hardships that many African-Americans faced," Mr. Bailey replied. "You see, Langston Hughes lived during a time known as the Harlem Renaissance. Along with many other African-American novelists and poets of the 1920s and 30s, authors such as Hughes made their voices heard using rhythm and dialect in a way that had not been done before. These strong black artists changed the way that many people viewed American literature and poetry. Langston Hughes was a central part of this creative outpouring," Mr. Bailey informed the class.

"Hip-hop produces strong black voices today," John offered.

"That is exactly right. So let's read some of Hughes's poetry and then compare it to some contemporary hip-hop music," Mr. Bailey said.

As the class read through Hughes's poetry, Abid found himself more and more intrigued. He began to smile as he appreciated its rhythms, rhymes, breaks, and beats. He was drawn to the way that Hughes used "slang" as poetry. Abid had never before realized that English could sound so good, so melodic—like music to his ears.

"Abid, it looks like Mr. Hughes has caught your attention. You seem to be enjoying this poetry. Would you like to read the next stanza from 'Mother to Son'?" Mr. Bailey asked. Abid, who was usually nervous about speaking in class, felt a confidence come over him. He realized there was no one "right" way to speak English, as Hughes demonstrated. In a clear voice, he read the stanza. Langston Hughes spoke through him about climbing upward and turning corners, about feeling in the dark and once again finding himself in the light, about lessons that his mother taught him about life. As Abid finished the poem he felt as if he, like Hughes, was also coming out of the darkness.

"Excellent job, Abid," Mr. Bailey said. "For homework, I would like you each to write a poem."

As Abid walked out of his English class, he took a good look around him and listened closely to his classmates as they conversed with one another in loud, excited voices. For the first time since he had moved to Atlanta, he didn't feel like a complete stranger; he didn't miss his people, his language, and his music quite as badly. He didn't feel so discouraged about speaking English. Langston Hughes had shown him something; he could make English his own. He could be confident in his own rhythm and dialect.

Abid went back into the classroom and approached Mr. Bailey.

"Mr. Bailey," Abid began, "until today, I was incredibly frustrated with English. I never thought I would be able to express myself using a foreign language. But Langston Hughes has taught me something—I can make English work for me. I can express myself through a blending of English and Hindi, and I would like to try to do this in my poem."

"Abid, that sounds like an excellent idea. Let both English and Hindi come together in your poem. You don't have to abandon one for the other—you can use both," Mr. Bailey replied.

"Now that would make excellent poetry," Abid thought to himself as a smile slowly crossed his face.

14. Which statement below BEST reflects the author's opinion of Langston Hughes's poetry?

- A. The author believes that hip-hop music is better than Hughes's poetry.
  - B. The author believes it is not important to learn about Hughes's poetry.
  - C. The author believes that Hughes's poetry is very difficult for people to understand.
  - D. The author believes that Hughes made important contributions to American poetry.
- 

15. What is the meaning of the word *intrigued* in the sentence?

As the class read through Hughes's poetry, Abid found himself more and more intrigued. He began to smile as he appreciated its rhythms, rhymes, breaks, and beats . . .

- A. curious
  - B. aware
  - C. certain
  - D. removed
- 

16. Which event below happened FIRST in the story?

- A. Abid found American literature boring.
  - B. Abid read "Mother to Son" in English class.
  - C. Abid began to feel good about the English language.
  - D. Abid learned about Langston Hughes from Mr. Bailey.
-

## Franklin's First Day in Philadelphia

By: *Benjamin Franklin*

I arrived in Philly about eight or nine o'clock on Sunday morning. I was in my working dress. I was dirty from my journey; my pockets were stuffed with shirts and stockings, and I knew no soul, nor where to look for lodging. I was fatigued with traveling, rowing, and want of rest; I was very hungry, and my whole stock of cash consisted of a Dutch dollar and about a shilling in copper. The latter I gave the people of the boat for my passage, who at first refused it, on account of my rowing; but I insisted on their taking it, a man being sometimes more generous when he has but a little money than when he has plenty, perhaps through fear of being thought to have but little.

Then I walked up the street gazing about, till near the markethouse, I met a boy with bread. I had made many a meal on bread, and, inquiring where he got it, I went immediately to the baker's he directed me to, in Second Street, and asked for biscuit, intending such as we had in Boston; but they, it seems, were not made in Philadelphia. Then I asked for a threepenny loaf, and was told they had none such. So, not considering or knowing the difference of money, and the greater cheapness nor the names of his bread, I bade him give me threepenny-worth of any sort. He gave me, accordingly, three great puffy rolls. I was surprised at the quantity, but took it, and, having no room in my pockets, walked off with a roll under each arm, and eating the other. Thus I went up Market Street as far as Fourth Street, passing by the door of Mr. Reed, my future wife's father; when she, standing at the door, saw me, and thought I made, as I certainly did, a most awkward, ridiculous appearance. Then I turned and went down Chestnut Street and part of Walnut Street, eating my roll all the way, and, coming round, found myself again at Market Street wharf, near the boat I came in, to which I went for a draught of the river water; and, being filled with one of my rolls, gave the other two to a woman and her child that came down the river in the boat with us and were waiting to go farther.

Thus refreshed, I walked again up the street, which by this time had many clean-dressed people in it, who were all walking the same way. I joined them, and thereby was led into the great meetinghouse of the Quakers near the market. I sat down among them, and, after looking round a while and hearing nothing said, being very drowsy through labor and want of rest the preceding night, I fell fast asleep, and continued so till the meeting broke up, when one was kind enough to rouse me. This was, therefore, the first house I was in, or slept in, in Philadelphia.

17.

Which BEST explains why the author wrote this passage?

- A. to show how he met his future wife
- B. to explain why he was in Philadelphia
- C. to describe his boat trip to Philadelphia
- D. to tell about something that actually happened to him

18.

Franklin's words "...being filled with one of my rolls, gave the other two to a woman and her child that came down the river in the boat with us and were waiting to go farther" show that he was

- A. generous.
- B. impatient.
- C. selfish.
- D. tired.

19.

What effect does the description of Franklin carrying the rolls provide?

- A. It adds a bit of humor.
  - B. It shows how tired he was.
  - C. It reveals how hungry he was.
  - D. It tells how he first met his wife.
- 

20.

Why did Franklin insist on paying for his boat trip?

- A. He didn't feel that helping by rowing was enough.
  - B. He didn't want to be perceived as having no money.
  - C. He wanted to preserve his wealthy family's reputation.
  - D. He knew that the boat's owners would expect him to pay.
- 

21.

What trait does Franklin display in this passage?

- A. shyness
  - B. independence
  - C. determination
  - D. unselfishness
-

## How to Write a Novel in Thirty Days

By: *Amanda Thornton*

Day 1:

- Buy some manila folders and label each of them with a chapter number. 90,000 words (the average length of most novels) seems like an unimaginable amount, but completing small slices of 3,000 words each is a more realistic goal.
- Write a short outline for each chapter and paste it inside each folder.
- Arrange a plot-line map and stick this on the wall in front of your work space.

Day 2:

Create your character profiles in as much depth as you can. Have fun. Be creative with their personalities and appearance. Invent pasts for them, including family and friends. Imagine you are the casting director who has to find actors to play the characters in the movie version of your novel. Find images or cut out pictures of people who remind of you that character. Hang these up in your work space to give yourself the sense that these people are "with" you as you write.

Day 3:

Add your characters' intended activities and actions to the short outlines pasted in your manilla folders. Double-check that the plot is still on track. Start thinking about the background details that will enhance your fictional world. Make sure your characters' pasts are consistent with the things they are doing NOW. A person who was abandoned as a child will not just suddenly open up and trust easily, for example.

Days 4 - 29

- Create or set aside some spare time to write. Don't make excuses, don't let yourself get sidetracked with more planning, and don't re-do what you have already done.
- Sit down and fill in the details of those short outlines you made.
- Forget all about grammar and mechanics. Don't worry about background detail or making it perfect yet. Just write the bare bones of a scene that will get you from one chapter to the next. If you set yourself a target goal of writing 3,000 words per day, then in 26 days you will have an 80,000 word first draft of a completed novel.

Day 30:

Celebrate by taking an entire day to goof off. You've finished a (very) rough draft, and it needs lots of work. Some famous author once said, "I can fix a bad page, but I can't fix a blank one." He's right. You can worry about that tomorrow.

22.

In order to write a novel in 30 days, the author breaks up the time into how many chunks or assignments?

- A. 2
  - B. 4
  - C. 5
  - D. 30
-

23.

On Day 1, the author says that the average length of most novels is 90,000 words. In which section does a different word count for a completed novel appear?

- A. Day 2
  - B. Day 3
  - C. Day 30
  - D. Days 4-29
- 

24.

If an author followed these directions, what would be the next logical step AFTER day 30?

- A. Start a second novel.
  - B. Revise and edit the novel.
  - C. Send the novel to an agent.
  - D. Send the novel to a publisher.
- 

25.

When does the author recommend extending the short outline of each chapter pasted in the manila folders on Day 1?

- A. Day 2
  - B. Day 3
  - C. Days 4-29
  - D. Day 30
- 

26.

Why does the author say to *forget about grammar and mechanics* in the Days 4-29 section?

- A. This is the final draft.
  - B. This is covered in Days 1-3.
  - C. The author never needs to address those things.
  - D. The author can proofread for those things later.
- 

27.

This passage would probably be MOST helpful to whom?

- A. authors who have finished a rough draft
  - B. authors who can't think of what to write
  - C. authors who have trouble staying organized
  - D. authors whose fans are waiting for the next book
-

## **Kitchen Cleaning Instructions**

By: *Amanda Thornton*

To properly clean this kitchen:

1. Gather all dishes, cookware and utensils. Stack to the left of the sink.
2. Rinse/sponge off stuck on food before loading dishes in dishwasher. Run garbage disposal as needed.
3. Load glasses and cups to the left two rows of top rack. Put 24 oz. or larger cups on the bottom rack.
4. Load bowls from smallest to largest in a straight line on the far right of the top rack.
5. Load plates (all sizes except small coffee saucers) on the front of bottom either side of the utensil rack.
6. Load utensils in utensil rack, reserving the biggest opening for sippy cup tops and large items. Make sure sharp knives are pointed **DOWN!**
7. Load larger cookware and serving bowls on bottom, but if the racks don't slide closed **EASILY**, either reload or hand wash that item. The big black spaghetti pot will **NOT** fit in the dishwasher.
8. Items that cannot go in dishwasher include but are not limited to:  
**VERY LARGE BOWLS AND POTS**  
**ANYTHING WITH A GOLD RIM** - never wash crystal glasses in dishwasher!!  
**ANYTHING THAT LOOKS FRAGILE** - like crystal serveware - should be washed by hand, dried and put away
9. **DO NOT** wash the large flat broiler pans in the dishwasher. They do not fit.
10. **DO NOT** wash cast iron skillets with soap. Use the brush and get all food off, rinse with water and **DRY IMMEDIATELY!!** Iron + water = **RUST!**
11. All counters/bar should be wiped off with a clean white rag and bleach cleaner - move stuff and clean behind it!!!
12. Scrub the glass stovetop using a sponge with a non-scratch scrubbing side. Use glass stove cleaner, and **BE SURE** to dry it so you don't leave streaks. Wipe off the range hood and back of stove, removing all seasoning containers before you do.
13. Wipe off the outside of the microwave and all other appliances that sit out on counters, moving them if necessary to get the counters clean.
14. **DON'T** forget the steamer - empty out the water, wash the containers and tops. This is very important as the water in the steamer will grow mold if not cleaned out every time it is used.
15. Clean out the sink, using a sponge to scrub it. Put all sponges in dishwasher when done. Put detergent in the dishwasher.
16. Start the dishwasher - always make sure the buttons are on "scrub" and "drying heat."
17. Move all the bar stools and sweep or vacuum the floor, then either spot mop or wipe up any wet food and spills. If the floor around the dishwasher and sink are wet, dry them with an old towel **BEFORE** you sweep or vacuum, since water will clog the vacuum or make the broom drag dirt around.
18. Put items that don't belong in the kitchen away **WHERE THEY GO**, or have the item's owner come and get it.
19. Throw cleaning cloths down laundry chute to be washed. **DO NOT** leave dirty cloths and sponges in the sink.

28.

Why should sharp knives be loaded into the dishwasher pointing downward?

- A. to keep the blades shiny
  - B. to keep them consistent with other utensils
  - C. to keep their handles from coming in contact with other utensils
  - D. to keep them from cutting a person's hand when loading the rest of the dishes or unloading later
-

29.

The instructions specifically say that cups *24 oz. or larger* should be placed on the bottom rack of the dishwasher. What is the most logical reason for this?

- A. These cups are more fragile.
  - B. These cups contain more liquid.
  - C. These cups do not match the smaller cups in style.
  - D. These cups are either too tall or too wide for the top rack.
- 

30.

Why must a special sponge with a *non-scratch scrubbing side* be used on the stove?

- A. The stovetop is shiny.
- B. The stovetop is glass.
- C. The stovetop is scratchy.
- D. The stovetop is very dirty.



**Answer Key**

1. D) Look through the poem for other words or phrases that help you understand the meaning.
2. D) Look for clues to the meaning of the word in the surrounding passage.
3. B) financial success.
4. C) Native American words.
5. C) the theme.
6. D) the author's purpose.
7. C) government studies about teenagers' spending habits
8. B) Buy some candy at the game.
9. C) experience and knowledge
10. C) They are both fables used to teach lessons or morals about human weaknesses.
11. C) a veterinarian's textbook
12. A) a paper about the anatomy of horses
13. C) meter.
14. D) The author believes that Hughes made important contributions to American poetry.
15. A) curious
16. A) Abid found American literature boring.
17. D) to tell about something that actually happened to him
18. A) generous.
19. A) It adds a bit of humor.
20. B) He didn't want to be perceived as having no money.
21. D) unselfishness
22. C) 5
23. D) Days 4-29
24. B) Revise and edit the novel.
25. C) Days 4-29
26. D) The author can proofread for those things later.

- 27. C) authors who have trouble staying organized
- 28. D) to keep them from cutting a person's hand when loading the rest of the dishes or unloading later
- 29. D) These cups are either too tall or too wide for the top rack.
- 30. B) The stovetop is glass.