



## 8th Grade Thanksgiving packet

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

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

Teacher Name: Ebonne Craft

Score: \_\_\_\_\_

1) Which sentence is punctuated correctly?

- A) My brother a truck driver, spends a great deal of time on the road.
- B) My brother, a truck driver spends a great deal of time on the road.
- C) My brother, a truck driver, spends a great deal of time on the road.
- D) My brother, a truck, driver spends a great deal of time on the road.

2)

### Verbs in different moods

**indicative** - states a fact

**imperative** - states a command

**interrogative** - asks a question

**conditional** - causing something to happen (*might, could, would*)

**subjunctive** - hypothetical state of being (*if*)

Which sentence is written in the correct conditional mood?

- A) How much longer until graduation?
- B) If I had three wishes, I already know what my first one would be.
- C) My best friend got the lead role in our school's Spring musical.
- D) It would be wonderful to be able to go to New York City for Spring Break.

3) Please pass me the \_\_\_\_\_ that is on the table beside you.

Choose the word that is spelled correctly and BEST fits the context of the sentence.

- A) magazeen
- B) magazine
- C) maggazine
- D) magizine

4)

Choose the **best** way to punctuate the sentence.

I was able to finish most of my report at the library today, so I can relax the rest of the weekend\_\_

- A) ?
- B) !
- C) .
- D) ,

5)

The members of the state championship team \_\_\_\_\_ honored at a pep rally last Friday.

Which verb correctly completes the sentence:

- A) are
- B) is
- C) was
- D) were

6) In which sentence is the ellipsis used INCORRECTLY?

- A) Abigail confessed that she "loved the novel by Jane Austen. . . ."
- B) Abigail confessed that she "loved the novel by . . .Austen more than the novel by. . .Twain."
- C) Abigail confessed that she "loved the novel by Jane Austen more than the novel by Mark Twain. . . ."
- D) Abigail confessed that she. . ."loved the novel by Jane Austen more than the novel by Mark Twain."

7)

Yesterday we \_\_\_\_\_ a rainbow after the big storm.

Choose the word or phrase that best completes the sentence.

- A) saw
- B) seen
- C) had saw
- D) will see

8) Which sentence is written in the active voice?

- A) The door was held open by me.
- B) The reporter interviewed the movie star.
- C) The last score was missed by the scorekeeper.
- D) Our furniture was carried inside by the movers.

### The Magic Soap Bubble and The Song of the Cardinal (two excerpts)

David Cory and Gene Stratton-Porter

from *The Magic Soap Bubble*

...Ned glanced curiously around the strange place. It suddenly occurred to him that he was a long, long way from home. Here he was, deep down in the mountain, in a rocky cavern, sitting on a little Gnome stool, waiting for his friend to return. But what if he did not come back?

Ned's hair suddenly stood on end at the thought. Going over to the big iron door, he tried to turn the great knob, but his fingers either were not strong enough or he did not know the secret of the lock. Returning to his seat, he made up his mind to wait a while before allowing his fears to get the better of him. This is what every brave boy would do under the circumstances, he said to himself, resolving not to be a coward.

Presently he was relieved to hear music, as the Gnome, at the head of the Gnomeland Band, came into view; and the funniest band that Ned had ever seen. Why, each instrument was playing itself and dancing the Mountain Tango at the same time!

The big drum went "Bum, bum, bum, diddle dum," and pranced around on a pair of short, fat legs in red stockings. Two fat little arms beat the drumsticks on the top of his head, or what appeared to be the top of his head, which was in reality a funny face, which winked and blinked as the drumsticks traveled over the queer little features.

"Toot! toot!" went the big yellow horn, as his fat little fingers pressed in the brass stops that made the notes high or low, or soft or shrill. Over the floor he skipped, after the round, fat drum.

The 'cello and the violin came next. The latter ran his bow across his stringed waistcoat in perfect time, while the former twanged the strings that covered his happy face in a jolly fashion. The rest of the band played on themselves beautifully, and the Gnome, with his baton, proved a most capable leader. In fact, the music was so delightful that Ned finally could restrain himself no longer, and, jumping up, began dancing around to the tune of "For He's a Jolly Good Fellow!"

"Heigh-ho! hey diddle-do!  
Down in the mountain deep,  
Fiddle and drum, tiddle-dy-um,  
Are doing the Leopard Leap!"

Just then the music stopped, or, rather, the Musical Instruments paused to take breath, and Ned sat down again, wondering what next would happen. In a few minutes the round, fat drum commenced to beat "Left, right! left, right!" and the Gnomeland Band fell into line and marched slowly down the long cavern until it was out of sight.

from *The Song of the Cardinal*

...One day a gentle breeze from the north sprang up and stirred the orange branches, wafting the heavy perfume across the land and out to sea, and spread in its stead a cool, delicate, pungent odour. The Cardinal lifted his head and whistled an inquiring note. He was not certain, and went on searching for slugs, and predicting happiness in full round notes: "Good Cheer! Good Cheer!" Again the odour swept the orchard, so strong that this time there was no mistaking it. The Cardinal darted to the topmost branch, his crest flaring, his tail twitching nervously. "Chip! Chip!" he cried with excited insistence, "Chip! Chip!"

The breeze was coming stiffly and steadily now, unlike anything the Cardinal ever had known, for its cool breath told of ice-bound fields breaking up under the sun. Its damp touch was from the spring showers washing the face of the northland. Its subtle odour was the commingling of myriads of unfolding leaves and crisp plants, upspringing; its pungent perfume was the pollen of catkins.

Up in the land of the Limberlost, old Mother Nature, with strident muttering, had set about her annual house cleaning. With her efficient broom, the March wind, she was sweeping every nook and cranny clean. With her scrub-bucket overflowing with April showers, she was washing the face of all creation, and if these measures failed to produce cleanliness to her satisfaction, she gave a final polish with storms of hail. The shining river was filled to overflowing; breaking up the ice and carrying a load of refuse, it went rolling to the sea. The ice and snow had not altogether gone; but the long-pregnant earth was mothering her children. She cringed at every step, for the ground was teeming with life. Bug and worm were working to light and warmth. Thrusting aside the mold and leaves above them, spring beauties, hepaticas, and violets lifted tender golden-green heads. The sap was flowing, and leafless trees were covered with swelling buds. Delicate mosses were creeping over every stick of decaying timber. The lichens on stone and fence were freshly painted in unending shades of

gray and green. Myriads of flowers and vines were springing up to cover last year's decaying leaves.

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9)

*from***The Song of the Cardinal III by Porter**

The breeze was coming stiffly and steadily now, unlike anything the Cardinal ever had known, for its cool breath told of ice-bound fields breaking up under the sun. Its damp touch was from the spring showers washing the face of the northland. Its subtle odour was the commingling of myriads of unfolding leaves and crisp plants, upspringing; its pungent perfume was the pollen of catkins.

*from***The Magic Soap Bubble by Cory**

The big drum went "Bum, bum, bum, diddle dum," and pranced around on a pair of short, fat legs in red stockings. Two fat little arms beat the drumsticks on the top of his head, or what appeared to be the top of his head, which was in reality a funny face, which winked and blinked as the drumsticks traveled over the queer little features. "Toot! toot!" went the big yellow horn, as his fat little fingers pressed in the brass stops that made the notes high or low, or soft or shrill. Over the floor he skipped, after the round, fat drum.

Which BEST describes how structure contributes to meaning and style?

- A) Both authors use formal dialogue and humor to express the comical side of life.
  - B) Both authors use sensory images and dialogue to express the struggle to be understood.
  - C) Porter uses sensory images and Cory uses dialogue and onomatopoeia to make the stories more interesting.
  - D) Porter uses sensory images and Cory uses formal dialogue and hyperbole to make the stories more frightening.
- 10)** A comparison of these two passages shows that both authors
- A) use vivid descriptions to tell their stories.
  - B) maintain a serious tone to share important life lessons.
  - C) add many lively and detailed conversations to highlight action.
  - D) include only realistic characters to illustrate nature's beauty.

11)

*from* the Magic Soap Bubble by Cory

"Heigh-ho! hey diddle-do!  
Down in the mountain deep,  
Fiddle and drum, tiddle-dy-um,  
Are doing the Leopard Leap!"

Just then the music stopped, or, rather, the Musical Instruments paused to take breath, and Ned sat down again, wondering what next would happen. In a few minutes the round, fat drum commenced to beat "Left, right! left, right!" and the Gnomeland Band fell into line and marched slowly down the long cavern until it was out of sight.

*from* The Song of the Cardinal by Porter

Bug and worm were working to light and warmth. Thrusting aside the mold and leaves above them, spring beauties, hepaticas and violets lifted tender golden-green heads. The sap was flowing, and leafless trees were covered with swelling buds. Delicate mosses were creeping over every stick of decaying timber. The lichens on stone and fence were freshly painted in unending shades of gray and green. Myriads of flowers and vines were springing up to cover last year's decaying leaves.

Which MOST accurately describes structure and style?

- A) Cory includes a tune with alliteration and rhymes to express a lighthearted and jolly mood.
- B) Porter ends his selection with alliteration and rhymes to express a lighthearted and jolly mood.
- C) Porter ends his selection with alliteration and rhymes to persuade readers that Mother Nature's job is endless.
- D) Cory includes a tune with alliteration and rhymes to persuade readers that music is important during every season.

12) How do these two passages differ in structure and content?

- A) The first passage, while realistic, uses a lot of figurative language and rich imagery; the second passage does not.
- B) Although both passages are examples of realism, the second passage is more poetic in its use of figurative language.
- C) Both passages are fictional prose, but one is more about the supernatural while the other is more about the natural world.
- D) The first passage can be characterized as a realistic novel, while the second passage is a poem celebrating fantastical creatures.

13)

Authors use different types of characters to tell their stories.

Which BEST describes the characters and style in these stories?

- A) Both stories have animals, humans, and objects that come to life.
- B) Both stories personify elements of nature. Both stories have one human character and one animal character.
- C) The Song of the Cardinal has a human character and a creature. The Magic Soap Bubble has a band of musical gnomes and two human characters.
- D) The Magic Soap Bubble has a human, a creature, and 'live' musical instruments as characters. The Song of the Cardinal personifies nature, and its main character is a bird.

**100% - The Story of a Patriot**  
Upton Sinclair

<sup>1</sup> A young man is walking down the street, quite casually, with an empty mind and no set purpose; he comes to a crossing, and for no reason that he could tell he takes the right hand turn instead of the left; and so it happens that he encounters a blue-eyed girl, who sets his heart to beating. He meets the girl, marries her--and she became your mother. But now, suppose the young man had taken the left hand turn instead of the right, and had never met the blue-eyed girl; where would you be now, and what would have become of those qualities of mind which you consider of importance to the world, and those grave affairs of business to which your time is devoted?

<sup>2</sup> Something like that it was which befell Peter Gudge. Peter was walking down the street one afternoon, when a woman approached and held out to him a printed leaflet. "Read this, please," she said. And Peter, who was hungry, and at odds with the world, answered gruffly: "I got no money." He thought it was an advertising dodger, and he said: "I can't buy nothin'."

<sup>3</sup> "It isn't anything for sale," answered the woman. "It's a message."

<sup>4</sup> "Religion?" said Peter. "I just got kicked out of a church."

<sup>5</sup> "No, not a church," said the woman. "It's something different; put it in your pocket."

<sup>6</sup> "Read it some time when you've nothing else to do." And so Peter, just to get rid of her, took the leaflet and thrust it into his pocket, and went on, and in a minute or two had forgotten all about it.

<sup>7</sup> Peter was thinking that this was a hell of a life. Who could have foreseen that just because he had stolen one miserable fried doughnut, he would lose his easy job and his chance of rising in the world? Peter's whole being was concentrated on the effort to rise in the world; to get success, which means money, which means ease and pleasure.

<sup>8</sup> But who could have foreseen that Mrs. Smithers would have kept count of those fried doughnuts every time anybody passed thru her pantry? And it was only that one ridiculous circumstance which had brought Peter to his present misery. But for that he might have had his lunch of bread and dried herring and weak tea in the home of the shoe-maker's wife, and might have still been busy with his job of stirring up dissension in the First Apostolic Church.

<sup>9</sup> Always it had been like that, thru Peter's twenty years of life. Time after time he would get his feeble clutch fixed upon the ladder of prosperity, and then something would happen--some wretched thing like the stealing of a fried doughnut--to pry him loose and tumble him down again into the pit of misery.

<sup>10</sup> So Peter walked along, with his belt drawn tight, and his restless blue eyes wandering here and there, looking for a place to get a meal. There were jobs to be had, but they were hard jobs, and Peter wanted an easy one. There are people in this world who live by their muscles, and others who live by their wits; Peter belonged to the latter class; and had missed many a meal rather than descend in the social scale.

<sup>11</sup> Peter looked into the faces of everyone he passed, searching for a possible opening. Some returned his glance, but never for more than a second, for they saw an insignificant looking man, undersized, undernourished, and with one shoulder higher than the other, a weak chin and mouth, crooked teeth, and a brown moustache too feeble to hold itself up at the corners. Peter's straw hat had many straws missing, his second-hand brown suit was become third-hand, and his shoes were turning over at the sides. In a city where everybody was "hustling," everybody, as they phrased it, "on the make," why should anyone take a second glance at Peter Gudge? Why should anyone care about the restless soul hidden inside him, or dream that Peter was, in his own obscure way, a sort of genius? No one did care; no one did dream.

<sup>12</sup> It was about two o'clock of an afternoon in July, and the sun beat down upon the streets of American City. There were crowds upon the streets, and Peter noticed that everywhere were flags and bunting. Once or twice he heard the strains of distant music, and wondered what was "up." Peter had not been reading the newspapers; all his attention had been taken up

by the quarrels of the Smithers faction and the Lunk faction in the First Apostolic Church, otherwise known as the Holy Rollers, and great events that had been happening in the world outside were of no concern to him. Peter knew vaguely that on the other side of the world half a dozen mighty nations were locked together in a grip of death; the whole earth was shaken with their struggles, and Peter had felt a bit of the trembling now and then. But Peter did not know that his own country had anything to do with this European quarrel, and did not know that certain great interests thruout the country had set themselves to rouse the public to action.

14) What is the theme of this passage?

- A) The common man is lost in the masses.
- B) The community is central to survival.
- C) The land and the frontier represent salvation.
- D) The American dream is economic freedom.



**15)** What is the main idea of the story?

- A) Peter Gudge can no longer support himself and turns to stealing
- B) a man contemplates theft as a means to survive since he lost his job
- C) there are still people in the world who will help out someone in dire need
- D) Peter regrets having made a mistake (stealing the doughnut) because he forfeited many of the opportunities he might have otherwise had.

**16)** What can the reader infer about Peter's character from reading this passage?

- A) Peter is extremely patriotic.
- B) Peter is afraid to engage the world.
- C) Peter is an extremely religious person.
- D) Peter is rather smart, but he is also somewhat lazy.

**17)** In paragraph 11, which detail BEST supports the main idea of Peter's plight seeming hopeless?

- A) Peter's straw hat had many straws missing.
- B) Peter looked into the faces of everyone he passed, searching for a possible opening.
- C) ...his second-hand brown suit was become third-hand, and his shoes were turning over at the sides.
- D) Why should anyone care about the restless soul hidden inside him, or dream that Peter was in his own obscure way, a s of genius?

**18)** Which group of adjectives BEST describes Peter's character?

- A) eager, curious, active
- B) charming, hungry, guileless
- C) unlucky, handsome, motivated
- D) negative, lazy, opportunistic

**That Old Straw Sojourner**

David Matherne

An old patched hat, which was almond with trim-red,  
Watched as it sat on an old, thin head.  
And what it saw, and what it knew,  
Was more than more of you  
Might even ever construe <sup>5</sup>  
From just a patched, old hat.

It'd seen a child die—Depression--a war,  
Bowed at the bedside of the lady once adored,  
Watched while its owner did weep when his store  
Burned down to the ground, nothing left but the floor<sup>10</sup>  
And that brand-new hat on his head.

It saw with lucid eyes inhuman, divine  
The tired man grew older, while his boy grew wise.  
Some said, 'So tragic,' the son said, 'Fate'  
When the lightning left a char on the elder's pate <sup>15</sup>  
And they both did loving before too late.  
That hat...his special bequest.

So he wore his farming father's dingy hat every day,  
Hoping it would make him like his only hero in that way.  
So the hat went to school, <sup>20</sup>  
Then it kept him somewhat cool  
As he worked the plow and mule  
Like his fallen father had.

It had been there when the midwife had announced, 'You've a boy.'  
The hat was there when his wife had their second little joy.<sup>25</sup>  
So the family worked the farm  
Until the boy took arm-in-arm  
A girl from town with mighty charm  
Who had a fancy for shoes and hats.

The married lad watched his dad lose his crops, then his wealth,<sup>30</sup>  
While the hat witnessed worse, constant fleeting of his health.  
On the porch until the end, father son simply sat.  
Being heir, he got the farm, and the house, and the cat.  
But what he really wanted most was that one thing that  
Was truly *him*...his old hat. <sup>35</sup>

He got it *and* he wore it *and* he tore it *and* he patched it,  
But the hat didn't mind since the man truly matched it.  
He grew thin and he grew old,  
Of all the things he'd ever sold,  
No value like what he'd unfold <sup>40</sup>

To his own son one day...his patched old hat.

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19)

So the hat went to school,  
Then it kept him somewhat cool <sup>21</sup>  
As he worked the plow and mule

Which dictionary definition of cool **BEST** applies to its use in line 21?

- A) calm
- B) put off by
- C) not so hot
- D) fashionable

20)

*So the hat went to school,  
Then it kept him somewhat cool  
As he worked the plow and mule  
Like his fallen father had.*

In line 23, which dictionary definition **BEST** applies to the word fallen as it is used in this excerpt?

- A) toppled over
- B) reduced or decreased
- C) tripped to the ground
- D) passed away; deceased

21)

The married lad watched his dad lose his crops, then his wealth,  
While the hat witnessed worse, constant fleeting of his health.  
On the porch until the end, father son simply sat.

Which of these **BEST** explains the euphemism *until the end* in this excerpt?

- A) The Father died.
- B) The Mother died.
- C) Father son became ill.
- D) The hat finally wore out.

22)

*A girl from town with mighty charm  
Who had a fancy for shoes and hats.*

Which dictionary definition **BEST** applies to the word *fancy* as it is used in line 29?

- A) a critical judgment
- B) a daydream or reverie
- C) a delight or inclination
- D) ornamental or decorative

### The Oval Office: A Place in History

Elizabeth Kibler

<sup>1</sup>America's presidents have had to make many important decisions during their terms in office. They made many of these important choices in the famous Oval Office. The Oval Office is the private office of the President of the United States of America. Located in the West Wing of the White House, the Oval Office represents the power and responsibility of the president.



<sup>2</sup>Before President Howard Taft built the original Oval Office, most presidents living in the White House did their work in the room that is now called the Lincoln Bedroom. In 1909, President Taft built the first Oval Office in the West Wing of the White House. Taft built the office because he wanted his staff to have a center from which they could all work. A fire in the West Wing damaged the original Oval Office in 1929. President Herbert Hoover, however, restored the office after the fire. When Franklin Roosevelt became president, he moved the Oval Office to a different section of the West Wing so he could easily enter the office in his wheelchair. President Roosevelt completed the modern Oval Office in 1934, and it has stayed in the same place ever since.

<sup>3</sup>Although the structure of the office has remained the same, each president has decorated the office in his own way. The style of the room often changes when a new president takes office. The first Oval Office had green drapes and carpeting. Since then, the drapes and carpeting have been many different colors. Presidents also change the arrangement and types of furniture in the office.

<sup>4</sup>Presidents even have the opportunity to design a special carpet for the Oval Office. The Oval Office carpet includes the Seal of the President of the United States. The seal shows the eagle holding an olive branch, which represents peace, in its right foot, and arrows, which represent strength, in its left foot. A banner above the eagle reads *e pluribus unum*, a Latin phrase meaning "out of many, one." Fifty stars representing the fifty states surround the eagle. President George W. Bush's Oval Office carpet had the seal in the center surrounded by yellow sunbeams.

<sup>5</sup>One fixture of the modern Oval Office is the Resolute desk. The Resolute desk was a gift from the Queen of England to President Rutherford Hayes in 1880. In 1855, American sailors found an abandoned British ship called the *HMS Resolute*. The United States government returned the ship to England as a sign of peace. When the British Navy retired the *Resolute*, the Queen had the ship's timbers turned into a desk. Since 1880, all but three presidents have used the Resolute desk. President John F. Kennedy was the first to put the desk in the Oval Office. A famous photograph shows him working at the desk while his son plays underneath it.

<sup>6</sup>The Oval Office's style may have changed over the years, but its importance has not. American presidents have welcomed heads of state, representatives, and royalty to the Oval Office. Furthermore, many presidents do their most important work from the Oval Office, including meeting with members of Congress, vetoing and signing legislation, and making formal addresses to the nation. The Oval Office is a symbol of the president and will interest the public for generations to come.

23) What is the main idea of paragraph 5?

- A) Only three presidents have not used the *Resolute* desk since 1880.
- B) The *Resolute* desk adds significant history and value to the Oval Office.
- C) Queen Elizabeth gave President Hayes the *Resolute* desk as a sign of peace.
- D) The *Resolute* desk is a great piece of furniture for children to play around.

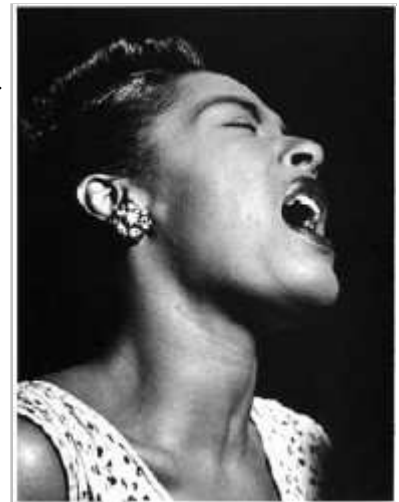
- 24) Which BEST describes the organization of paragraph 2?
- A) cause and effect
  - B) sequence of events
  - C) compare and contrast
  - D) main idea and details
- 25) The author would MOST LIKELY agree with which statement about the *Resolute* desk?
- A) Using the *Resolute* desk in the Oval Office is impractical.
  - B) Officials should return the *Resolute* desk to England.
  - C) The *Resolute* desk should be kept in a museum.
  - D) The *Resolute* desk has a fascinating history.
- 26) The author would MOST LIKELY agree with which statement about the Oval Office carpet?
- A) It reflects each president's personal style.
  - B) It has little value or significance to the Oval Office.
  - C) It should not always have to contain the Presidential Seal.
  - D) George W. Bush's Oval Office carpet has the overall best design.
- 27) What is the most likely reason the author includes paragraph 2 in the passage?
- A) to introduce the topic
  - B) to summarize the main idea
  - C) to generate the reader's interest
  - D) to provide background information

28)

Excerpt from: *Singing the Blues*

Elizabeth Kibler

4) With time and the release of more recordings, Billie became more commonly known. She recorded with Count Basie and Artie Shaw in the late 1930s. A number of Billie's songs became famous even outside the world of jazz, and she began to break out from her genre. In 1939, Billie recorded one of her most famous songs, *Strange Fruit*. This lamentable and soulful single was about acts of racism in the South. Billie's music touched many people. After the release of *Strange Fruit*, Billie became more famous and sang all around New York. During the early 1950s, Holiday continued recording and did a successful tour of Europe.



What is the cause and effect relationship suggested in paragraph 4?

- A) Billie Holiday wrote the song, "Strange Fruit," after her European tour.
- B) The release of her single, "Strange Fruit," caused acts of racism in the South.
- C) Count Basie and Artie Shaw were responsible for Billie Holiday's success in Europe.

- D) Billie Holiday became more famous due to an increased number and variety of recordings.

## In George's Shoes

Natalie Stewart

<sup>1</sup>Owen kicked dirt beyond home plate, sending cloudy powder into the humid summer air. He scowled and pouted. He exhaled up at the sweat that trickled down his forehead as he hoisted the densely packed satchel from the ground. His baseball team, the Trail Blazers, had just won yet another series game; Owen, however, was feeling irritated.

He observed his teammates surrounding George, who had driven in the winning run. George was the team's finest hitter, and the other players cheered, clapped, and high-fived him. The victory elated them.

<sup>3</sup>Owen never got to participate as much as he wanted to. As the equipment boy, he carried the weighty gear, but he felt that no one appreciated him. No one ever gave Owen a high-five subsequent to a game, and the team never once raised him onto their shoulders.

<sup>4</sup>Owen speculated on the possibilities: *What would it be like to come up to bat? To swing and bat the baseball above the outfield barrier? What would it be like to sprint around the bases with the ball in play like a motivating wind at your back?*

It must be wonderful, he thought, but he'd probably never receive the opportunity to find out what life was like in George's shoes.

Owen stumbled into the dugout and plopped himself onto the bench. Coach Jones flipped papers on his clipboard while chewing his gum at a furious pace.

"Is there anyone who can't play in next week's tournament?" he asked.

George's hand took off in the air like a rocket. He explained that his sister, Susannah was graduating on Saturday, and he wouldn't be able to attend the important game.

<sup>9</sup>The coach scribbled a note while simultaneously explaining that someone would have to replace George in the game. Coach scanned the roster, reading the players' names.

Pick me, thought Owen as he squeezed his eyes shut and wished. Give me a chance to fill George's shoes. Coach Jones pointed at Owen, saying, "What do you reckon, slugger? Think you could fill George's shoes?"

<sup>11</sup>Owen's eyes grew massive as globes as he agreed and promised to make the team proud.

<sup>12</sup>For the remainder of the week, Owen counted down the days to the game, crossing off each day on the calendar with a careful crimson "X." His baseball uniform remained hanging on his closet door so he could glimpse it every morning, noon, and night. He even slept with the baseball cards of his favorite players under his pillow for extra luck.

Finally, game day arrived. Owen sauntered up to the plate—bat in hand—and surveyed the pitcher. He told himself all of the things he had heard the teammates exclaim to each other: *Keep your eye on the ball; Follow through on your swing.*

With a loud thwack, Owen hit the ball and sent it soaring into the outfield as high as a bird. As Owen raced around the bases, he witnessed the ball flying over the wall—a home run!

As he rounded the corner to home plate, Owen beamed. As he entered the dugout, his teammates offered up their hands for high-fives and they encouraged him with the same heartening words he had listened to from afar. Now Owen understood exactly what it was like to be in George's shoes.





29) In paragraph 1, the word *humid* means

- A) cold.
- B) muggy.
- C) rainy.
- D) windy.

30) In paragraph 4, what point is Owen making when he talks about the ball being a *motivating wind* at his back?

- A) Playing the game would be very difficult.
- B) The weather would be perfect for playing.
- C) George was the fastest runner on the team.
- D) Running around the bases would be exciting.

31) Which sentence from the passage is the BEST example of a *distortion*?

- A) Now Owen understood exactly what it was like to be in George's shoes.
- B) Owen kicked dirt beyond home plate, sending cloudy powder into the humid summer air.
- C) As the equipment boy, he carried the weighty gear, but he felt that no one appreciated him.
- D) He explained that his sister, Susannah was graduating on Saturday, and he wouldn't be able to attend the important game.

### Journal Entry of Jerome Dunkin' Duncan

Mary O'Dell

Dear JD Journal,

I just figured out that life really is a journey. Lame, right? - but yesterday was the best day ever! I realized how far I have come, and how far I have to go. As far back as I can remember, I have always loved sports, especially basketball. It's just me and Pops now, since Mom died when I was eleven. Six years have passed and I hate that my memories of her are fading. She was so beautiful, with an easy smile and a kind heart. She was always ready with a proverb or clever phrase. Sometimes her voice still echoes in my mind:

"Jerome, the longest journey begins with a single step, so get moving-but remember to thank those who helped get you there."

I listen to more soothing words:

"Son, help others, not just yourself -that's why God put you on this earth."

Back then her quotes and happy little sayings would drive me crazy, but now they bring me comfort and somehow make me sad, too.

Pops and I used to spend hours watching basketball. It was our sacred time together, cheering the spectacular feats of Shaq and Kobe, or chiding the referees for questionable calls against our team. Our excited discussions often edged toward debates arguing who is better or who is best between the latest top NBA or college stars. Sure, watching was great, but I yearned to wear a uniform and use some of those signature moves I saw on ESPN highlight reels. Although I was athletic by nature, I knew it would still take lots of practice to transform myself into the agile superstar I dreamed of becoming. After Mom was gone, the cheering stopped. Pops and I were wrapped up in our own individual worlds of pain and loss. It was hard without Mom. I could not make myself imagine going through life without her. I took no steps toward basketball. Then I met Coach Moses and Ms. Willow.

Now, don't think I am exaggerating about yesterday. My ears are still ringing from the thunderous cheering of our Silver Fox fans. We closed our season with a two point defeat of our high school rivals, the Bulldogs. The game was a nail biter until the last minute. The sellout crowd was ecstatic and now I, Jerome Dunkin' Duncan, am the hometown hero! The church

parking lot was packed for the 5th Quarter Basketball Party, a local tradition. I was greeted like a king entering his majestic palace. Pops, Coach Moses, and Ms. Willow worked their way through the crowd.

"I'm proud of you, son," beamed Pops.

"You gave 110% out there," agreed Coach Moses. Ms. Willow simply smiled, handed me a sealed envelope, and hugged me. Pops assured me he would record the local news coverage of my no-look passes, dunks, steals, and fall-away three pointers.

It had been a perfect evening. I was walking on air, but grew tired of the spotlight. I left the party and drove home. Pops would be in the den, probably asleep in his chair. I bolted upstairs, anxious to open the card from Ms. Willow AND check out my stellar performance. Then I flopped on the bed, and bent down to untie my size thirteens. I froze. I studied my shoes as if they just appeared on my feet. Pictures of shoes flashed in my thoughts. Suddenly, memories of my mother flooded my mind, her voice crowding out my former thoughts of glory and fame. Sure, I was successful, but I became acutely aware of the fact that I had help along the way. My steps had been guided by family and friends. I blinked the moisture from my eyes, grabbed the card and headed for the den. My abrupt entrance startled Pops almost as much as the bear hug he got from me. "Thanks for all you've done for me. I love you," I stammered. I opened the envelope and a gift card fell out for Athlete's Footgear. The handwritten words were simple and familiar:

"The longest journey begins with a single step. What's next?

Love, Ms. Willow

Although we seldom spoke about it, that first year without Mom was the year Coach Moses and Ms. Willow, stepped into our lives. They were both from our church. Ms. Willow paid for my first summer basketball camp and bought my shoes every season. Coach took me home from practice during those middle school years. Pops always loved me and supported me. It was getting late, but I had two more things to do.

Like I said, life really is a journey. Look out tomorrow, here I come!

Sincerely,

Jerome Dunkin' Duncan  
Silver Fox #11

32) Which statement **BEST** describes a common belief shared by Jerome's mother and Ms. Willow?

- A) Both believe Jerome is depressed.
- B) Both focus on academics and college.
- C) Both focus on the importance of thankfulness.
- D) Both believe life is a journey to be taken boldly.

33) Which best defines the phrase "*nail biter*" as it is used in this sentence?

*The game was a nail biter until the last minute.*

- A) boring
- B) very physical
- C) played in overtime
- D) close in score and exciting

34) What are the "size thirteens" to which Jerome refers?

- A) his team basketball shoes
- B) his high school jersey number

- C) his good luck charm hanging on the wall
- D) the number of points he made during 4th quarter

35)

Excerpt from: **Air Force One**[http://en.wikipedia.org/wiki/Air\\_Force\\_One](http://en.wikipedia.org/wiki/Air_Force_One)

While these planes are only referred to as "Air Force One" while the President is on board, the term is commonly used to describe either of the two aircraft normally used and maintained by the U.S. Air Force solely for the President.

Read the passage underlined (2). There may be a mistake in punctuation, capitalization, or spelling. If you find a mistake, choose the answer that corrects the mistake. If there is no mistake, choose 'Correct as is.'

- A) Correct as is.
- B) while the President is on board the term is commonly used
- C) while, the President is on board, the term is commonly used
- D) while the President, is on board, the term is commonly used

### Sacramento Valley Transportation

Sacramento History Online

<sup>1</sup> In the traditions of Sacramento Valley Native Americans, mysterious figures were transported over water in a raft to create the world. One dove from the raft into the water and came up with dirt. From that soil the world was formed.

<sup>2</sup> The transportation by a raft is symbolic of the role of transportation in the evolution of local history. Paleo-Indians arrived about 12,000 years ago. The rich natural resources made the Sacramento Valley a "Garden of Eden." Permanent villages were established about 8,000 years ago. Native Americans walked and traveled the rivers and waterways with rafts. The later arriving Spanish entered the Valley by horse, British and American trappers entered by horse and on foot. Settlers from the Midwest and east coast arrived in wagon trains. Gold seekers walked over land along side wagons or by sea on sailing ships and later steamboats. By the late 1840's dreams of a transcontinental railroad were debated. In 1849 the "friends of a Rail Road to California" met in Boston to hear a proposal for a railroad from St. Louis to San Francisco. But the shorter transcontinental crossing at the Isthmus of Panama by a railroad would occur first in 1855. Meanwhile, the connection between San Francisco and Sacramento was improved by an expanding, fast, and efficient steamboat service. In 1856 the Sacramento Valley Railroad opened officially for service between Sacramento and Folsom.

<sup>3</sup> Just as transportation improved travel, it also accelerated the economic development of California. In 1849, California gold fields were referred to as the "Extremity of Civilization" and in the next decade because of transportation, California began to impact the economy of the United States and eventually the world.

<sup>4</sup> Passengers were moved by stagecoach. By 1854, many of the stage operators were merged by James Birch into the California Stage Company. Birch's stage line controlled eighty percent of the stagecoach traffic over 3,000 miles of routes connecting the western portion of the United States. In 1856, Birch lobbied Congress to establish a national wagon road. He presented Congress with a petition from Northern California with 75,000 signatures. As one of the largest petitions yet received by Congress, they responded by establishing three wagon roads to the Pacific Coast and appropriating \$600,000 for a twice-weekly overland mail service from St. Louis to San Francisco.

<sup>5</sup> The Sacramento region used great power in the decade of the 1850s, in spite of its small resident population, when compared to San Francisco. The largest portion of the state's population lived in the "Sacramento District." Sacramento representatives strongly influenced the State's Constitutional Convention, landed the permanent State Capitol, and elected the State's first governor. Sacramento's influence was in large part due to its growth in commerce, particularly that portion related to transportation such as railroads and steamboats, as well as wholesale merchants who supplied retailers throughout California and Nevada. Those large-scale merchants of Sacramento saw their success tied to better wagon roads

and railroads.

<sup>6</sup> Great wealth was to be gained by a wagon toll road over the Sierra Nevada Mountains to Virginia City and even greater fortunes in a transcontinental railroad. The railroad would offer enormous opportunities for California and the Sacramento region to grow. The potential bounty of Sacramento Valley agriculture was to be realized with faster and more efficient transportation. Sacramento merchants would organize and build the western half of that railroad.

<sup>7</sup> In the 1890s the first commercial automobiles began to arrive in Sacramento. By 1905, twenty-seven automobiles were registered in Sacramento County. By 1910, seven hundred more were registered, and by July 1911, in what can only be called "Auto Frenzy," Sacramentans were buying seventy-five autos per day. Automobiles alone could not make a significant difference. A network of paved roads was essential. Three bridges had to cross the American River between Sacramento and Fair Oaks. Perhaps the best symbol of this growing network would be the completion of the Yolo Causeway in 1916.

<sup>8</sup> For the Sacramento Valley, airplanes and other airships including balloons were a novelty until 1917. With the nation gearing up for W.W.I, the Government awarded a \$3,000,000 contract to build "IN-4" (Jenny) bi-wing military airplanes in North Sacramento. For the rest of that Century, Sacramento would look to aviation as a vital source of economic sustenance.

<sup>9</sup> As urban areas developed, streetcar systems evolved, first pulled by horses and later using electricity. For those in urban areas, it was the first experience at the freedom of cheap efficient public transportation. Urban transportation led to interurban systems that would ultimately evolve into an electric passenger railroad system, linking the Bay area with Sacramento and smaller Valley communities all the way to Chico.

<sup>10</sup> The development of the Sacramento region is so intertwined with transportation that the region's history would be incomplete without serious attention given to the impact of wagon trains, steamboats, railroads, and automobiles.

36) Which choice would be the LEAST appropriate description of the tone of this passage?

- A) compassionate
- B) factual
- C) reflective
- D) unbiased

37)

*The transportation by a raft is symbolic of the role of transportation in the evolution of local history.*

Which revision would be the **BEST** improvement of this sentence from paragraph 2?

- A) Transportation by a raft is a symbolic role in the evolution of local history of transportation.
- B) The transportation by a raft as a role of traveling is symbolic of the evolution of local history.
- C) The raft is a fitting symbol of the role that transportation has played in the evolution of local history.
- D) The transportation by a symbolic raft, which represents the role of transportation, in the evolution of local history.

38) Which ideas are supported by details or evidence from this passage?

- A) Sacramento is currently one of the most prosperous areas of California.
- B) Transportation in the Sacramento Valley underwent an evolution from necessity.
- C) The valley's climate necessitated transportation that could withstand inclement weather.
- D) The West coast poses a different set of challenges for transportation authorities than the challenges of the East coast because of the West's terrain.

39) *Passengers were moved by stagecoach.*

Which sentence would be the **BEST** replacement for this sentence from paragraph four?

- A) Passengers were not accustomed to ride with animals.
- B) Stagecoaches were not the only thing to move passengers.
- C) Passengers were moved by wagons as well, just not as quickly.
- D) While wagons were used for mining and agriculture, stagecoaches were used to move individual passengers.

40) The author's use of historical and numerical facts to develop the ideas in this passage creates what tone?

- A) concerned
- B) entertaining
- C) incredible
- D) reliable

41)

*The Sacramento region used great power in the decade of the 1850s, in spite of its small resident population, when compared to San Francisco.*

In this sentence from paragraph five, which phrase is the LEAST effective replacement for the phrase "used great power"?

- A) applied great power
- B) exerted great power
- C) employed great power
- D) consumed great power

42)

*The rich natural resources made the Sacramento Valley a "Garden of Eden."  
Permanent villages were established about 8,000 years ago.*

Which choice combines these two sentences from paragraph two to achieve a coherent flow of ideas?

- A) The rich natural resources made the Sacramento Valley a "Garden of Eden" and permanent villages were established about 8,000 years ago.
- B) Permanent villages were established about 8,000 years ago and the rich natural resources made the Sacramento Valley "Garden of Eden."
- C) The rich natural resources made the Sacramento Valley a "Garden of Eden," and so the permanent villages were established about 8,000 years ago.
- D) Because of the rich natural resources which made the Sacramento Valley a 'Garden of Eden,' Native Americans established permanent villages there 8,000 years ago.

43) Which statement is the BEST way to improve the coherence of paragraph 6's topic sentence?

- A) A wagon toll road gained great wealth over the Sierra Nevada Mountains to Virginia City and the railroad gained even more wealth.
- B) A wagon toll road, then later a transcontinental railroad, were responsible for a great amount of wealth gained by Virginia City.
- C) While authorities gained great wealth by installing a wagon toll road over the Sierra Nevada Mountains to Virginia City they gained even more wealth by building a transcontinental railroad.
- D) Fortunes were made from transportation, but none so much as what was gained from a transcontinental railroad from the Sierra Nevada Mountains to Virginia City which surpassed the wagon toll road.



**Robots**

Carole Jenkins

<sup>(1)</sup>A robot is a machine that is able to perform a variety of tasks through the use of a computer. <sup>(2)</sup>This computer is programmed to control movements of the robot's legs, arms, and other appendages by calculations of the various angles through which the robot's joints move. <sup>(3)</sup>Robots are made ideal for assembly line factory work by these repetitive movements. <sup>(4)</sup>Some robots are able to handle small parts that fit into small places. <sup>(5)</sup>Other robots are able to operate tools, such as paint sprayers.<sup>1</sup>

<sup>(6)</sup>Robots may even be developed with a sense of vision through the use of TV cameras as eyes. <sup>(7)</sup>Scanning images and calculating sizes and positions of surroundings will help robots to perform many actions in the way that humans do. <sup>(8)</sup> I want a robot to do my homework.<sup>2</sup>

**44)** Which sentence BEST states the thesis of this passage?

- A) Sentence 1
- B) Sentence 3
- C) Sentence 6
- D) Sentence 7

**45)** Which transition would be BEST to add at the beginning of paragraph 2?

- A) However
- B) Otherwise
- C) As a result
- D) In the future

**46)** What is the BEST way, if any, to revise Sentence (5)?

- A) Such tools as paint sprayers are able to be operated by robots.
- B) Other robots such as paint sprayers are able to operate tools.
- C) Such tools as paint sprayers are able to operate robots.
- D) Leave as is.

**47)** Which sentence is LEAST appropriate as part of a research paper assignment?

- A) Sentence 1
- B) Sentence 3
- C) Sentence 6
- D) Sentence 8

**48)** The expository passage "Robots" is written by Carole Jenkins. Based on the passage, what might be a logical assumption about the author's life experiences?

- A) Ms. Jenkins had a bad experience with a robot as a child.
- B) Ms. Jenkins has researched different functions of robots.
- C) Ms. Jenkins lost her job as a factory worker to a robot.
- D) Ms. Jenkins watched many science fiction movies as a teenager.

**49)** What is the author's purpose in writing this passage?

- A) to tell a story about robots

- B) to inform readers about robots
- C) to entertain readers about robots
- D) to persuade readers to buy robots

50) Identify the sentence which represents a SHIFT in the style and syntax of the language used in this text.

- A) sentence 1
- B) sentence 3
- C) sentence 6
- D) sentence 8