

# Session 1: Reading Passages

## Questions #1–46

Read the passage. Then answer the questions that follow.

### from *Langston Hughes: Poet of the People*

by Sylvia Kamerman, adapted excerpts from "Langston Hughes: Poet of the People" from *The Big Book of Large-Cast Plays*

#### SCENE 1

**TIME:** Summer, 1920.

- 1 **SETTING:** Study in James Hughes's home near Mexico City. A desk, chair, and wastebasket are center. Accountant's ledger lies closed on edge of desk. Floor vase with tall pampas grass stands nearby.
- 2 **AT RISE: LANGSTON HUGHES** sits writing at desk. **SEÑORA GARCIA** enters, holding feather duster.
- 3 **SEÑORA GARCIA:** Señor Langston, how can you sit in one place for hours just writing?
- 4 **LANGSTON** (Leaning back): Señora Garcia, if I could spend my whole life writing, I'd be happy.
- 5 **SEÑORA GARCIA** (Dusting vase): You are a true artist, Señor Langston. (Turns; sighs) It is too bad that your father does not understand. You two belong to different worlds. You are a dreamer, and he is such a practical man. . . . (Door slams off) . . .

**Go On**

- 6 **(MR. HUGHES** enters, frowning.)
- 7 **SEÑORA GARCIA** (Turns with big smile): Buenas días, Señor Hughes. We were not expecting you back from Toluca so soon.
- 8 **MR. HUGHES**: Hello, Señora Garcia. (As he removes his poncho) Langston?
- 9 **LANGSTON** (Rising; uncomfortably): Hello, Father. (**MR. HUGHES** gives poncho to **SEÑORA GARCIA**, who exits with it.)
- 10 **MR. HUGHES**: Well, Langston, let me see what progress you've made with the accounting problems.
- 11 **LANGSTON** (Hesitantly): Father, I need to talk to you.
- 12 **MR. HUGHES** (Pointing to ledger): We should go over the accounting problems first, and after dinner, we'll work on your Spanish lessons.
- 13 **LANGSTON** (Pleading): Father, please listen to me . . .
- 14 **MR. HUGHES**: We can talk later, son. Let me see your bookkeeping. If you're going to run this ranch someday, you'll have to learn how to keep accounts.  
(Sits at desk)
- 15 **LANGSTON** (Giving ledger to **MR. HUGHES**): I'm afraid I didn't get much done.
- 16 **MR. HUGHES** (Slowly turning pages; irritated): Langston, you've hardly done any work on these at all.
- 17 **LANGSTON** (Pleading): I tried—I really did. (Sighs) Accounting just isn't for me. I'm more interested in other things (Paces)—like writing.
- 18 **MR. HUGHES** (Slamming ledger shut): So—just as I thought. I suppose you've been sitting around here since I left—daydreaming?
- 19 **LANGSTON**: Actually, I've been very busy.

- 20 **MR. HUGHES** (Angrily): I didn't bring you to Mexico just to waste your life, Langston.
- 21 **LANGSTON**: I appreciate what you're doing for me, but—
- 22 **MR. HUGHES** (Banging desk): No excuses! You can be as successful as I am. (Rises) I left the States and moved here to Mexico because here a black man can live like any other man. That's why I insisted you move here from Cleveland . . . so you can have more opportunities! Here if a man works hard, he can be a success at whatever he wants.
- 23 **LANGSTON** (Confidently): I plan to be a successful writer.
- 24 **MR. HUGHES**: Nonsense! You'll attend a good school and earn a degree in engineering.
- 25 **LANGSTON** (Surprised): Engineering?
- 26 **MR. HUGHES**: Of course. (Proudly) I can afford to send you to the finest schools in the world. (Thoughtfully) I hear there are excellent schools in Switzerland.
- 27 **LANGSTON** (Stunned): Switzerland! (Agitated) I don't want to go to school halfway around the world.
- 28 **MR. HUGHES**: All right, if you feel that strongly about it. Let's see. (Thinks) What are some schools with good engineering departments?
- 29 **LANGSTON** (Eagerly): What about Columbia?
- 30 **MR. HUGHES**: Columbia University in New York City?
- 31 **LANGSTON**: Yes! My grades were good in high school. I think Columbia would accept me.

- 32 **MR. HUGHES** (Pleased): That's more like it. Now, forget that silly writing business, and we'll see about getting you an application for Columbia. (**SEÑORA GARCIA** enters.)
- 33 **SEÑORA GARCIA**: Dinner is ready, Señor.
- 34 **MR. HUGHES**: We'll be right there. (He turns, sees paper on the floor) What's this?
- 35 **LANGSTON** (Hurriedly): It's nothing. I'll get it. (**MR. HUGHES** picks up paper, glances at it, and frowns.)
- 36 **MR. HUGHES**: Is this one of your poems?
- 37 **LANGSTON** (Sheepishly): Yes. (Reaches for paper, but **MR. HUGHES** crumples it.)
- 38 **MR. HUGHES** (Sternly): You won't have any more time for poetry. (Drops paper into wastebasket and puts arm around **LANGSTON**'s shoulders.) We'll talk later about what courses you'll take at Columbia University next year. You'll have to study a lot of science and math. (They exit, **SEÑORA GARCIA** takes crumpled paper from wastebasket, smooths it out.)
- 39 **SEÑORA GARCIA** (Sadly): Poor Señor Langston. Why can't his father just accept him the way he is?
- (Puts paper in desk drawer and exits. Curtain).

# 1

How does Langston first respond when his father suggests that he should go to a college in Switzerland?

- Ⓐ He suggests a university in New York City.
- Ⓑ He asks if he can go to college in Mexico.
- Ⓒ He says he does not want to go to school in Switzerland.
- Ⓓ He agrees to study in Switzerland if he can be a writer.

# 2

Which line from the play supports the idea that Mr. Hughes thinks he can plan Langston's future for him?

- Ⓐ "**MR. HUGHES:** Well, Langston, let me see what progress you've made with the accounting problems."
- Ⓑ "**MR. HUGHES** (Pointing to ledger): We should go over the accounting problems first, and after dinner, we'll work on your Spanish lessons."
- Ⓒ "**MR. HUGHES:** Nonsense! You'll attend a good school and earn a degree in engineering."
- Ⓓ "**MR. HUGHES:** Of course. (Proudly) I can afford to send you to the finest schools in the world."

Read these lines from the play.

**LANGSTON** (Eagerly): What about Columbia?

**MR. HUGHES**: Columbia University in New York City?

**LANGSTON**: Yes! My grades were good in high school. I think Columbia would accept me.

How do these lines affect the overall mood of this scene?

- Ⓐ They add a feeling of desperation.
- Ⓑ They create a sense of hope.
- Ⓒ They make the scene more intense.
- Ⓓ They stir up a feeling of confidence.

The sentences below will be used to create an objective summary of this passage. Order the sentences by writing the numbers 1 to 6 on the blank before each sentence.

- \_\_\_ Langston gives his father the accountant's ledger.
- \_\_\_ Mr. Hughes agrees to let Langston study engineering at Columbia University.
- \_\_\_ Mr. Hughes is disappointed by his son's lack of interest in accounting.
- \_\_\_ Langston writes at a desk in his father's study.
- \_\_\_ Langston tells his father he plans to be a writer.
- \_\_\_ Mr. Hughes returns home from a trip to Toluca.

The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Read lines 13–15 from the play.

**MR. HUGHES:** We can talk later, son. Let me see your bookkeeping. If you're going to run this ranch someday, you'll have to learn how to keep accounts.  
(Sits at desk)

**LANGSTON** (Giving ledger to **MR. HUGHES**): I'm afraid I didn't get much done.

**MR. HUGHES** (Slowly turning pages; irritated): Langston, you've hardly done any work on these at all.

How do these lines advance the plot of the play?

- Ⓐ Mr. Hughes learns for the first time that Langston wants to be a writer.
- Ⓑ Mr. Hughes has evidence that Langston has not been following his wishes.
- Ⓒ Langston starts standing up to his father and stating what he wants.
- Ⓓ Langston begins to understand how little work he has done.

**Part B**

What other lines in the play serve a purpose similar to the purpose described in Part A?

- Ⓐ lines 3–5
- Ⓑ lines 10–12
- Ⓒ lines 21–23
- Ⓓ lines 35–37

## 6

Read the sentences from the text on the left. Then match the underlined word in each sentence to its closest definition on the right.

**MR. HUGHES** (Slowly turning pages; irritated): Langston, you've hardly done any work on these at all.

**LANGSTON** (Stunned): Switzerland! (Agitated) I don't want to go to school halfway around the world.

frightened

upset

angry

annoyed

frantic

furious

## 7

What is the meaning of the phrase belong to different worlds as it is used in the play?

"**SEÑORA GARCIA** (Dusting vase): You are a true artist, Señor Langston. (Turns; sighs) It is too bad that your father does not understand. You two belong to different worlds. You are a dreamer, and he is such a practical man. . . . (Door slams off) . . ." (line 5)

- Ⓐ Langston values art, but his father values business sense.
- Ⓑ Langston lives in both Mexico and Cleveland.
- Ⓒ Langston will probably be both a writer and an engineer.
- Ⓓ Langston lives in Mexico, and his father travels around the world.

Read the passage. Then answer the questions that follow.

## Worth More Than Gold

by Amy Charles

- 1            Every summer, millions of acres of America are green with growing crops. American farmers grow wheat, soybeans, corn, and other foodstuffs, and it's an impressive sight. There's also something eerie about it, though. Each field grows an army of identical plants. Every cornstalk in the cornfield is exactly like its neighbors, with the same DNA. That means it has the same instructions for building itself. This kind of field is called a monoculture, *mono* meaning "one."
- 2            This is of some benefit to the farmer because each plant grows about as well as the next. The farmer is in trouble, however, if a pest or disease strikes. If one cornstalk in the field can be killed easily by an attacker, so can all the rest. This was a serious problem in Ireland long ago. The Irish potato famine in 1845 was caused by a fungus that is extremely harmful to potatoes. Because all the potatoes in Ireland at the time were so similar, most of the potato crop died. And because potatoes were the main food in Ireland at the time, people began to starve. The situation became even worse because the fungus stayed in the ground. When new potatoes were planted, the fungus killed them, too. Within 25 years, nearly half of Ireland's people had starved or moved away.
- 3            Why was the famine so destructive in Ireland? One problem was that we didn't have the science to know what had gone wrong; people didn't know about DNA. DNA tells the cell how to take atoms, the smallest pieces of matter, and make from them the smallest pieces of the body. These pieces, called molecules, are too small for us to see, but once they're made, the molecules work together to grow the body and keep it alive. Some molecules are great at fighting disease. Unfortunately for those desperate farmers in Ireland, none of the potatoes they planted, year after year, could make the right molecules. Because of this, the potatoes weren't protected from the fungus.

**Go On**

4 Scientists now know how to solve that problem, and the answer lies in how DNA works. DNA is a molecule, too—a long molecule at the center of the cell. The cell can read DNA like a cookbook, finding recipes that tell how to make other molecules that it needs. We call the recipe for each molecule a gene. If you want molecules that will fight potato fungus, you need the genes for making those molecules. If a potato doesn't have those genes, that potato can't fight the fungus. One way to solve the problem is to give the potato the right genes. To find those genes, we look in other strains, or kinds, of potatoes. We look for a potato that can fight off the fungus. That potato has the genes for making the right molecules. Then all we have to do is put that plant's genes into the unprotected potato plants. And, roughly speaking, we know how to do that.

5 Here's the big question, though: Where do you find that super-strong potato when a fungus is attacking? The answer comes from scientists and farmers around the world who have built gene banks to keep our food supply safe. All over the world, scientists and farmers collect seeds from different crop plants—corn, potatoes, alfalfa, wheat, oats, rice, and every other grain, fruit, and vegetable; they collect them all. They record what diseases and pests each plant can fight off, and they record which plants can live well in certain conditions, such as limited water, high heat, floods, or poor soil. Then they store seeds from each plant in a safe place: a gene bank.

6 Now, when a pest attacks a wheat crop in Oklahoma, scientists don't wait. They look in gene banks for a strain of wheat that fights that pest well. They can use that wheat's genes to create a new wheat plant that will grow well in Oklahoma and will also fight off the pest.

7 There are more than 1,600 plant gene banks around the world, and one of the most famous gene banks is in Norway. It's an abandoned coal mine north of the Arctic Circle, in a group of islands called Svalbard. This bank stores backup copies of seeds that are in other banks around the world. The Svalbard bank now has copies of over half a million seeds. If crops are in trouble, what's in those vaults is worth more than gold.

8 That’s the extent to which scientists and farmers around the world go to protect those crops growing all across the Midwest—and Brazil, and Russia, and China. Thanks to their work, the food supply for seven billion people is safer than it ever was before.

8

Select two sentences from the passage that support the idea that growing monocultures can be risky.

- Ⓐ “American farmers grow wheat, soybeans, corn, and other foodstuffs, and it’s an impressive sight.”
- Ⓑ “Every cornstalk in the cornfield is exactly like its neighbors, with the same DNA.”
- Ⓒ “If one cornstalk in the field can be killed easily by an attacker, so can all the rest.”
- Ⓓ “One problem was that we didn’t have the science to know what had gone wrong; people didn’t know about DNA.”
- Ⓔ “Unfortunately for those desperate farmers in Ireland, none of the potatoes they planted, year after year, could make the right molecules.”

9

What is the main purpose of paragraph 4?

- Ⓐ It introduces the topic of worldwide famine.
- Ⓑ It provides a definition of the key term “fungus.”
- Ⓒ It shows how genes can solve the problem of crop disease.
- Ⓓ It poses and answers logical questions about DNA and genes.

**Go On**

Underline two sentences from paragraph 2 that support the idea that the Irish potato famine was the result of monoculture.

The Irish potato famine in 1845 was caused by a fungus that is extremely harmful to potatoes. Because all the potatoes in Ireland at the time were so similar, most of the potato crop died. And because potatoes were the main food in Ireland at the time, people began to starve. The situation became even worse because the fungus stayed in the ground. When new potatoes were planted, the fungus killed them, too. Within 25 years, nearly half of Ireland's people had starved or moved away.

The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

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

- Ⓐ to persuade people to eat different kinds of vegetables
- Ⓑ to explain how DNA gene banks can help protect crops
- Ⓒ to describe the history of potato farming since the mid-1800s
- Ⓓ to suggest that scientists may soon be able to use crop DNA

**Part B**

Select one sentence from the passage that supports the answer in Part A.

- Ⓐ "American farmers grow wheat, soybeans, corn, and other foodstuffs, and it's an impressive sight."
- Ⓑ "The Irish potato famine in 1845 was caused by a fungus that is extremely harmful to potatoes."
- Ⓒ "DNA is a molecule, too—a long molecule at the center of the cell."
- Ⓓ "If crops are in trouble, what's in those vaults is worth more than gold."

What is the meaning of the word monoculture as it is used in this sentence from the passage?

"This kind of field is called a monoculture, *mono* meaning 'one.'" (paragraph 1)

- Ⓐ a crop with identical plants
- Ⓑ a place where similar people live
- Ⓒ seeds stored in a gene bank
- Ⓓ a crop grown by one farmer

Select two sentences from the passage supporting the idea that saving plant varieties is important.

- Ⓐ "Within 25 years, nearly half of Ireland's people had starved or moved away."
- Ⓑ "Some molecules are great at fighting disease."
- Ⓒ "Scientists now know how to solve that problem, and the answer lies in how DNA works."
- Ⓓ "They record what diseases and pests each plant can fight off, and they record which plants can live well in certain conditions, such as limited water, high heat, floods, or poor soil."
- Ⓔ "They can use that wheat's genes to create a new wheat plant that will grow well in Oklahoma and will also fight off the pest."

Which sentence from the passage supports the author's claim that gene banks are "worth more than gold"?

- Ⓐ "This is of some benefit to the farmer because each plant grows about as well as the next."
- Ⓑ "Scientists now know how to solve that problem, and the answer lies in how DNA works."
- Ⓒ "Then all we have to do is put that plant's genes into the unprotected potato plants."
- Ⓓ "Thanks to their work, the food supply for seven billion people is safer than it ever was before."

Read the passages. Then answer the questions that follow.

## Archimedes and the Siege of Syracuse

by Charles F. Baker, Calliope

### Introduction

- 1 *Syracuse, a peaceful and thriving city on the island of Sicily, a Greek colony off the southern coast of Italy, was the home of the famous mathematician and inventor Archimedes. Under the reign of King Hieron II, Syracuse found itself affected by a fierce conflict involving Rome and Carthage, a powerful city-state on the north coast of Africa.*
- 2 *The Romans and the Carthaginians were vying for control of the Mediterranean Sea. Carthage already had colonies in Spain and claimed all of the western Mediterranean and most of Sicily except for Syracuse. Rome's armies had been capturing the Greek city-states in Italy. It was reasonable to expect that Syracuse, because of its location, would be caught in a war between the rapidly growing powers.*

### ACT I

- 3 *It is the year 220 B.C. Syracuse has an alliance with Rome, but King Hieron is wondering how long it will last. Carthage has a great fleet of ships, and the Romans are spread out all over the area and cannot be relied on for protection. King Hieron needs a plan to defend his vulnerable city and turns to his longtime friend and kinsman Archimedes for advice and help.*

### Scene 1

- 4 *The royal palace of King Hieron. The king and his son, Prince Gelon, have received news that the Romans are angry with the Carthaginians, because they cannot trade in Sicily. Carthage has recently gained control of the Strait of Messina, which separates Sicily and Italy. Hieron has just sent for Archimedes.*

**Go On**

- 5 **KING HIERON:** My son, I fear for the safety of our city. Rome will not tolerate the aggressive actions of Carthage, and there will be a war.
- 6 **PRINCE GELON:** I agree. This is a dangerous situation. Rome will be cut off from its own ports in eastern Italy. The Romans cannot even sail around Sicily because Carthage also controls the western Mediterranean. All-out war is inevitable, and we will be caught in the middle.
- 7 **KING HIERON:** We must prepare to defend ourselves, even though we have an alliance with Rome. They could not possibly come to our rescue against the Carthaginians. They are already fighting in many different areas and cannot spare soldiers or ships to protect our city.
- 8 **PRINCE GELON:** I would not trust the Romans to continue to be our allies. They are an ambitious people, and I am sure they will want to add our prosperous city to their growing empire.
- 9 **KING HIERON:** I think you are right. That is why I want to build up our defenses. It is my hope that I will leave a strong, independent city for you and my grandson, Prince Hieronymos, to inherit. I have sent for Archimedes so that we can discuss this serious situation with him. I value his advice.
- 10 **PRINCE GELON:** I also have great respect for Archimedes, but how can he help defend our city? He is only a mathematician, not a soldier.
- 11 *(Archimedes enters the royal chamber and hears Prince Gelon's statement.)*
- 12 **ARCHIMEDES:** You are right, Your Royal Highness. Since I returned to Syracuse from Egypt many years ago, I have dedicated my life entirely to mathematical research.
- 13 **KING HIERON:** You know as well as I do, my friend, that you have become famous for your clever mechanical inventions.

- 14 **ARCHIMEDES:** They are only the diversions of geometry at play, and I attach no importance to them. I regard the business of mechanics as vulgar and despicable.
- 15 **KING HIERON:** Syracuse is in danger of becoming involved in the war between Rome and Carthage.
- 16 **ARCHIMEDES:** So I have heard.
- 17 **KING HIERON:** Having been at peace for so many years, we have not bothered to maintain our defenses. We forgot that our city was taken by siege years ago. I do not want that to happen again. Archimedes, I implore you to use your scientific knowledge to prepare offensive and defensive engines for me that can be used in every kind of siege warfare.
- 18 **ARCHIMEDES:** I do not like the idea of using science to destroy people.
- 19 **KING HIERON:** Why can you not use some of your scientific knowledge to defend the city that has sheltered you and given you the freedom to do your mathematical research for so many years? I should think that you would be anxious to prove that science can provide a better means for the defense of Syracuse than an army can.
- 20 **ARCHIMEDES:** You have won. I will begin at once to devise plans for all sorts of engines to use against any besiegers.
- 21 **KING HIERON:** We will all be grateful for your expertise.

## from *The Sand Reckoner*

by Gillian Bradshaw

1           The young man took his compasses out of his mouth and turned, beaming. He was thin, long-limbed, and angular, and the general effect as he twisted about was of a grasshopper preparing to jump. “It’s a hundred and twenty myriads-of-myriads!” he exclaimed in triumph, brushing back a tangle of brown hair and regarding his interrupter with a pair of bright brown eyes. . . .

2           “Marcus,” he said eagerly, “what’s the biggest number you can imagine? The number of grains of sand in Egypt—no, in the world! No! How many grains of sand would it take to fill the universe?”

3           “Can’t say,” replied Marcus shortly. “Sir, we’re in Syracuse. In the Great Harbor. Where we disembark<sup>1</sup>—remember? I need to pack the abacus.”

4           Archimedes put his hands protectively over the tray of sand—called by the same name as the more familiar reckoning machine—and looked around with dismay. He had come up to the ship’s stern deck when the vessel had sighted the point of Plemmyrion and Marcus had started packing. Syracuse then had been only a patch of red and gold against green slopes; now a whole stretch of time seemed to have vanished into the sand, and Syracuse lay all around him. Here, in its harbor, the city—richest and mightiest of all the Greek cities of Sicily—appeared as nothing but walls. To his right loomed the citadel of Ortygia, a rocky promontory<sup>2</sup> enclosed by massive battlements, and before him the seawall swept around in a long curve of gray to end in the tower-studded walls of the fort which commanded the approach from the marshes to the south. Two quinqueremes<sup>3</sup> sat . . . ready for sea, their sides feathered white with the triple banks of their shipped oars.

<sup>1</sup> **disembark:** go ashore

<sup>2</sup> **promontory:** something that projects, protrudes, or juts out

<sup>3</sup> **quinqueremes:** a type of large war ship

5 Archimedes shot a longing glance at the clear water of the harbor entrance behind the ship. There the Mediterranean stretched open and unbounded as far as the coast of Africa, brilliantly blue and hazy in the bright June afternoon. “Why the Great Harbor?” he asked unhappily. He was Syracusan-born, and the city’s customs were as natural to him as its dialect. Merchant ships like the one on which he and Marcus were passengers usually put into Syracuse’s Small Harbor, on the other side of the promontory of Ortygia. The Great Harbor belonged to the navy.

6 “There’s a war on, sir,” said Marcus patiently. He squatted down beside Archimedes and put out his hands for the box of sand.

7 Archimedes looked down sadly at the twelve billion grains of gleaming sand and his own scratched calculations. Of course. Syracuse was at war, and the Small Harbor was sealed off. All the traffic was forced into the Great Harbor, where the navy could keep an eye on it. He knew about the war: it was one of the reasons he had come home. The small farm his family owned lay to the north of the city, well beyond any possible zone of defense, and it was unlikely that there would be any income from it this year. His father was ill and could not practice his usual occupation as a teacher. Archimedes was the only son of the house, and supporting the family and protecting it through what was likely to be a very bad war was now his responsibility. It was time to give up mathematical games and find some real work. Walls, he thought miserably; unbreachable<sup>4</sup> walls, closing in.

8 Slowly, he took his hands off the notched rim of the abacus. Marcus picked it up, found the lid, and closed the reckoning box away. He slid it into its canvas sack and walked off with it. Archimedes sighed and sat back, hands dangling over his knees. The compasses slipped from his limp fingers and impaled<sup>5</sup> themselves in the deck. He stared at them blankly for a moment, then pulled up one side of the instrument and swept it around, scratching a circle in the rough wood. Let the area of the circle be  $K$ —No. He folded the compasses and pressed the cool double bar against his forehead. No more games.

<sup>4</sup> **unbreachable:** unable to be broken through

<sup>5</sup> **impaled:** stuck like a spear

What is the main theme of "Archimedes and the Siege of Syracuse"?

- Ⓐ Parents have a duty to make a better, stronger world for their children.
- Ⓑ Sometimes the needs of a community are more important than one person's feelings.
- Ⓒ Even if you have friends and allies, you must be prepared to stand up for yourself.
- Ⓓ If you forget the past, you put your future in danger.

What is the meaning of the word alliance as it is used in this sentence from "Archimedes and the Siege of Syracuse"?

"We must prepare to defend ourselves, even though we have an alliance with Rome." (paragraph 7)

- Ⓐ an argument over land
- Ⓑ an agreement of support
- Ⓒ a contract for goods
- Ⓓ an invitation to fight

Select the word that has the most similar connotation to the word famous in this sentence from "Archimedes and the Siege of Syracuse."

"Syracuse, a peaceful and thriving city on the island of Sicily, a Greek colony off the southern coast of Italy, was the home of the famous mathematician and inventor Archimedes." (paragraph 1)

- Ⓐ noted
- Ⓑ notorious
- Ⓒ popular
- Ⓓ mythical

Select the correct meaning of the phrase the vessel had sighted the point as it is used in *The Sand Reckoner*.

"He had come up to the ship's stern deck when the vessel had sighted the point of Plemmyrion and Marcus had started packing." (paragraph 4)

- Ⓐ People on the ship were Plemmyrions.
- Ⓑ The ship had hit the point of land.
- Ⓒ The ship was built in Plemmyrion.
- Ⓓ People on the ship had seen land.

What change in the story is signaled by this sentence from *The Sand Reckoner*?

“‘There’s a war on, sir,’ said Marcus patiently.” (paragraph 6)

- Ⓐ Archimedes must now start thinking seriously about Syracuse and the war.
- Ⓑ Marcus will encourage Archimedes to unpack his things and head back to sea.
- Ⓒ Archimedes still has some time before he has to think seriously about the war.
- Ⓓ Marcus will stop being patient with Archimedes and will become demanding.

Which sentence from *The Sand Reckoner* shows that the narrator feels sympathy for Archimedes?

- Ⓐ “He was thin, long-limbed, and angular, and the general effect as he twisted about was of a grasshopper preparing to jump.”
- Ⓑ “Archimedes put his hands protectively over the tray of sand . . . and looked around with dismay.”
- Ⓒ “He was Syracusan-born, and the city’s customs were as natural to him as its dialect.”
- Ⓓ “He stared at them blankly for a moment, then pulled up one side of the instrument and swept it around, scratching a circle in the rough wood.”

How do Marcus’s words about needing to disembark contribute to the plot of *The Sand Reckoner*?

“‘Can’t say,’ replied Marcus shortly. ‘Sir, we’re in Syracuse. In the Great Harbor. Where we disembark—remember? I need to pack the abacus.’”  
(paragraph 3)

Write your answer on the lines below.

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How is the discipline of mathematics presented differently in the two passages?

- Ⓐ In the play, mathematicians are respected, but in the story they are not.
- Ⓑ In the play, mathematics can save the city, but in the story it is an idle distraction.
- Ⓒ In the play, mathematics is an idle distraction, but in the story it can save the city.
- Ⓓ In the play, mathematicians are compared with soldiers, but in the story they are compared with sailors.

Underline one sentence from each passage that develops this theme: during a war, all people must do their fair share.

From "Archimedes and the Siege of Syracuse"	From <i>The Sand Reckoner</i>
<p>18 <b>ARCHIMEDES:</b> I do not like the idea of using science to destroy people.</p> <p>19 <b>KING HIERON:</b> Why can you not use some of your scientific knowledge to defend the city that has sheltered you and given you the freedom to do your mathematical research for so many years? I should think that you would be anxious to prove that science can provide a better means for the defense of Syracuse than an army can.</p> <p>20 <b>ARCHIMEDES:</b> You have won. I will begin at once to devise plans for all sorts of engines to use against any besiegers.</p>	<p>He knew about the war: it was one of the reasons he had come home. The small farm his family owned lay to the north of the city, well beyond any possible zone of defense, and it was unlikely that there would be any income from it this year. His father was ill and could not practice his usual occupation as a teacher. Archimedes was the only son of the house, and supporting the family and protecting it through what was likely to be a very bad war was now his responsibility. It was time to give up mathematical games and find some real work. Walls, he thought miserably; unbreachable walls, closing in.</p>

How do the two passages treat the subject of war differently?

- Ⓐ The play focuses on how a specific city will defend itself from oncoming war; the story focuses on the personal effects of war.
- Ⓑ The play looks at tactics of war; the story examines specific weapons of war.
- Ⓒ The play presents war as being necessary; the story shows that war is preventable.
- Ⓓ The play presents war as a problem that must be solved; the story examines the kinds of events that lead to war.

The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Which detail from "Archimedes and the Siege of Syracuse" shows that Archimedes is emotionally attached to Syracuse?

- Ⓐ "You are right, Your Royal Highness. Since I returned to Syracuse from Egypt many years ago, I have dedicated my life entirely to mathematical research."
- Ⓑ "I regard the business of mechanics as vulgar and despicable."
- Ⓒ "I do not like the idea of using science to destroy people."
- Ⓓ "You have won. I will begin at once to devise plans for all sorts of engines to use against any besiegers."

**Part B**

Which detail from *The Sand Reckoner* shows that Archimedes is emotionally attached to Syracuse?

- Ⓐ "Syracuse then had been only a patch of red and gold against green slopes; now a whole stretch of time seemed to have vanished into the sand, and Syracuse lay all around him."
- Ⓑ "Here, in its harbor, the city—richest and mightiest of all the Greek cities of Sicily—appeared as nothing but walls."
- Ⓒ "He was Syracusan-born, and the city's customs were as natural to him as its dialect."
- Ⓓ "He knew about the war: it was one of the reasons he had come home."

**Read the passage. Then answer the questions that follow.**

## **Spies in Petticoats**

*by Lisa Torrey*

- 1            During the Civil War, thousands of women served as nurses. They worked in hospitals and on the front lines for the Union and the Confederacy. These “angels of the battlefields” hold a well-known place in American history. Less known, however, is the fact that hundreds of women also served in a far different capacity. They risked their lives as undercover spies.
  
- 2            These women spies came from a variety of backgrounds—from former slaves to fashionable socialites. Yet these very different women shared some valuable traits. Each had detailed knowledge of daily activities and troop movements in the part of the country where she lived. This knowledge made the women very helpful to military leaders, both Union and Confederate. These women also shared a passion for either the Union or the Confederacy, and they were willing to die for it. Across the country, these female spies worked within carefully constructed networks, gathering information and using various means to relay messages.
  
- 3            One of the Union’s top female spies was a Southern woman named Elizabeth Van Lew. Even though Van Lew lived in the South, she was strongly against slavery. She convinced her own family to free their slaves. She was wealthy and well-educated. And she lived in Richmond, Virginia—the capital of the Confederacy. When a Union general asked Van Lew to work as a spy, she readily agreed.
  
- 4            Elizabeth Van Lew enlisted the help of other Union supporters in Richmond to become her couriers. These couriers delivered secret information from her to General Grant, who led the Union troops. She also set up relay stations for the couriers at secret meeting points between Richmond and Grant’s headquarters. Van Lew wrote her coded messages in invisible ink. And the

messages were often hidden inside hollowed-out vegetables from Van Lew's garden. Because of Van Lew's efforts, General Grant learned how the Confederate army was defending Richmond. When General Grant and his Union troops captured Richmond, Elizabeth Van Lew proudly flew the Union flag from the roof of her house. General Grant even visited her at her home. He wanted to thank Van Lew in person for her service to the Union.

5           The former slave Harriet Tubman is celebrated for her work as a "conductor" of the Underground Railroad. She led hundreds of slaves to freedom in the North. And she was also one of the Union's most valuable spies. Because of her work with the Underground Railroad, Tubman knew firsthand all of the land and waterway transportation routes throughout the South. With this knowledge, she was able to map territory behind enemy lines for the Union. Also because of her work with the Underground Railroad, Tubman had the great respect of many people, especially slaves and former slaves. She enlisted the help of these loyal people as scouts when she set up a vast spy ring for the Union. Led and trained by Tubman, her scouts went on dangerous missions behind enemy lines. Harriet Tubman herself led successful raids along the South Carolina coast in Confederate territory. These raids disturbed supply lines vital to the Confederate army, and they freed hundreds of slaves.

6           While Elizabeth Van Lew, Harriet Tubman, and many other women worked as spies for the Union, other women were actively spying for the Confederacy. One woman in particular was the Confederacy's master spy. Her name was Rose O'Neal Greenhow. Greenhow was a wealthy widow. She was also a charming hostess. She often invited military and political leaders to her home for social evenings. And she lived in the ideal place for secretly obtaining information about the Union—Washington, D.C. Not only was Washington, D.C., the capital of the United States, it was the headquarters of the Union Army during the Civil War.

7           Rose Greenhow considered herself a Southerner through and through. She would do anything to help the Confederacy win the Civil War. Operating from the Union capital, Greenhow soon organized the war's largest network of

**Go On**

Confederate spies. Writing in secret code, she sent her reports by courier. Each courier passed Greenhow's reports to the next courier in a relay system known as the "Secret Line."

- 8           Rose Greenhow's messages were highly detailed. They described Union troop movements and strategies, or plans of action. One of these messages gave urgent information about the Union Army's plan of attack at the First Battle of Bull Run. Greenhow's accurate information led to a victory for the Confederate Army. In 1861, Rose was placed under house arrest by the newly formed Secret Service. Even then, the master spy managed to find out Union secrets and send them to Confederate military leaders. After Rose was released from house arrest, she tried to smuggle gold for the Confederate treasury. However, the boat she was in turned over in rough water. Rose drowned, weighed down by the heavy gold.

The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What is the central idea of the passage?

- Ⓐ Thousands of women courageously served as nurses during the Civil War.
- Ⓑ Harriet Tubman worked with the Underground Railroad to free hundreds of slaves.
- Ⓒ Spies for both the Union and the Confederacy disguised themselves as women.
- Ⓓ Women acted as spies for the Union and Confederate armies during the Civil War.

**Part B**

Select one sentence from the passage that supports the answer in Part A.

- Ⓐ "One of the Union's top female spies was a Southern woman named Elizabeth Van Lew."
- Ⓑ "Also because of her work with the Underground Railroad, Tubman had the great respect of many people, especially slaves and former slaves."
- Ⓒ "In 1861, Rose was placed under house arrest by the newly formed Secret Service."
- Ⓓ "They worked in hospitals and on the front lines for the Union and the Confederacy."

Select two sentences from the passage that support the author’s claim that women spies played an important role during the Civil War.

- Ⓐ “These women spies came from a variety of backgrounds—from former slaves to fashionable socialites.”
- Ⓑ “These women also shared a passion for either the Union or the Confederacy, and they were willing to die for it.”
- Ⓒ “Because of Van Lew’s efforts, General Grant learned how the Confederate army was defending Richmond.”
- Ⓓ “The former slave Harriet Tubman is celebrated for her work as a ‘conductor’ of the Underground Railroad.”
- Ⓔ “Greenhow’s accurate information led to a victory for the Confederate Army.”

What does the word networks mean as it is used in this sentence?

“Across the country, these female spies worked within carefully constructed networks, gathering information and using various means to relay messages.” (paragraph 2)

- Ⓐ systems of computers that share information
- Ⓑ chains of radio or TV stations linked by satellites
- Ⓒ structures in which cords, threads, or wires cross
- Ⓓ groups of people who share similar interests or goals

Which fact shows that female spies used their social status to gather information?

- Ⓐ Elizabeth Van Lew often hid messages inside hollowed vegetables from her garden.
- Ⓑ Rose Greenhow invited military and political leaders to parties in her home.
- Ⓒ Thousands of women worked in hospitals and on the battlefields.
- Ⓓ Many women gathered and passed along secret messages during wartime.

Which sentence from the passage supports the idea that female spies took great risks for their causes?

- Ⓐ "He wanted to thank Van Lew in person for her service to the Union."
- Ⓑ "Also because of her work with the Underground Railroad, Tubman had the great respect of many people, especially slaves and former slaves."
- Ⓒ "This knowledge made the women very helpful to military leaders, both Union and Confederate."
- Ⓓ "These women also shared a passion for either the Union or the Confederacy, and they were willing to die for it."

How does the author illustrate the creative ways Elizabeth Van Lew used to send messages to General Grant?

Write your answer on the lines below.

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Read the passage. Then answer the questions that follow.

## Autumn Orchards

*by Charles V. Ford*

I remember lines of bare still trees on flat sandy ground.

There's a sense of warmth when my thoughts wander back to these orchards of my youth.

I delighted in the order and neatness of my father's farm.

I loved the rich, dark nights when only the starlight reflected off the branches.

- 5 There was a perfect hush and reverence<sup>1</sup> amongst the solid trunks that spanned these fields.

I walked in secret on these long, lone walks, and I walked without purpose or destination.

Loyal animals accompanied me on these excursions through the groves.

There were fast, powerful dogs, and a rainbow of funny feline hunters and loafers.

There was a lost pig and even a turkey that joined the parade for a time.

- 10 I listened and learned to return the gentle call of the turtle dove.

The big rigs rattled and whooshed by on the highway.

My tread was light and silent in the forgiving sand.

I loved the warm summer nights when onion and garlic fields perfumed the night air.

The smell of burning almond brush in autumn will forever be a comfort and solace<sup>2</sup> to me.

- 15 Each season's breath was a multisensory thrill of moist, rich air.

The orchards captured my imagination and calmed and soothed me.

Old and gray now, but still I'll steal off by myself into a neighbor's neat and tidy orchard.

And the trim trees still listen to my ramblings and respond only with silhouettes against a silent moon.

<sup>1</sup>**reverence:** sense of respect, admiration, awe

<sup>2</sup>**solace:** calm, support

**Go On**

Which line from the poem suggests that the speaker views the walks as a kind of pleasant celebration?

- Ⓐ "I remember lines of bare still trees on flat sandy ground."
- Ⓑ "I walked in secret on these long, lone walks, and I walked without purpose or destination."
- Ⓒ "There was a lost pig and even a turkey that joined the parade for a time."
- Ⓓ "Old and gray now, but still I'll steal off by myself into a neighbor's neat and tidy orchard."

The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What theme does the poet communicate by including sensory details?

- Ⓐ Places are best understood when visited at night.
- Ⓑ Children can experience their surroundings more fully than adults.
- Ⓒ Memories remain strong even after the passage of time.
- Ⓓ Growing old can cause you to forget beautiful images of youth.

**Part B**

Select one line from the poem that supports the answer in Part A.

- Ⓐ "There's a sense of warmth when my thoughts wander back to these orchards of my youth."
- Ⓑ "I delighted in the order and neatness of my father's farm."
- Ⓒ "I loved the rich, dark nights when only the starlight reflected off the branches."
- Ⓓ "The orchards captured my imagination and calmed and soothed me."

Which stanza from the poem establishes the setting?

- Ⓐ stanza 1
- Ⓑ stanza 3
- Ⓒ stanza 5
- Ⓓ stanza 6

What do the words comfort and solace suggest about the speaker's memories?

"The smell of burning almond brush in autumn will forever be a comfort and solace to me." (line 14)

Write your answer on the lines below.

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How does the following line develop the speaker's feelings about the orchards?

"There's a sense of warmth when my thoughts wander back to these orchards of my youth." (line 2)

- Ⓐ It establishes that the speaker no longer enjoys wandering through orchards.
- Ⓑ It suggests that the speaker's memories are of hot weather in the orchards.
- Ⓒ It tells the speaker's thoughts about the warm colors of orchards.
- Ⓓ It introduces the speaker's sense of fondness for the orchards.

Underline a line from the poem that supports the idea that the speaker loved the way the orchards looked.

"I remember lines of bare still trees on flat sandy ground."

"There's a sense of warmth when my thoughts wander back to these orchards of my youth."

"I delighted in the order and neatness of my father's farm."

**Read the passages. Then answer the questions that follow.**

## **A Mountain Calling**

*by Amy Leinbach Marquis, National Parks*

1            John Muir never liked the word “hike.” Even in the 19th century, American society’s connection to nature had grown increasingly shallow, people’s time outdoors rigid and hasty. Muir, on the other hand, preferred to saunter. “Sauntering meant taking your time, valuing what you see,” says Tad Shay, lead interpretive ranger at John Muir National Historic Site in Martinez, California. “It meant stopping to enjoy the view of a lake, not running past it.”

2            Born in 1838 in the seaside town of Dunbar, Scotland, Muir began his love affair with nature at a young age. . . .

3            In 1849, Muir’s father sacrificed the family’s wealth in Dunbar for a harsh farming life in America, claiming an 80-acre plot of land in central Wisconsin. It was in this pastoral wilderness—its open skies, frozen meadows, and thousands of migrating birds—that Muir found his own religion. . . .

4            Muir was nearly 30 the first time he ventured into California’s Sierra Nevada Mountains. He was overwhelmed by the landscape, scrambling down steep cliff faces to get a closer look at the waterfalls, whooping and howling at the vistas, jumping tirelessly from flower to flower. “We are now in the mountains and they are in us, kindling enthusiasm, making every nerve quiver, filling every pore and cell of us,” he wrote.

5            Muir quickly found work as a shepherd to keep this precious place near. Guiding his flock through the foothills and into higher elevations, he began his lifelong courtship with the Sierra Nevada. He spent much of his thirties alone in the mountains, carrying a tattered blue journal that he filled with sketches, scientific observations, and soulful writing.

6            Although he preferred living on society’s fringe, he also longed for human companionship. Muir began publishing his writing in 19th-century travel publications that East Coast tourists read on trains bound for the West. Soon, famous scientists and writers joined him in the Sierra Nevada. Ralph Waldo Emerson affected Muir deeply. So did President Teddy Roosevelt, whom Muir invited on a camping trip in the sequoia forest with one stipulation: No politics allowed. Roosevelt went on to establish Yosemite as a national park. . . .

7            “We like to say that Muir got the ball rolling for the National Park System,” Shay says. Four more significant designations would follow, thanks to Muir’s influence: Grand Canyon, Mount Rainier, Petrified Forest, and Sequoia. America would come to know Muir as “The Father of Our National Parks.”

8            In his 76 years, Muir published more than 300 articles and 12 books. He moved a president to create the U.S. Forest Service and co-founded the Sierra Club, which helped establish several new national parks years after his death, and now boasts 1.3 million members.

9            It’s quite a legacy for a man who was so adamant<sup>1</sup> about taking his time.

10          “Our lives are so rapid these days,” Shay says. “Perhaps the best way to honor Muir is simply to slow down and appreciate nature for its beauty.”

<sup>1</sup> **adamant:** firmly fixed

*Albert Palmer was a companion of John Muir on several memorable "saunterings" through the Sierras. His memoir is a treasure of the early conservation movement in America.*

## **from *The Mountain Trail and Its Message***

*by Albert W. Palmer, 1911*

1           There is a fourth lesson of the trail. It is one which John Muir taught me [during an early Sierra Club outing].

2           There are always some people in the mountains who are known as "hikers." They rush over the trail at high speed and take great delight in being the first to reach camp and in covering the greatest number of miles in the least possible time. [They] measure the trail in terms of speed and distance.

3           One day as I was resting in the shade Mr. Muir overtook me on the trail and began to chat in that friendly way in which he delights to talk with everyone he meets. I said to him: "Mr. Muir, someone told me you did not approve of the word 'hike.' Is that so?" His blue eyes flashed, and with his Scotch accent he replied: "I don't like either the word or the thing. People ought to saunter in the mountains—not hike!

4           "Do you know the origin of that word 'saunter?' It's a beautiful word. Away back in the Middle Ages people used to go on pilgrimages to the Holy Land, and when people in the villages through which they passed asked where they were going, they would reply, "A la sainte terre,' 'To the Holy Land.' And so they became known as sainte-terre-ers or saunterers. Now these mountains are our Holy Land, and we ought to saunter through them reverently, not 'hike' through them."

- 5            John Muir lived up to his doctrine. He was usually the last man to reach camp. He never hurried. He stopped to get acquainted with individual trees along the way. He would hail people passing by and make them get down on hands and knees if necessary to see the beauty of some little bed of almost microscopic flowers. Usually he appeared at camp with some new flowers in his hat and a little piece of fir bough in his buttonhole.
- 6            Now, whether the derivation<sup>1</sup> of *saunter* Muir gave me is scientific or fanciful, is there not in it another parable? There are people who “hike” through life. They measure life in terms of money and amusement; they rush along the trail of life feverishly seeking to make a dollar or gratify an appetite. How much better to “saunter” along this trail of life, to measure it in terms of beauty and love and friendship! How much finer to take time to know and understand the men and women along the way, to stop a while and let the beauty of the sunset possess the soul, to listen to what the trees are saying and the songs of the birds, and to gather the fragrant little flowers that bloom all along the trail of life for those who have eyes to see!
- 7            You can’t do these things if you rush through life in a big red automobile at high speed; you can’t know these things if you “hike” along the trail in a speed competition. These are the peculiar rewards of the man who has learned the secret of the saunterer!

<sup>1</sup> **derivation:** origin

**38**

What is the central idea of “A Mountain Calling”?

- Ⓐ John Muir was an adult when he visited the Sierra Nevada Mountains.
- Ⓑ John Muir was especially affected by his childhood in Scotland.
- Ⓒ John Muir played an important role in protecting America’s wilderness.
- Ⓓ John Muir admired the work of Ralph Waldo Emerson.

**Go On**

With which claim would the author of "A Mountain Calling" agree?

- Ⓐ Private nature parks should be turned over to the U.S. Forest Service.
- Ⓑ Rushing to see as much of a natural park as possible is sometimes necessary.
- Ⓒ America finally has enough national parks to satisfy everyone's needs.
- Ⓓ Every American should try to visit a national park at least once in his or her life.

Which detail from "A Mountain Calling" disagrees with the claim that Muir preferred to saunter?

- Ⓐ "Sauntering meant taking your time, valuing what you see," says Tad Shay, lead interpretive ranger at John Muir National Historic Site in Martinez, California."
- Ⓑ "He was . . . scrambling down steep cliff faces to get a closer look at the waterfalls, whooping and howling at the vistas, jumping tirelessly from flower to flower."
- Ⓒ "He spent much of his thirties alone in the mountains, carrying a tattered blue journal that he filled with sketches, scientific observations, and soulful writing."
- Ⓓ "He moved a president to create the U.S. Forest Service and co-founded the Sierra Club, which helped establish several new national parks years after his death. . . ."

What is the meaning of the word pastoral as it is used in this sentence from "A Mountain Calling"?

"It was in this pastoral wilderness—its open skies, frozen meadows, and thousands of migrating birds—that Muir found his own religion. . . ." (paragraph 3)

- Ⓐ friendly
- Ⓑ savage
- Ⓒ vanishing
- Ⓓ empty

Underline two sentences from paragraphs 4 and 5 of "The Mountain Trail and Its Message" that support the idea that John Muir "found his own religion" in the pastoral wilderness.

- 4 "Do you know the origin of that word 'saunter?' It's a beautiful word. Away back in the Middle Ages people used to go on pilgrimages to the Holy Land, and when people in the villages through which they passed asked where they were going, they would reply, "A la sainte terre,' 'To the Holy Land.' And so they became known as sainte-terre-ers or saunterers. Now these mountains are our Holy Land, and we ought to saunter through them reverently, not 'hike' through them."
- 5 John Muir lived up to his doctrine. He was usually the last man to reach camp. He never hurried. He stopped to get acquainted with individual trees along the way. He would hail people passing by and make them get down on hands and knees if necessary to see the beauty of some little bed of almost microscopic flowers. Usually he appeared at camp with some new flowers in his hat and a little piece of fir bough in his buttonhole.

In *The Mountain Trail and Its Message*, how does Albert W. Palmer reveal his point of view regarding those who “hike” through life?

Write your answer on the lines below.

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In *The Mountain Trail and Its Message*, what does the word hail relate to?

“He would hail people passing by and make them get down on hands and knees if necessary to see the beauty of some little bed of almost microscopic flowers.” (paragraph 5)

- Ⓐ a threat
- Ⓑ a greeting
- Ⓒ a storm
- Ⓓ a suggestion

The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What information about John Muir does the reader learn in *The Mountain Trail and Its Message* that is not in "A Mountain Calling?"

- Ⓐ He was a well-liked man who would rather have been around animals.
- Ⓑ He was an influential man who prided himself on his accomplishments.
- Ⓒ He was a friendly but isolated man who wanted others to share his life.
- Ⓓ He was a kind but lonely man who found his joy in writing about nature.

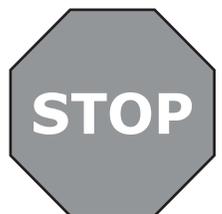
**Part B**

Select one sentence from *The Mountain Trail and Its Message* that supports the answer in Part A.

- Ⓐ "[Hikers] rush over the trail at high speed and take great delight in being the first to reach camp and in covering the greatest number of miles in the least possible time."
- Ⓑ "One day as I was resting in the shade Mr. Muir overtook me on the trail and began to chat in that friendly way in which he delights to talk with everyone he meets."
- Ⓒ "There is a fourth lesson of the trail. It is one which John Muir taught me [during an early Sierra Club outing]."
- Ⓓ "How much better to 'saunter' along this trail of life, to measure it in terms of beauty and love and friendship!"

Which idea from "A Mountain Calling" is supported by the passage from *The Mountain Trail and Its Message*?

- Ⓐ "Born in 1838 in the seaside town of Dunbar, Scotland, Muir began his love affair with nature at a young age. . . ."
- Ⓑ "Muir quickly found work as a shepherd to keep this precious place near."
- Ⓒ ". . . 'Perhaps the best way to honor Muir is simply to slow down and appreciate nature for its beauty.'"
- Ⓓ "Four more significant designations would follow, thanks to Muir's influence. . . ."



Based on the photo, how is modern bowling different from the historic game described in the podcast?

- Ⓐ The gutters now have bumpers, which were not used in early bowling.
- Ⓑ Bowling is now played with ten pins, one more than in ancient Egypt.
- Ⓒ The ball now comes in more sizes and weights than the Germans used.
- Ⓓ Bowlers are now a wider variety of ages and ability levels than in the past.

Select two quotations from the podcast that define the special meanings of words used in bowling.

- Ⓐ "If you've ever gone bowling, you'll recognize these words as important terms from the game."
- Ⓑ "For example, if you get a strike in bowling, you don't 'strike it rich' like you would in a gold mine or 'strike out' as a batter does in baseball."
- Ⓒ "Instead, a strike in bowling means that you rolled the ball perfectly down the lane and were successful in knocking over all of the pins!"
- Ⓓ "Similarly, if you get a 'turkey' in bowling, you don't get a feathery fowl or a Mediterranean country."
- Ⓔ "In bowling, a person is said to get a turkey when he or she rolls three strikes in a row."

# Session 2: Editing Task

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## Questions #52–57

**Six underlines in the text show a word or phrase that may be incorrect. Read the passage. Then answer the questions that follow.**

Dear Ms. Washington,

When I took my first piano lesson from you, I was just five years old. I hadn't wanted to give up an hour on Saturdays to take piano lessons. But when you and me sat down at your piano, something magical happened. You pressed the keys, and it was like you were releasing your battered old piano's pent-up energy. I knew that not only could I someday play like you, but that I had to play like you.

I hid my piano lessons from other kids because I thought he would laugh at me. I'd dawdle on my way to lessons, arrive late, and beg to leave early. I practiced irregularly. Nonetheless, you persisted. Your patience which seemed boundless amazed me. You taught me basic skills and theories when all I wanted to do was play the songs I liked.

Your teaching has given me skill and courage. As you know, I recently won a citywide competition: the first I ever entered. Those were both evident in my performance, and that success was truly yours. For your faith and hard work, I want you to have this medal that I won. Someday I might be a famous musician. You herself even said it could happen. Then if my head has gotten too big, you can show me the medal and this letter. They will remind me that any heights I reach are because I am standing on your shoulders.

With affection,

Dakeem

**Go On**

Read this sentence from the letter.

But when you and me sat down at your piano, something magical happened.

Rewrite the sentence, correcting the underlined word.

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Read this sentence from the letter.

I hid my piano lessons from other kids because I thought he would laugh at me.

Rewrite the sentence, correcting the underlined words.

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Read this sentence from the letter.

Your patience which seemed boundless amazed me.

Rewrite the sentence, correctly punctuating the underlined words.

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55

Read this sentence from the letter.

As you know, I recently won a citywide competition: the first I ever entered.

Rewrite the sentence, correctly punctuating the underlined words.

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56

Read this sentence from the letter.

Those were both evident in my performance, and that success was truly yours.

Rewrite the sentence, correcting the vague pronoun reference.

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57

Read this sentence from the letter.

You herself even said it could happen.

Rewrite the sentence, correcting the underlined word.

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