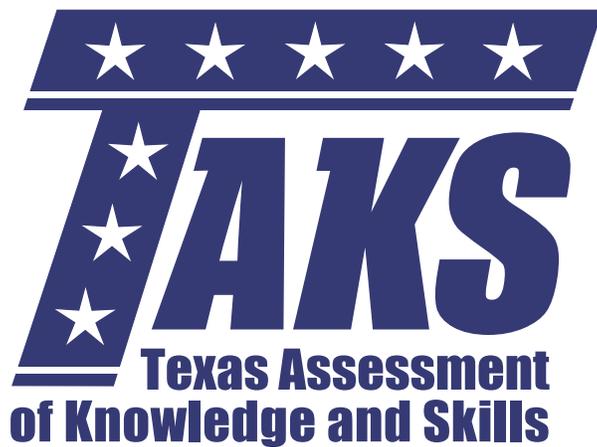


STUDENT NAME _____



**EXIT LEVEL
ENGLISH LANGUAGE ARTS**

Administered March 2009

READING AND WRITTEN COMPOSITION

DIRECTIONS

Read the two selections and the viewing and representing piece. Then answer the questions that follow.

Breakfast in Virginia

by Langston Hughes

“Breakfast in Virginia,” written by the African American author Langston Hughes, takes place in the United States during World War II, when racial segregation was both openly visible and commonly accepted. From the 1880s into the 1960s, the majority of states enforced segregation through Jim Crow laws. Many states and cities could impose legal punishments on people for associating with members of another race. The most common types of laws forbade intermarriage and ordered business owners and public institutions to keep their black and white clientele separated.

- 1 Two colored boys during the war. For the first time in his life one of them, on furlough from a Southern training camp, was coming North. His best buddy was a New York lad, also on furlough, who had invited him to visit Harlem. Being colored, they had to travel in the Jim Crow car until the Florida Express reached Washington.
- 2 The train was crowded and people were standing in WHITE day coaches and in the COLORED coach—the single Jim Crow car. Corporal Ellis and Corporal Williams had, after much insistence, shared for a part of the night the seats of other kindly passengers in the coach marked COLORED. They took turns sleeping for a few hours. The rest of the time they sat on the arm of a seat or stood smoking in the vestibule. By morning they were very tired. And they were hungry.
- 3 No vendors came into the Jim Crow coach with food, so Corporal Ellis suggested to his friend that they go into the diner and have breakfast. Corporal Ellis was born in New York and grew up there. He had been a star trackman with his college team, and had often eaten in diners on trips with his teammates. Corporal Williams had never eaten in a diner before, but he followed his friend. It was midmorning. The rush period was over, although the dining car was still fairly full. But, fortunately, just at the door as they entered there were three seats at a table for four persons. The sole occupant of the table was a tall, distinguished gray-haired man. A white man.
- 4 As the two brownskin soldiers stood at the door waiting for the steward to seat them, the white man looked up and said, “Won’t you sit here and be my guests this morning? I have a son fighting in North Africa. Come, sit down.”

My notes about what I am
reading

5 “Thank you, sir,” said Corporal Ellis, “this is kind of you. I am Corporal Ellis. This is Corporal Williams.”

6 The elderly man rose, gave his name, shook hands with the two colored soldiers, and the three of them sat down at the table. The young men faced their host. Corporal Williams was silent, but Corporal Ellis carried on the conversation as they waited for the steward to bring the menus.

7 “How long have you been in the service, Corporal?” the white man was saying as the steward approached.

8 Corporal Ellis could not answer this question because the steward cut in brusquely, “You boys can’t sit here.”

9 “These men are my guests for breakfast, steward,” said the white man.

10 “I am sorry, sir,” said the white steward, “but Negroes cannot be served now. If there’s time, we may have a fourth sitting before luncheon for them, if they want to come back.”

11 “But these men are soldiers,” said the white man.

12 “I am sorry, sir. We will take *your* order, but I cannot serve them in the state of Virginia.”

13 The two Negro soldiers were silent. The white man rose. He looked at the steward a minute, then said, “I am embarrassed, steward, both for you and for my guests.” To the soldiers he said, “If you gentlemen will come with me to my drawing room, we will have breakfast there. Steward, I would like a waiter immediately, Room E, the third car back.”

14 The tall, distinguished man turned and led the way out of the diner. The two soldiers followed him. They passed through the club car, through the open Pullmans, and into a coach made up entirely of compartments. The white man led them along the blue-gray corridor, stopped at the last door, and opened it.

15 “Come in,” he said. He waited for the soldiers to enter.

16 It was a roomy compartment with a large window and two long comfortable seats facing each other. The man indicated a place for the soldiers, who sat down together. He pressed a button.

17 “I will have the porter bring a table,” he said. Then he went on with the conversation just as if nothing had happened. He told them of recent letters from his son overseas, and of his pride in all the men in the military services who were giving up the pleasures of civilian life to help bring an end to Hitlerism.¹ Shortly the porter arrived with the table. Soon a waiter spread a cloth and took their order. In a little while the food was there.

18 All this time Corporal Williams from the South had said nothing. He sat, shy and bewildered, as the Virginia landscape passed outside the train window. Then he drank his orange juice with loud gulps. But when the eggs were brought, suddenly he spoke, “This here time, sir, is the first time I ever been invited to eat with a white man. I’m from Georgia.”

19 “I hope it won’t be the last time,” the white man replied. “Breaking bread together is the oldest symbol of human friendship.” He passed the silver tray. “Would you care for rolls or muffins, Corporal? I am sorry there is no butter this morning. I guess we’re on rations.”

20 “I can eat without butter,” said the corporal.

21 For the first time his eyes met those of his host. He smiled. Through the window of the speeding train, as it neared Washington, clear in the morning sunlight yet far off in the distance, they could see the dome of the Capitol. But the soldier from the Deep South was not looking out of the window. He was looking across the table at his fellow American.

22 “I thank you for this breakfast,” said Corporal Williams.

“Breakfast in Virginia” from *SHORT STORIES* by Langston Hughes. Copyright © 1996 by Ramona Bass and Arnold Rampersad. Reprinted by permission of Hill and Wang, a division of Farrar, Straus and Giroux, LLC.

¹ Hitlerism—Nazism or National Socialism—was a political belief promoting an exclusive German race and a strong and centrally governed state. The term is most often used in connection with Adolf Hitler’s dictatorship of Nazi Germany from 1933 to 1945.

The Crystal Night

by Lore Metzger

1 When Adolf Hitler became chancellor of Germany in January 1933, I had just celebrated my twelfth birthday. I was a student in the all-girl high school of Landau, Rhineland-Palatinate. My thoughts and hobbies were typical of any budding teenager's, and my biggest worries were to get perfect grades and to be noticed just for a moment by one of the students of the all-male high school.

2 My childhood was an abundance of happy occasions: birthday parties, the annual children's masquerade at the city theater, long walks through Landau's beautiful parks, visits to the zoo, skating and sledding in winter, swimming, biking, and hiking in summer. I loved to climb high in the mountains, each crowned by romantic ruins, castles of kings and emperors of long ago. Life was joyous, carefree, safe.

3 Shortly after Hitler's rise to power, menacing signs sprang up everywhere, at the swimming pool, the zoo, the parks, the theaters, the restaurants: "Jews forbidden." Jewish homes were soiled with swastikas and hate slogans, Jewish stores were boycotted, Jewish men and even children were beaten in the streets. In school, Jewish students, now "non-Aryans," were segregated from their fellow students. To have to sit in the so-called Jew corner, to have to listen to the most degrading remarks and avoid all contact with classmates who until then had been my friends, made those years agony for me. More and more of my Jewish classmates left Germany with their families.

4 For the longest time my parents refused to think about emigration, but in 1938 they finally made the decision to go to America. The German government no longer allowed Jews to take money out of the country, but we could take what we wanted of our household possessions as long as we paid a special tax. By November all the plans for the big move had been made. We were to set sail for America on the S.S. *Washington* on November 28.

5 During the dreary days of early November, the damp, cold mood of Mother Nature reflected our own only too well. Through the terrible years of the Nazi regime, our home, with its beautifully furnished rooms and magnificent garden, had always been a center of peace and comfort. Now my brother and I could read the sadness and fear in our parents' eyes. They had both been born in Landau, as had my grandparents. They had both served in the military during World War I, and they were deeply involved in the social, cultural, and economic life of Landau. My father didn't know how he would support his family in a strange land, with no knowledge of English and few resources. My mother couldn't sleep for worrying about her aged father, who would have to be left behind because the American consulate wouldn't issue a visa to anyone over seventy. We were all so preoccupied with the emotions of leaving our home and the preparations for the move that we hardly noticed the news item

■ see *Crystal Night*, page 2

that was to carry such enormous consequences. In Paris, an enraged Polish Jew shot and killed an employee of the German embassy when he learned that his parents had been deported from Germany back to Poland.

6 At seven o'clock on the morning of November 10, one of our maids came into my bedroom and awakened me with soft, halting words: "Honey, if you want to see the temple again get up now, because it's on fire." Shaking all over, I dressed and ran outside, without stopping for a coat. As soon as I left the house, I could detect a burning odor in the foggy air. I stopped in front of the hotel about a block from the temple and stood there paralyzed by shock and disbelief. Flames were shooting out of the stained-glass rose window, and a second later more flames engulfed the beautiful five-domed sanctuary. How long I remained there I cannot remember.

7 In tears, I ran back home. My parents were sitting down to breakfast, and I was just about to tell them of the dreadful thing I had witnessed when I heard loud male voices in the hall. In my confusion, I had left the front door open. Suddenly six or eight men pushed their way in, and without so much as a word, one of them yanked the tablecloth off the table, sending the breakfast dishes crashing to the floor. Another grabbed my father by the arm and barked, "You are under arrest!" When my father asked why, he was told, "Today we get all the Jews." We watched, stunned, as they led him away.

8 Moments later a dozen storm troopers burst into the room brandishing axes,

crowbars, hammers, and revolvers. Like beasts of prey fallen upon their victims, they went from room to room, systematically smashing furniture and dishes, cutting up oriental rugs, tearing open feather pillows, even slashing canvases in their frames—my mother's own paintings. As they were about to destroy a recently completed picture, my mother found the courage to say, "What do you want from us? We have served Germany faithfully both in peace and in war," and with that she pointed to the china cabinet, where the military decorations bestowed upon her and my father lay on a black velvet pillow, along with my grandfather's medals from the Franco-Prussian War. When the men saw these, one of them immediately gave the command to stop, but it was too late.

No sooner had they gone than one of our faithful servants arrived and broke down at the sight of the devastation. Struggling to compose herself, she told us she had heard that during the coming night all Jewish houses were to be set afire and all Jewish boys killed. She wanted to take my brother and hide him in the forest, but my mother declined her courageous offer and tearfully sent her away, not wanting to endanger her life as well.

Darkness fell early that November afternoon. My mother dressed us in extra-warm clothes, and we left our home and went through the desolate park in the direction of the Jewish cemetery. There we

■ see Crystal Night, page 3

spent the night, wandering around in a daze or sitting on the tombstones of my grandparents' graves.

11 At daybreak we returned to the park, where we had a perfect view of our home through the leafless trees. It had not been burned. We saw a large car pull up in front of the house. Two SS men got out and went inside. I was terrified and wanted to run back to the safety of the cemetery, but my mother thought they might have news of my father, so we hurried across the park. As we entered the house, the two men were voicing their disgust at the destruction all around them. Oddly enough, they were the same two officers who had inspected our belongings several weeks before to determine the exit tax. They assured my mother that they themselves would see to it that the government paid for repairs. "We would not want you to go to America and talk about us Germans as barbarians," they told her.

12 After they left, my mother sent my brother and me to bed. I dreamed of the telephone, which rang and rang and rang, until I finally realized that this was no dream. The phone—miraculously undamaged—was indeed ringing. I stumbled to the den through the debris and picked it up. A harsh male voice said, "Pack your bags and be at the railroad station by noon. Be sure to take all your money and jewelry with you." My mother, who had been out when the call came, returned to this dreadful news and began packing. Shortly before noon on November 11, the three of us left our home for the last time.

Lugging our heavy suitcases, we walked past the temple, which was still burning, and past the ransacked homes of our friends. Worst of all, we walked past the people of Landau, our former neighbors, who stared at us with wordless hostility. Some of them forced us off the sidewalk into the busy street.

A cold drizzle was falling as we reached the plaza in front of the station. There about two hundred women and children were huddled together, trembling and scared, knowing nothing of the fate of their husbands and fathers, or of their own. True to her greatness, my mother made it her business to go around and speak to everyone encouragingly, especially the children.

One by one, the women and children were taken to a small room in the station, ordered to disrobe, and examined by members of the Nazi women's group, who wanted to be sure that no money or jewelry was hidden on their bodies. All the valuables we brought with us had already been confiscated, except wedding bands. A little after eight o'clock, we boarded a train that took us to Mannheim, on the other side of the Rhine River. That day the Palatinate was to be made *judenfrei*—free of Jews.

We were fortunate to have distant relatives who ran a small hotel in Mannheim. These good people sent a taxi and umbrellas and money to the station. By a miracle, their place had not been touched the day before, and I could hardly

■ see Crystal Night, page 4

13

14

15

16

believe my eyes when we stepped into the warmly lit foyer. It was difficult to comprehend that such things as unbroken furniture still existed. The dining room table was set, awaiting us, and on it was the most beautiful sight of all: two burning Sabbath candles. It was Friday night, and the Sabbath had begun. After the events of the past two days, the radiance of their flickering light gave me an indescribable feeling of peace. Suddenly I discovered a new pride in being a Jew, and in my heart I knew that God would never forsake us.

17

The next day my father was released from the Dachau concentration camp. He traced us to Mannheim with the help of

our former chauffeur, and we were reunited at last. The two SS men kept their word, and my mother was allowed to return to Landau to pack our repaired furniture.

Twenty-three years later, in 1961, my husband and I went back to Landau. For the first time in my life I saw bombed-out houses, whole blocks leveled by air strikes, and I was grateful—yes, grateful—for I realized that the events that drove us from home, the horrors of the Hitler years, of that Crystal Night, had spared my family the horrors of war.

18

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Breaking the Fast



© Bettmann/CORBIS

March 10, 1968—Delano, CA—Senator Robert Kennedy (left) breaks bread with Union Leader César Chávez as Chávez ends a 23-day fast in support of nonviolence in the strike against grape growers. The strike began in 1965 when Chávez rallied his union workers to boycott grape producers in support of better working conditions. Before Chávez's fast, farmworkers were often harassed, threatened, and beaten. The bread is the first solid food for Chávez since he began his fast. The bread breaking took place after a mass of thanksgiving officially ending the hunger strike.

Use “Breakfast in Virginia” (pp. 4–6) to answer questions 1–11.

- 1 What is one difference between Corporal Ellis and Corporal Williams?
- A Corporal Williams is black, and Corporal Ellis is white.
 - B Corporal Williams is from the South, and Corporal Ellis is from the North.
 - C Corporal Ellis wants to eat breakfast, but Corporal Williams is not hungry.
 - D Corporal Ellis likes the elderly man, but Corporal Williams does not.
- 2 In paragraph 8, the word *brusquely* means —
- F harshly
 - G harmlessly
 - H curiously
 - J loudly
- 3 Which of these is the best plot summary of the selection?
- A Corporal Williams and Corporal Ellis are traveling on a segregated train during World War II. When the two soldiers are told they cannot eat in the dining car, an elderly white man tells the steward that the men are his guests. Despite the man’s efforts, the soldiers are forbidden to sit in the car. The elderly man apologizes to the soldiers for the steward’s behavior and asks them whether they would like to dine with him in his compartment.
 - B Corporal Williams and Corporal Ellis are two African American soldiers traveling aboard a train headed to Washington, D.C. The two soldiers have difficulty finding a place to dine aboard the train because of Jim Crow laws. Corporal Ellis, who is from New York, decides that they should attempt to eat in the dining car. Corporal Williams, who is from Georgia, has never eaten in a diner before but nonetheless follows his friend.
 - C Corporal Williams and Corporal Ellis are aboard a train bound for Washington, D.C., during World War II. Both soldiers are African American and have no access to food in the Jim Crow coach. In the dining car an elderly white man asks them to join him, but the steward will not permit them to eat with whites. The elderly man insists that the soldiers eat with him in his private compartment, where he treats them with respect and courtesy.
 - D Corporal Williams and Corporal Ellis befriend an elderly white man aboard a train during World War II. The two soldiers find themselves dining in the man’s private compartment. The man tells the soldiers of his own son, who is fighting in North Africa. During breakfast Corporal Williams says that this is the first time he has dined with a white man. He then thanks the elderly man for his kindness.

4 Read the following dictionary entry.

service \ 'sər-vəs \ *n* **1.** a meeting for worship **2.** one of a nation's military forces **3.** a contribution to the welfare of others **4.** a building providing maintenance and repair

Which definition best matches the way the word *service* is used in paragraph 7?

- F Definition 1
- G Definition 2
- H Definition 3
- J Definition 4

5 Why is the train setting of the story important?

- A It highlights the effects of segregation.
- B It shows that transportation was difficult during the war.
- C It stresses the cruelty of the steward.
- D It emphasizes the importance of the passing landscape.

6 What is Corporal Williams's primary internal conflict?

- F He doesn't know how he will be able to get a meal.
- G He doesn't know how to respond to the elderly man's kindness.
- H He knows that once he gets off the train, he will have to go to war.
- J He worries about traveling from the South to the North.

7 Which line best demonstrates how indignant the elderly man feels?

- A *The sole occupant of the table was a tall, distinguished gray-haired man.*
- B *"I am embarrassed, steward, both for you and for my guests."*
- C *The elderly man rose, gave his name, shook hands with the two colored soldiers, and the three of them sat down at the table.*
- D *"I will have the porter bring a table," he said.*

8 In paragraph 21, the dome of the Capitol symbolizes —

- F the possibility of equality for all people
- G the distance the train has traveled
- H the potential victory over Hitlerism
- J the difficulty of being a soldier

- 9 Which of these best conveys the reality of Jim Crow laws?
- A *“I can eat without butter,” said the corporal.*
 - B *They took turns sleeping for a few hours.*
 - C *“You boys can’t sit here.”*
 - D *For the first time his eyes met those of his host.*

- 10 The reader can infer that the elderly man —
- F identifies with the two corporals because his son is a soldier
 - G believes there should be two separate types of cars on the train
 - H performs an act of kindness because he feels superior to the two soldiers
 - J is on the train because he is going to visit his son

- 11 The author uses sentence fragments at the beginning of paragraph 1 and at the end of paragraph 3 to —
- A quicken the pace of the story for the reader
 - B highlight the brutality of war for everyone involved
 - C emphasize the ethnicity of the major characters
 - D show the reader that the two soldiers are very brave

Use “The Crystal Night” (pp. 7–10) to answer questions 12–22.

- 12 Which words from paragraph 8 best help the reader understand the meaning of the word *ransacked* in paragraph 13?
- F *smashing furniture and dishes*
 - G *beasts of prey*
 - H *military decorations*
 - J *my mother found the courage to say*
- 13 What caused Landau’s temple to burn?
- A The building was old and made mostly of wood.
 - B It was bombed during the war by the Russians and Americans.
 - C Angry Germans set fire to it after a Polish Jew killed a German in Paris.
 - D Fleeing German Jews burned the temple so the Germans could not occupy it.
- 14 Paragraphs 13 through 15 are mainly about —
- F the family and other Jews fleeing their homes
 - G the family boarding the train to flee to their relatives
 - H the family’s decision to pack up their belongings
 - J the kindness of the narrator’s mother toward her neighbors
- 15 Why was the family’s house not destroyed?
- A The German soldiers did not have time to raid the house.
 - B The narrator’s mother was able to put out the fire.
 - C The U.S. government instructed the Germans not to harm it.
 - D The narrator’s parents had served in the German military.
- 16 In paragraph 8, the author uses a simile to —
- F describe how courageous her mother was
 - G depict the power of the soldiers’ weapons
 - H illustrate the brutality displayed by the German soldiers
 - J show that her mother and father had served Germany
- 17 In paragraph 16, the two burning Sabbath candles symbolize —
- A unity
 - B fire
 - C night
 - D hope

18 Which of these best describes the primary conflict faced by the narrator and her family?

- F They had to replace the belongings damaged by the German soldiers.
- G They could no longer practice their religion freely.
- H They were forced to separate because of the impending war.
- J They had to leave their home and country to survive.

19 Paragraphs 2 and 3 are important to the selection because they —

- A contrast the narrator's life before and after Hitler's rise to power
- B provide a reason why the narrator's family had to leave Landau
- C detail the narrator's nostalgia for her childhood
- D explain that the narrator is Jewish

20 In paragraph 8, the author's use of vivid verbs —

- F shows how significant the war medals were to her mother
- G expresses how afraid of the German soldiers she was
- H portrays the abrupt and frenzied nature of the soldiers' invasion
- J details the family's reaction to the soldiers' invasion

21 How was the narrator's visit to Landau in 1961 important?

- A She fully understood how fortunate she and her family had been to escape.
- B She needed to revisit Landau to remember what had happened.
- C It enabled her to finally let go of her past.
- D It allowed her husband to understand what she had gone through.

22 Which of these best expresses the narrator's realization of the danger her family faced?

- F *During the dreary days of early November, the damp, cold mood of Mother Nature reflected our own only too well.*
- G *After they left, my mother sent my brother and me to bed.*
- H *We were fortunate to have distant relatives who ran a small hotel in Mannheim.*
- J *Now my brother and I could read the sadness and fear in our parents' eyes.*

**Use “Breakfast in Virginia” and “The Crystal Night” (pp. 4–10)
to answer questions 23–25.**

23 What historical element do the selections have in common?

- A** Both show how Jim Crow laws were enforced.
- B** Both detail the persecution of Jews.
- C** Both occur while Hitler was in power.
- D** Both highlight the separation between the South and the North.

24 What makes the persecuted characters in both selections feel better?

- F** Sleep
- G** Hospitality
- H** Travel
- J** Humor

25 Both selections end on a note of —

- A** sadness
- B** elation
- C** fear
- D** gratitude

Use the visual representation on page 11 to answer questions 26–28.

26 The *Delano Courier-Times* is —

- F César Chávez’s union
- G the newspaper publishing the photo
- H Robert Kennedy’s political slogan
- J the organization promoting a nonviolent resolution

28 The use of the term “breaks bread” —

- F highlights the struggle between politicians and union leaders
- G emphasizes the symbolic nature of the act
- H mirrors the violence of the strike
- J foreshadows the future of the farmers

27 The photographer chooses to capture both men looking away from the camera in order to —

- A focus the viewer’s attention on the act of breaking bread
- B show that the men have no interest in being photographed
- C represent a moment in which both men are unaware of the camera
- D indicate that the men’s physical characteristics do not matter

DIRECTIONS

Answer the following questions in the space provided on the answer document.

29 What is the primary conflict in “Breakfast in Virginia”? Explain your answer and support it with evidence from the selection.

30 How would you describe the German soldiers in “The Crystal Night”? Support your answer with evidence from the selection.

31 How is kindness important in both “Breakfast in Virginia” and “The Crystal Night”? Support your answer with evidence from **both** selections.

BE SURE YOU HAVE WRITTEN YOUR ANSWERS
ON THE ANSWER DOCUMENT.

WRITTEN COMPOSITION

Write an essay about a time when you helped another person.

The information in the box below will help you remember what you should think about when you write your composition.

REMEMBER—YOU SHOULD

- write about the assigned topic
- make your writing thoughtful and interesting
- make sure that each sentence you write contributes to your composition as a whole
- make sure that your ideas are clear and easy for the reader to follow
- write about your ideas in depth so that the reader is able to develop a good understanding of what you are saying
- proofread your writing to correct errors in spelling, capitalization, punctuation, grammar, and sentence structure

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE TWO LINED PAGES IN THE ANSWER DOCUMENT.

USE THIS PREWRITING PAGE TO
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PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE TWO LINED PAGES IN THE ANSWER DOCUMENT.

Revising and Editing Sample

DIRECTIONS

Read the introduction and the passage that follows. Then read each question and fill in the correct answer on page 2 of your answer document.

Lydia has written this report for her U.S. history class. As part of a peer conference, you have been asked to read the report and think about what suggestions you would make. When you finish reading the report, answer the questions that follow.

The American Red Cross

(1) The American Red Cross is an organization that aids people all around the world. (2) It started as a result of the efforts of a dedicated woman. (3) That woman was named Clara Barton. (4) It was during the Civil War that Barton began the work that lead to the establishment of the American Red Cross. (5) She assisted on the battlefield by nursing injured soldiers and helping transport supplies. (6) Eventually the Government of the United States selected her to serve as superintendent of nurses for the army.

- S-1** What is the most effective way to combine sentences 2 and 3?
- A** It started as a result of the efforts of a dedicated woman, that woman was named Clara Barton.
 - B** It started as a result of the efforts of a woman who was dedicated and named Clara Barton.
 - C** It started as a result of the efforts of a dedicated woman named Clara Barton.
 - D** It started as a result of the efforts of a dedicated woman she was named Clara Barton.

- S-2** What change, if any, should be made in sentence 4?

- F** Change *was* to **is**
- G** Insert a comma after *Civil War*
- H** Change *lead* to **led**
- J** Make no change

- S-3** What change, if any, should be made in sentence 6?

- A** Change *Government* to **government**
- B** Change *selected* to **selectted**
- C** Change *her* to **herself**
- D** Make no change



REVISING AND EDITING

DO NOT GO ON TO THE REVISING AND EDITING SECTION.
WHEN YOU FINISH THE READING AND WRITTEN
COMPOSITION SECTION, RAISE YOUR HAND AND WAIT
FOR A TEST ADMINISTRATOR TO ASSIST YOU.



DIRECTIONS

Read the following passages and mark your answers on page 2 of your answer document. Remember that you are NOT permitted to use dictionaries or other reference materials on this section of the test.

Candice wrote this paper about a new way to take a nap. She would like you to read her paper and look for the corrections and improvements she should make. When you finish reading, answer the questions that follow.



Nap Time

(1) Babies take them all the time. (2) Toddlers tend to resist them.

(3) Adults often wish for them. (4) What am I talking about? (5) I'm referring to the short rest periods, rest periods that are known as naps.

(6) Most people knowing that sleep is important to the human mind and body. (7) Research has shown that even a small amount of sleep can provide some benefits, such as a 20-minute nap. (8) These little snoozes, sometimes called power naps, can improve a person's ability to learn and produce creative thoughts. (9) Some researchers have suggested that brief naps might help office workers be more producing in the afternoon. (10) But how can a person who's working at a law office or a bank take a nap? (11) Where would he or she go?

(12) A company in New York City called MetroNaps has an idea. (13) This company provides tired workers a quiet place to take a power nap. (14) Located in the Empire State Building, MetroNaps offers “nap pods” to New York City’s busy workers. (15) For about \$14 a sleepy worker can climb into a special chair, slip on a set of headphones, and you start snoozing. (16) Twenty minutes later a soft light and a gentle shake of the chair wake the sleeper.

(17) Since MetroNaps opened in 2004, office workers, actors in shows on Broadway, and even some tourists have taken advantage of the opportunity for a midday rest. (18) After her first visit to MetroNaps, local resident Jilian Vallade said she felt energized for the second half of her workday. (19) “I would definitely do it again” she stated.

(20) Arshad Chowdhury and Christopher Lindholst, the owners of MetroNaps, is now opening a new location in Canada’s Vancouver International Airport. (21) They expect weary travelers will welcome a place to rest between flights. (22) MetroNaps is also interested in renting its nap pods to companies for employees to use. (23) In 15 years an afternoon nap might be a typical part of the American workday.

32 Which sentence could most logically follow sentence 2 and add to the ideas in the first paragraph (sentences 1–5)?

- F** They just don't like to take them, so they resist.
- G** My nephew takes an afternoon nap at his nursery school.
- H** Teenagers don't have time for them.
- J** They enjoy exploring their world by walking and running.

33 What is the most effective way to revise sentence 5?

- A** I'm referring to the short rest periods. Rest periods that are known as naps.
- B** I'm referring to the short rest periods and known as naps.
- C** I'm referring to the short rest periods, they are known as naps.
- D** I'm referring to the short rest periods known as naps.

34 What change, if any, should be made in sentence 6?

- F** Change *knowing* to **know**
- G** Change *that* to **it**
- H** Change *important* to **importent**
- J** Make no change

35 What is the most effective way to revise sentence 7?

- A** Research has shown that even a small amount of sleep, such as a 20-minute nap, can provide some benefits.
- B** Research, such as a 20-minute nap, has shown that even a small amount of sleep can provide some benefits.
- C** Research has shown that even a small amount of sleep, which can provide some benefits, is a 20-minute nap.
- D** Research has shown that even a small amount of sleep. It can provide some benefits, such as a 20-minute nap.

36 What change, if any, should be made in sentence 9?

- F** Change *have suggested* to **has suggested**
- G** Change *brief* to **breif**
- H** Change *producing* to **productive**
- J** Make no change

37 What change, if any, should be made in sentence 13?

- A** Change *provides* to **provided**
- B** Change *quite* to **quiet**
- C** Change *a power nap* to **it**
- D** Make no change

- 38 What is the most effective way to revise sentence 15?
- F For about \$14 a sleepy worker can climb into a special chair and slip on a set of headphones, then you start snoozing.
 - G For about \$14 a sleepy worker can climb into a special chair and slipping on a set of headphones to start snoozing.
 - H For about \$14 a sleepy worker can climb into a special chair, and can slip on a set of headphones, and can start snoozing.
 - J For about \$14 a sleepy worker can climb into a special chair, slip on a set of headphones, and start snoozing.

- 39 What change, if any, should be made in sentence 18?
- A Change the comma to a semicolon
 - B Change *residant* to **resident**
 - C Change *her workday* to **their workday**
 - D Make no change

- 40 What change, if any, should be made in sentence 19?
- F Delete the quotation marks at the beginning of the sentence
 - G Change *definitely* to **definetely**
 - H Insert a comma after *again*
 - J Make no change

- 41 What change should be made in sentence 20?
- A Delete the first comma
 - B Change *is now opening* to **are now opening**
 - C Change *Canada's* to **Canadas'**
 - D Change *International Airport* to **international airport**

Carmen combined her imagination with what she knew about the past to write this fictional narrative. As you read Carmen's paper, look for the corrections and improvements she should make. When you finish reading, answer the questions that follow.

The Days of Cool

(1) The family feast was finally over. (2) My parents stayed in my great-aunt Sharon's living room to visit with relatives. (3) I went to the den, where I found a 1958 high school yearbook and started skimming through it. (4) I had heard that the 1950s was a decade of cool cars, cool hamburger joints, and cool rock-and-roll music. (5) Aunt Sharon, by her own report, had been cool then, too.

(6) I starred at the yearbook picture of my great-aunt. (7) The girl with the ponytail looked back at me. (8) Surprisingly, she waved to me, inviting me into her world.

(9) Nobody in the school cafeteria seemed to notice me, but I definitely noticed everyone else, especially Aunt Sharon and her girlfriends. (10) They all looked strangely alike in their plaid skirts, cuffed socks, and saddle shoes. (11) Their ponytails swung from side to side. (12) They talked about sock hops and drive-ins. (13) Guys with short hair and identical school sweaters winked at these girls. (14) In another part of the cafeteria, I noticed some boys who didn't look like the others. (15) I suddenly realized that cliques hadn't started with my generation; they had been around in the 1950s, too!

(16) After school a boy drove Sharon home named Steve. (17) Steve's convertible was really cool! (18) I rode in the backseat with one of Sharon's friends, but no one paid no attention to me. (19) I must have been invisible to the other teenagers in the car.

(20) After Steve pulled the car into the driveway, I followed Sharon into her house. (21) In the middle of the living room sat a huge piece of furniture that Sharon referred to as the "new" television. (22) The profile of a native american in a full headdress filled the tiny screen set in a big wooden cabinet. (23) A soft hum accompanied the black-and-white image. (24) "Why is there always a test pattern in the afternoon," Sharon complained loudly. (25) "I sure wish the three networks would start their broadcasts before seven o'clock." (26) Could it be true that there were only three stations? (27) Were there really no TV programs in the daytime? (28) Were all the shows really in black and white? (29) This was definitely *not* cool!

(30) Sharon picked up the handset of the big black telephone, but she quickly hung up. (31) Sharon's family shared a party line with another household, and someone else was already talking on the phone. (32) Sharon would have to wait until the line was free to make her call. (33) She turned on the radio next. (34) I expected to hear Elvis Presley or the Everly Brothers.

(35) I heard a man telling a mystery story in a low voice. (36) As spooky music played in the background, my head begins to swirl with visions of ponytails, convertibles, and TV screens. (37) I happily rode the wave of images back to the twenty-first century. (38) The world of the 1950s had been a cool place to visit, but I definitely didn't want to stay there!

42 What change, if any, should be made in sentence 6?

F Change *I* to **We**

G Change *starred* to **stared**

H Insert a comma after *picture*

J Make no change

43 What is the most effective way to combine sentences 11 and 12?

A Their ponytails swung from side to side, talking about sock hops and drive-ins.

B Since their ponytails swung from side to side, they talked about sock hops and drive-ins.

C Their ponytails swung from side to side, they talked about sock hops and drive-ins.

D Their ponytails swung from side to side as they talked about sock hops and drive-ins.

44 Which sentence could best follow and support sentence 14?

F They didn't look like everyone else did.

G Students in the 1950s had fewer lunch choices.

H Aunt Sharon had been a cheerleader in high school.

J They wore leather jackets and had much longer hair.

45 What is the most effective way to revise sentence 16?

A After school a boy drove Sharon home, his name was Steve.

B After school a boy named Steve, he drove Sharon home.

C After school a boy who drove Sharon home named Steve.

D After school a boy named Steve drove Sharon home.

46 What change, if any, should be made in sentence 18?

F Change *paid* to **payed**

G Change *no attention* to **any attention**

H Change *me* to **them**

J Make no change

47 What change, if any, should be made in sentence 22?

A Change *profile* to **profille**

B Change *native american* to **Native American**

C Change *filled* to **filling**

D Make no change

- 48 What change, if any, should be made in sentence 23?
- F Change *soft* to **softer**
 - G Insert **it** after *hum*
 - H Change *accompanied* to **accompanied**
 - J Make no change

- 50 Which transition word or phrase should be added to the beginning of sentence 35?
- F For example
 - G Instead
 - H Likewise
 - J Moreover

- 49 What change, if any, should be made in sentence 24?
- A Change the comma to a question mark
 - B Change *complained* to **complanned**
 - C Insert quotation marks after the period
 - D Make no change

- 51 What change should be made in sentence 36?
- A Insert a comma after *played*
 - B Change the comma after *background* to a semicolon
 - C Change *begins* to **began**
 - D Change *with* to **there were**

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS
ON THE ANSWER DOCUMENT.





TAKS EXIT LEVEL
ENGLISH LANGUAGE ARTS
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