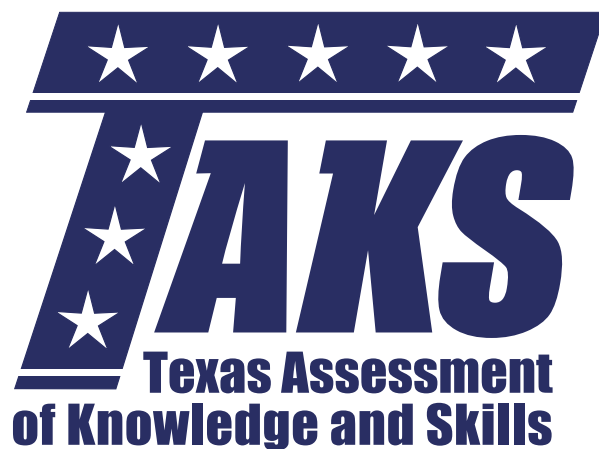


STUDENT NAME _____



**GRADE 10
ENGLISH LANGUAGE ARTS
MATHEMATICS
SOCIAL STUDIES
SCIENCE**

Administered Spring 2003

READING AND WRITTEN COMPOSITION

DIRECTIONS

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

In his novel Hatchet, Gary Paulsen relates the adventures of Brian, a teenager who is the only survivor of a small plane crash. Until his rescue Brian has to use his wits and stay alive in the Canadian wilderness. In this excerpt from the novel Brian's Return, Brian willingly returns to the wild.

Brian's Return

by Gary Paulsen

1 Brian awakened just after dawn, when the sun began to warm the tent. The sky was cloudless. He flipped the canoe, and when he went to lower his packs he saw the bear tracks.

2 One bear, medium size. It had come in the night so quietly that Brian hadn't heard it—though he had slept so soundly his first night back in the woods, the bear could have been tipping garbage cans.

3 It had done no damage. The tracks went by the fire, then moved to where he'd buried the fish leftovers. The bear had dug them up and eaten them. It had moved to the tent, apparently looked in on him, then gone to the packs. Brian could see that it had tried to stand and reach them. There were claw marks on the tree but the bear had never figured out the rope holding the packs and had gone off without doing anything destructive.

4 "Company," Brian said. "And I didn't even wake up."

5 He slid the canoe into the water at the edge of the lake and loaded all his gear, tying everything in. He took time to gather some bits of wood and leaves to use as a smudge in a coffee can to fend off mosquitoes, then jumped in. It was still early but already warm, and he quickly stripped down to shorts.

6 He kept the map in its clear plastic bag jammed beneath a rope in front of him. He knelt to paddle instead of sitting on the small seat because it felt more stable. He was not as confident in the canoe as he wished to be. He'd taken it to a small lake near home to practice and rented canoes in other places, but he was very conscious of the fact that he had much to learn. By staying low and on his knees he had much more control.

7 He had only a mile to go in the present lake and then he would enter the river. He had the compass in one of the packs but didn't truly need it. The lakes were well drawn on the map and he could see where the river flowed out.

8 All that day he felt as if he were in a painting, a beautiful private diorama. He worked through a sheltered narrow lagoon and then out into the open to cross a small

My notes about what I am
reading

lake, then back under the canopy through the still water.

9 He had never had a day pass so quickly nor so beautifully and he nearly forgot that he had to find a camp and get some food before dark. He wasn't sick of boiled fish and rice yet, so in the late afternoon he took time to move back along the lily pads and drop the hook over. He caught a large sunfish immediately and took three more small ones, dropping them all over the side using a short piece of nylon rope as a stringer, running the nylon through their gills and out their mouths.

10 He took his time looking for a campsite and picked one on a flat area five or six feet above the surface of the lake. It was a clearing about 20 yards across. There were many such clearings, probably all made by beaver cutting down the small trees years before, allowing the grass to take over.

11 Brian pulled the canoe well up onto the grass and for no real reason tied a piece of line from the boat's bow to a tree.

12 Later he would wonder at this bit of foresight. He had not done it the night before, and since this site was higher he wouldn't have thought he'd need to secure the canoe here.

13 The storm hit in the middle of the night.

14 It was not that there was so much wind—certainly not as much as he'd been through before with the tornado when he was first marooned in the wilderness—and not that there was so much rain, although there was a good amount of it.

15 It was a combination of the two.

16 He had cooked dinner and eaten, boiled water for the next day's canteen, pulled his packs up in a tree, set up the tent and arranged his sleeping bag and weapons. Then he'd sat by the fire and written to his friend Caleb about the day in one of his journals, using tiny writing so he wouldn't waste the pages. He would have to give the letters to Caleb when he saw him again—there was no mailbox out here.

17 When he was done he put the book back in a plastic bag and crawled inside the tent to go to bed.

18 He was awakened by a new sound, a loud sound. Not thunder—it never did thunder or lightning—and not the train-like roar of a tornado. This just started low, the hissing of rain driven against the tent. He snuggled back in his bag. He was in a good shelter, waterproof—let it rain.

19 Except that it kept coming and *kept* coming. It went from a moderate rain to a downpour and finally to an outright deluge. And with the rain came wind. Not violent, but enough to break off branches and push the rain still harder. Soon Brian found his bag wet as the rain came in

under the tent. He lifted the flap to look out but it was far too dark to see anything.

20 And it rained harder. And harder. The wind pushed stronger and still stronger and at last the tent seemed to sigh. It collapsed around him and he started rolling across the grass toward the edge of the clearing.

21 Everything was upside down, crazy. He couldn't find the entrance and about the time he thought he had it, the tent dropped off the five-foot embankment and he rolled down to the lakeshore.

22 He landed in a heap and felt an intense, hot pain in his left leg at the upper thigh and reached down to feel an arrow shaft protruding from his leg.

23 *Great*, he thought. *I've shot myself in the leg*. He hadn't, of course, but had rolled onto an arrow that had fallen out of the quiver just as the tent rolled off the embankment.

24 He couldn't get his bearings, but he knew where his thigh was and grabbed the arrow and jerked the shaft out of his leg. There was an immediate surge of pain and he felt like passing out. He didn't, but then he heard a strange *whump-thump* and something crashed down on his head. This time he did pass out.

25 He came to a few seconds later with a sore head, a sore leg and absolutely no idea in the world what was happening to him. He was still wrapped in the tent and his bag was in his face and his bow and arrows lay all around him and he seemed to be in water, almost swimming.

26 *All right*, he thought, *take one thing at a time. Just one thing*.

27 *I poked my leg with an arrow*.

28 *There. Good. I pulled the arrow out. My leg still works. It must not have been a broadhead because it didn't go in very deep. Good*.

29 *My tent collapsed. There. Another thing. I'm in a tent, and it collapsed. I just have to find the front zipper and get out and climb up the bank. Easy now, easy*.

30 *Something hit me on the head. What? Something big that thunked. The canoe. The wind picked up the canoe, and it hit me*.

31 *There. I've poked my leg, rolled down a bank and been hit in the head with the canoe*.

32 *All simple things. All fixable things*.

33 He fumbled around and at last found the zipper at the front of the tent, opened it and slithered out into the mud on

the lakeshore.

34 The rain was still coming down in sheets, the wind still hissing and slashing him with the water, but he had his bearings and it was not impossible to deal with things.

35 He dragged the tent back up the embankment onto the grass, limping as the pain in his leg hit him.

36 It was too dark to see much, but he could make out the shape of the canoe lying upside down. It had moved a good 10 feet from where he had left it, and had he not tied it down loosely with the line it would have blown away across the lake.

37 He had forgotten the most important thing about living in the wilderness, the one thing he'd thought he would never forget—expect the unexpected. What you didn't think would get you, would get you. Plan on the worst and be happy when it didn't come.

38 But he had done one thing right: He had tied the canoe to a tree. He dragged the tent to the canoe, crawled underneath and lay on the tent the rest of the night, listening to the rain, wincing with the pain in his leg and feeling stupid.

39 It was a long night. The next day was a repair day both for the equipment and for himself.

40 Dawn was wet and dreary and it took him a full hour to find dry wood and leaves and get a decent fire going—all the time castigating himself. Had he forgotten *everything*? He hadn't made a secure camp, hadn't brought in wood so he'd have dry fire starter in the morning.

41 He limped through the woods around the campsite until he found a dead birch log with the bark still intact. Birch bark was nearly waterproof—it was what American Indians used for canoes—and beneath the bark he broke off slivers of dry wood. He took a double armful of bark and slivers back to the campsite and after three attempts—he should have needed only one match, he told himself—he at last got a sputtering flame going.

42 Once the bark caught it went like paper dipped in kerosene. When the flames were going well he put on smaller pieces of the wet firewood. The flames dried the wood and started it burning, and in another half hour he had a good blaze going.

43 He took a moment then to examine his leg. There was a clean puncture wound not more than half an inch deep. He took some disinfectant from the first-aid kit and dabbed it on the hole, put a Band-Aid on it and then went back to work.

44 The wind had dropped and the rain had eased to a few

sprinkles now and then. He saw clear holes in the clouds. He spread the gear to dry. His sleeping bag was soaked, and the tent was a sloppy mess.

45 He had to stay put, so he set the tent back up, this time pegging it down and using the small shovel to dig a drainage ditch around the sides with a runoff ditch leading down to the lake.

46 The wind had tangled the packs in the tree limbs, but they were still intact. With effort, Brian lowered them to the ground.

47 Again he dried arrows and the quiver and checked his bow. Then he launched the canoe and took about 15 minutes to catch six good-size bluegills.

48 He cleaned the fish, put them on to boil with a teaspoon of salt, put rice in the other pan and then suddenly found that all the work was done.

49 The sun was out—he could actually see steam coming up from his sleeping bag as it dried—and he lay back on the ground by the fire and went over what had happened. His leg throbbed in time with his thoughts as he learned yet again: Never assume anything, expect the unexpected, be ready for everything all the time.

50 And finally, no matter what he *thought* would happen, nature would do what it wanted to do. He had to be part of it, part of what it was really like, not what he or some other person thought it should be like.

From BRIAN'S RETURN by Gary Paulsen, copyright ©1999 by Gary Paulsen. Used by permission of Random House Children's Books, a division of Random House, Inc.

from On Willow Creek

by Rick Bass

Page 1

1 It's hard in this day and age to convince people of just how tiny and short-lived we are, and how that makes the wild more, not less, important. All of the hill country's creatures had helped me in this regard. It was along Willow Creek where as a child of nine or ten I had gone down with a flashlight to get a bucket of water. It was December, Christmas Eve, and bitterly cold. In the creek's eddies there was half an inch of ice over the shallow pools. I had never before seen ice in the wild.

2 I shined my flashlight onto that ice. The creek made its trickling murmur, cutting down the center of the stream between the ice banks on either side, cutting through the ice like a knife, but in the eddies the ice was thick enough to hold the weight of a fallen branch or a small rock, a piece of iron ore.

3 There were fish swimming under that ice! Little green perch. The creek was only a few yards wide, but it had fish in it, living just beneath the ice! Why weren't they dead? How could they live beneath the surface of ice, as if in another system, another universe? Wasn't it too cold for them?

4 The blaze of my flashlight stunned them into a hanging kind of paralysis; they hung as suspended as mobiles, unblinking.

5 I tapped on the ice and they stirred a little, but still I could not get their full attention. They were listening to something else—to the gurgle of the creek, to the tilt of the planet, or the pull of the moon. I tapped on the ice again. Up at the cabin, someone called my name. I was getting cold, and had to go back. Perhaps I

left the first bit of my civility—my first grateful relinquishing of it—there under that strange ice, for the little green fish to carry downstream and return to its proper place, to the muck and moss beneath an old submerged log. I ran up to the cabin with the bucket of cold water, as fresh and alive as we can ever hope to be, having been graced with the sight and idea of something new, something wild, something just beyond my reach.

I remember one winter night, camped down at the deer pasture, when a rimy ice fog had moved in, blanketing the hill country. I was just a teenager. I had stepped outside for a moment for the fresh cold air; everyone else was still in the cabin, playing dominoes. (Granddaddy smoked like a chimney.) I couldn't see a thing in all that cold fog. There was just the sound of the creek running past camp; as it always has, as I hope it always will.

7 Then I heard the sound of a goose honking—approaching from the north. There is no sound more beautiful, especially at night, and I stood there and listened. Another goose joined in—that wild, magnificent honking—and then another.

8 It seemed, standing there in the dark, with the cabin's light behind me (the *snap! snap! snap!* sound of Granddaddy the domino king playing his ivories against the linoleum table), that I could barely stand the hugeness, the unlimited future

■ see Creek, page 2

of life. I could feel my youth, could feel my heart beating, and it seemed those geese were coming straight for me, as if they too could feel that barely controlled wildness, and were attracted to it.

9 When they were directly above me, they began to fly in circles, more geese joining them. They came lower and lower, until I could hear the underlying readiness of those resonant honks; I could hear their grunts, their intake of air before each honk.

10 My father came out to see what was going on.

11 “They must be lost,” he said. “This fog must be all over the hill country. Our light may be the only one they can see for miles,” he said. “They’re probably looking for a place to land, to rest for the night, but can’t find their way down through the fog.”

12 The geese were still honking and flying in circles, not a hundred feet over our heads. I’m sure they could hear the gurgle of the creek below. I stared up into the fog, expecting to see the first brave goose come slipping down through that fog, wings set in a glide of faith for the water it knew was just below. *They were so close to it.*

13 But they did not come. They circled our camp all night, keeping us awake; trying, it seemed, to pray that fog away with their honking, their sweet music; and in the morning, both the fog and the geese were gone, and it seemed that some part of me was gone with them, some tame or civilized part, and they had left behind a boy, a young man, who was now thoroughly wild, and who thoroughly loved wild things. And I often still have the dream I had that night, that I was up with the geese, up in the cold night, peering

down at the fuzzy glow of the cabin lights in the fog, that dim beacon of hope and mystery, safety and longing.

The geese flew away with the last of my civility that night, but I realize now it was a theft that had begun much earlier in life. That’s one of the greatest blessings of the hill country, and all wildness: it is a salve, a twentieth-century poultice to take away the crippling fever of too-much civility, too-much numbness.

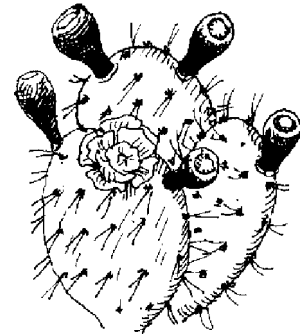
© Rick Bass

14

Edible Plants in the Wild

Whether you're exploring the wild or you're lost in it, you don't have to go hungry. This chart gives examples of nutritious food finds in the wild.

Dandelion (*Taraxacum officinale*) The leaves, flowers, and roots of the dandelion are edible. Pick the leaves in the spring before flowers appear. Add the leaves to salads or steam or sauté them. Use only the yellow part of the flowers. Throw them into a salad or steam them with vegetables.

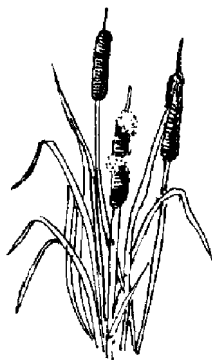


Prickly Pear Cactus (*Opuntia phaeacantha*) The nopal, or cactus pad, is a vegetable. Wear gloves to scrape off the sharp needles with a knife or a vegetable peeler. Then cut off the edges of the pads. Prepare the nopal as you would any green vegetable.

Mullein (*Verbascum thapsus*) The hairy gray leaves of this plant can be brewed into a tea that may help to control a cough. Be sure to strain the tea, however, to get rid of the hairs on the leaves.



Cattail (*Typha latifolia*) If you find a stand of cattails, you've also located water. In the spring and summer, peel and eat cattail shoots before the plant produces flowers. Cattail pollen is delicious in pancakes, waffles, and muffins. Guide the flower head into a paper bag and shake it. Then sift out everything but the pollen. Replace about half the flour in your recipe with the pollen.



Smooth Sumac (*Rhus glabra*) In the spring sumacs flower and then produce berries that are full of vitamin C. Collect the berries in the fall when the leaves of the sumac turn red. For a refreshing, lemonade-like drink, pound the berries in a big pan of water and then sweeten with sugar or honey. The berries can also be dried and eaten.



REMEMBER TO FOLLOW THESE RULES.

- Always make sure that you have correctly identified a plant before eating it.
- Avoid collecting plants close to roads or railroad tracks.

Use “Brian’s Return” (pp. 4–8) to answer questions 1–13.

- 1 During the first night described in the selection, Brian’s camp is visited by —
 - A a tornado
 - B beavers
 - C mosquitoes
 - D a bear

- 2 The word *deluge* in paragraph 19 means a —
 - F drought
 - G mistake
 - H flood
 - J trickle

- 3 What is paragraph 41 primarily about?
 - A Brian is able to find enough dry wood to start a fire.
 - B Native Americans used birch bark to construct canoes.
 - C The wound in his leg makes it difficult for Brian to walk.
 - D It usually takes only one match for Brian to start a campfire.

- 4 Which word from paragraph 8 helps the reader understand the meaning of the word *diorama*?
 - F *painting*
 - G *private*
 - H *sheltered*
 - J *canopy*

- 5 In paragraphs 26 through 32, Brian’s thoughts indicate that he is —
 - A proud of himself
 - B calm in a crisis
 - C fearful of drowning
 - D unusually clumsy

- 6 Why does the author use repetition in paragraph 20?
 - F To imitate the sounds of the storm
 - G To slow down the pace of the story
 - H To emphasize that the storm is getting stronger
 - J To illustrate how wet and miserable Brian is

- 7 The author develops the selection primarily through —
 - A wilderness descriptions
 - B flashbacks to Brian’s earlier trip
 - C Brian’s thoughts and actions
 - D sections from Brian’s journal

- 8 In paragraph 16, Paulsen introduces the fact that there are no mailboxes in order to —
 - F suggest that Brian isn’t serious about corresponding with his friend
 - G prove that Brian doesn’t really know where he is
 - H point out how important it is for Brian to write in his journal
 - J emphasize that Brian is camping in an isolated wilderness area

- 9 In paragraph 8, Paulsen uses a simile to convey the —
- A appreciation that Brian feels for the landscape
 - B idea that Brian wants to be an artist
 - C difficulty of canoeing across a lake
 - D loneliness that Brian feels as he travels

- 10 Which of the following lines in the selection best expresses a theme of the story?
- F *All that day he felt as if he were in a painting, a beautiful private diorama.*
 - G *Later he would wonder at this bit of foresight.*
 - H *The next day was a repair day both for the equipment and for himself.*
 - J *And finally, no matter what he thought would happen, nature would do what it wanted to do.*

- 11 What can the reader conclude about Brian from his reaction to the bear's visit in paragraphs 2 through 4?
- A His lack of fear shows how comfortable he feels in the wild.
 - B He will stop hanging his packs in the trees.
 - C He realizes that sleeping so soundly is dangerous.
 - D Being alone in the wild makes him feel depressed.

- 12 The author uses a single sentence in paragraph 13 to —
- F describe the violence of the storm
 - G explain Brian's choice of a campsite
 - H change the selection's point of view
 - J emphasize the suddenness of the storm

- 13 In paragraph 38, why does Brian decide to crawl under the canoe?
- A The strong wind might blow away the canoe.
 - B The canoe will protect Brian from lightning strikes.
 - C He likes the way the rain sounds when it hits the canoe.
 - D The canoe acts as shelter during the storm.

Use “On Willow Creek” (pp. 9–10) to answer questions 14–23.

14 Read the following dictionary entry.

stir \ˈstər\ *v* **1.** to move slightly **2.** to urge onward **3.** to raise a topic for notice or debate **4.** to mix, dissolve, or make by continued circular motion

Which definition best matches the meaning of the word *stirred* as it is used in paragraph 5 of the essay?

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

15 Paragraphs 11 and 12 are mainly about the —

- A inability of the geese to land
- B thickness of the fog
- C bravery of a single goose
- D location of the creek

16 How do the fish react when Bass shines his flashlight into the water?

- F They pay no attention to him.
- G They swim away under the icy surface.
- H They move beneath a submerged log.
- J They are paralyzed by the light.

17 Which of these is the best summary of the essay?

- A As a boy Rick Bass visits Willow Creek on a cold winter night. He observes some small fish swimming beneath the ice of the frozen edges of the creek. He must return to the cabin before he fully understands what has happened.
- B On a wintry night Rick Bass sees fish swimming beneath the ice in Willow Creek. On another winter night years later, he hears the honking of geese lost in heavy fog. The two experiences help him understand his deep connection to the wild.
- C When he was young, Rick Bass had to collect water from an ice-covered creek. Several years pass before he visits the hill country camp again. On that visit Bass tries to help some geese land on a foggy night.
- D On a visit to Willow Creek, Rick Bass hears geese honking as they circle his cabin. His father explains that the geese have lost their way in the fog. Bass begins to understand the power of nature.

18 Paragraphs 3 through 5 of the essay show that as a boy Bass —

- F liked to disturb the fish
- G took a long time to finish his chores
- H was curious about nature
- J refused to listen to his parents

- 19** Why does the author insert extra space between paragraphs 5 and 6?
- A** To introduce a new location
 - B** To write about a different theme
 - C** To tell a story about his father
 - D** To indicate the passage of time
- 20** One of Bass's concerns is that —
- F** the forces of nature will destroy the creek's wildlife
 - G** he has become too wild and untamed
 - H** others do not appreciate the necessity of the wild
 - J** the humans in the cabin will frighten away wildlife
- 21** The author uses the phrase "glide of faith" in paragraph 12 to indicate that the geese —
- A** would be taking a risk in trying to land in the fog
 - B** are unaware that the lights are beneath them
 - C** are only about a hundred feet above the creek
 - D** can use sounds to guide them to a safe landing
- 22** The reader can conclude that Bass's father joins his son outside the cabin because —
- F** it is too smoky inside the cabin
 - G** he is worried about his son
 - H** he hears the honking of the geese
 - J** the view from the porch is lovely
- 23** In this essay, Bass supports his thesis with —
- A** a comparison of animal and human behaviors
 - B** examples from his personal experiences with nature
 - C** a list of animals that have become extinct
 - D** generalizations about civilized life

**Use “Brian’s Return” and “On Willow Creek” (pp. 4–10)
to answer questions 24 and 25.**

24 Unlike the author of “On Willow Creek,” Brian is —

- F** interested in the habits of fish
- G** prepared to spend time in the wild
- H** all by himself in the wilderness
- J** visited by an animal at night

25 Which element has the greatest impact on the events described in “Brian’s Return” and “On Willow Creek”?

- A** Weather
- B** Animals
- C** Plants
- D** People

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

26 Why are the drawings of the plants an essential part of the chart?

- F** They aid in identifying the plants.
- G** They make the chart more appealing.
- H** They show how similar the plants are.
- J** They indicate how the plants can be used.

27 Which of the edible plants featured in the chart can be used like vegetables?

- A** Mullein and prickly pear cactus
- B** Sumac and cattail
- C** Dandelion and prickly pear cactus
- D** Dandelion and mullein

28 The primary purpose of this chart is to —

- F** tell readers how to make a refreshing drink from sumac berries
- G** warn readers of the danger of collecting plants in the wild
- H** teach readers how to identify and prepare five edible plants
- J** encourage readers to gather all their food from the wild

DIRECTIONS

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

29 What is one conflict that Brian faces in “Brian’s Return”? Explain your answer and support it with evidence from the selection.

30 Why are the memories of Willow Creek important to Rick Bass? Support your answer with evidence from the selection.

31 How is the power of nature an important theme in both “Brian’s Return” and “On Willow Creek”? Support your answer with evidence from **both** selections.

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

WRITTEN COMPOSITION

Write an essay explaining how your surroundings can affect your life.

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.

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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.

Ben's English teacher has asked each student to write a paper about a person who showed courage in the face of adversity. Ben decided to write about world-renowned cyclist Lance Armstrong. As part of the peer-editing process, Ben wants you to read his paper and look for ways he can correct and improve it. When you are finished, answer the questions that follow.

A Wake-Up Call

(1) Most people would view an advanced cancer diagnosis as devastating, but world-class athlete Lance Armstrong is not like most people. (2) Instead, a person who has astounded the entire world with his talent and bravery.

(3) Born in Plano, Texas, in 1971, Armstrong was drawn to sports at an early age. (4) At the age of 13, he won the iron kids bread triathlon, and within three years he was a professional triathlete. (5) Though he excelled at many sports, Armstrong's greatest love was cycling. (6) This passion quickly turned into an incredible list of cycling victories. (7) In 1991 he was named the U.S. National Amateur Champion; in 1992 he finished 14th in the Olympic Games in Barcelona. (8) A year later he won an impressive 10 cycling titles, these included 1993 World Champion and U.S. PRO Champion. (9) In 1995 Armstrong won the elite Tour Du Pont race and became the first American to win the Classico San Sebastian. (10) That year he established the Lance Armstrong Junior Olympic Race Series, which promotes youth racing and cycling. (11) He met his wife Kristin, and they were married in a beautiful ceremony in Santa Barbara, California.

(12) By 1996 Armstrong is the highest-ranking cyclist in the world. (13) He was nicknamed the Golden Boy of American Cycling and the Du Pont Dominator.

(14) In October he was diagnosed with testicular cancer, which had spread to his lungs and brain. (15) Armstrong called his dire diagnosis a “special wake-up call” to count the blessings in his life. (16) With his family’s support he underwent three surgeries and aggressive chemotherapy. (17) Five months after being told he had cancer, Armstrong was training again.

(18) In May of 1998, Armstrong officially announced his triumph over cancer and their return to cycling by winning the Sprint 56K Criterium held in Austin, Texas. (19) Since that time, in what has been called the bigger comeback in the history of sports, he has won numerous races, including the 1999, 2000, 2001, and 2002 Tour de France competitions. (20) His life also includes being a husband, a father, and an author, as well as the founder of the Lance Armstrong Foundation. (21) This international organization focuses on cancer research, awareness, and detection. (22) By facing life’s challenges with great fortitude and courage, Lance Armstrong has shown the world that he is a winner.

32 What is the most effective way to rewrite sentence 2?

- F** Instead, being a person who has astounded the entire world with his talent and bravery.
- G** Instead, he is a person who has astounded the entire world with his talent and bravery.
- H** Instead, he is a person. Who has astounded the entire world with his talent and bravery.
- J** Instead, a person who has astounded the entire world, he has his talent and bravery.

33 What is the most effective way to improve the organization of the second paragraph (sentences 3–11)?

- A** Move sentence 5 to the beginning of the paragraph
- B** Switch sentences 7 and 9
- C** Delete sentence 9
- D** Delete sentence 11

34 What change, if any, should be made in sentence 4?

- F Change *won* to **wins**
- G Change *iron kids bread triathlon* to **Iron Kids Bread Triathlon**
- H Delete *he was* after *years*
- J Make no change

35 What is the most effective way to rewrite sentence 8?

- A A year later he won an impressive 10 cycling titles and included 1993 World Champion and U.S. PRO Champion.
- B A year later winning an impressive 10 cycling titles that included 1993 World Champion and U.S. PRO Champion.
- C A year later he won an impressive 10 cycling titles. Including 1993 World Champion and U.S. PRO Champion.
- D A year later he won an impressive 10 cycling titles, including 1993 World Champion and U.S. PRO Champion.

36 Ben wants to add the following sentence in the third paragraph (sentences 12–17).

That same year, however, he faced the toughest challenge of his life.

Where should this sentence be inserted?

- F At the beginning of the paragraph
- G After sentence 13
- H After sentence 14
- J At the end of the paragraph

37 What change, if any, should be made in sentence 12?

- A Change *is* to **was**
- B Change *highest-ranking* to **high-ranking**
- C Insert a comma after *cyclist*
- D Make no change

38 What change, if any, should be made in sentence 16?

- F Change *he* to **they**
- G Insert a comma after *surgeries*
- H Change *aggressive* to **aggressiv**
- J Make no change

39 What change should be made in sentence 18?

- A Change *officially* to **official**
- B Insert a comma after *cancer*
- C Change *their* to **his**
- D Insert **it was** after *Criterion*

40 What change, if any, should be made in sentence 19?

- F Change *bigger* to **biggest**
- G Delete the comma after *sports*
- H Change *has won* to **was winning**
- J Make no change

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

- A Change *lifes* to **life's**
- B Delete the comma after *courage*
- C Change *the world* to **them**
- D Make no change

Alison has written this personal narrative for her English class. As a member of Alison's peer-editing group, you have been asked to read the story and think about the corrections and improvements she should make. When you finish reading the story, answer the questions that follow.

Backstage Drama

(1) I couldn't believe my ears when I heard my name called for the leading role in our high school play. (2) Mrs. Dermitt was my drama teacher.

(3) She had been looking for someone to play a spunky young woman named Nadine in a comedy set in the 1950s. (4) Fortunately for me, she thought that I could handle the part.

(5) That afternoon my friend Kelly and I talked excitedly about the play.

(6) Although Kelly hadn't been chosen for a part onstage her job with the set crew was important to the success of the play. (7) I told her I was a little nervous because I had a lot of lines to memorize.

(8) "You can do it," she said. (9) "I'll help you." (10) I knew I could count on hers; we had been friends since the third grade, and we made a good team.

(11) Preparation for the play moved at a rapid pace. (12) Kelly worked hard with the set crew, but she also spent hours helping me learning my lines. (13) I noticed she often said my lines with me by silently moving her lips. (14) We joked that she could probably play my part as well as I could.

(15) Three days before opening night, we were all ready. (16) All the actors knew their lines, the programs were ready for distribution, and the costumes and the set were complete. (17) But when I woke up with a fever and sore throat

on the day of the play, the entire production came to a sudden halt.

(18) Everyone in the drama department was frantic. (19) There was no way I could perform. (20) Once before, I had had strep throat. (21) The play was due to open in fewer than six hours, and we had no time to cancel. (22) They would arrive and immediately be turned away at the door.

(23) At home in bed, I tried to think of a way to help. (24) Then it hit me—Kelly knew the lines as well as I did. (25) I called Mrs. Dermitt to give her my suggestion. (26) Within a few short hours, Kelly stood onstage in costume and makeup. (27) She gave a spectacular performance. (28) The crowd laughed and cheered as she spoke the witty lines she had rehearsed with me so many times. (29) In a strange turn of events, Kelly and I had saved the day for everyone by working as a team. (30) Of course, I was terribly disappointed to have missed my chance in the spotlight. (31) But incredibly grateful to have such a good friend.

42 What is the most effective way to combine sentences 2 and 3?

- F** Mrs. Dermitt was my drama teacher, which had been looking for someone to play a spunky young woman named Nadine in a comedy set in the 1950s.
- G** Mrs. Dermitt, my drama teacher, had been looking for someone to play a spunky young woman named Nadine in a comedy set in the 1950s.
- H** Mrs. Dermitt was my drama teacher, she had been looking for someone to play a spunky young woman named Nadine in a comedy set in the 1950s.
- J** Mrs. Dermitt, who was my drama teacher and had been looking for someone to play a spunky young woman named Nadine, was in a comedy set in the 1950s.

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

- A** Change *hadn't been chosen* to **hasn't been chose**
- B** Insert a comma after *onstage*
- C** Change *success* to **sucess**
- D** Make no change

- 44 What change, if any, should be made in sentence 10?
- F Change *hers* to **her**
 - G Change the semicolon to a comma
 - H Insert quotation marks after the period
 - J Make no change
- 45 What change, if any, should be made in sentence 11?
- A Change *Preperation* to **Preparation**
 - B Insert **which** after *play*
 - C Change *moved* to **moving**
 - D Make no change
- 46 What change, if any, should be made in sentence 12?
- F Delete the comma after *crew*
 - G Change *she* to **they**
 - H Change *learning* to **learn**
 - J Make no change
- 47 What transition should be added to the beginning of sentence 13?
- A First
 - B Before that
 - C In contrast,
 - D In fact,
- 48 What is the most effective way to improve the organization of the fifth paragraph (sentences 15–22)?
- F Move sentence 17 to the beginning of the paragraph
 - G Delete sentence 17
 - H Delete sentence 20
 - J Move sentence 21 to follow sentence 15
- 49 What change, if any, should be made in sentence 16?
- A Change *there* to **their**
 - B Delete the comma after *lines*
 - C Change the second *were* to **was**
 - D Make no change
- 50 The meaning of sentence 22 can be clarified by changing *They* to —
- F The actors
 - G The play
 - H We
 - J The audience
- 51 What is the most effective way to combine sentences 30 and 31?
- A I was terribly disappointed, of course, and incredibly grateful to have missed my chance in the spotlight and to have such a good friend.
 - B Of course, being terribly disappointed to have missed my chance in the spotlight, but incredibly grateful to have such a good friend.
 - C Of course, I was terribly disappointed to have missed my chance in the spotlight, but I was incredibly grateful to have such a good friend.
 - D I was terribly disappointed to have missed my chance in the spotlight, of course, I was incredibly grateful to have such a good friend.

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



