

VIRGINIA STANDARDS OF LEARNING

Spring 2007 Released Test

END OF COURSE READING

Form R0117, CORE 1

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Directions

Read the passage in each box. Read each question after the passage. Choose the best answer. Then mark the space on your answer document for the answer you have chosen.

SAMPLE

Mrs. Roberts always stresses the value of a good education and frequently reminds her students that an education is crucial to future success. She says all students need to learn basic knowledge and skills in order to achieve their goals.

In this paragraph, the word crucial means —

- A** optional
- B** extremely rare
- C** restricted
- D** very important

Directions: Read the selection and answer the questions that follow.

Bus Stops

- 1 Charles stood at the bus stop tapping his foot impatiently as the city bus lumbered slowly toward him along Allen Drive. The bus was less than a mile away, but it would make several more stops along the winding route before reaching him. He bounced on his toes as he waited, watching his breath turn to fog in the chill of the November air, and thought about how Natalie had refused to give him a ride to the downtown gym.
- 2 "It's out of my way, Charles," she had stubbornly protested. "And I'm already late." That was probably true. Natalie was always late.
- 3 So he waited for bus 602 which, like his sister, always seemed to be running late! He couldn't wait until he got his own car. Things would be different then. He had been saving his pay from his part-time job at Robinson's Market. It was hard to fit work into his busy school and practice schedules, but it was important to him.
- 4 The air brakes of the old bus brought him out of his trance and he hurried aboard, anxious to escape the icy wind. Dropping his money into the fare box, he paused to acclimate himself to the air inside the bus. As the warmth of the bus's interior rushed over him, he felt a brief chill roll across his skin. He relaxed his shoulders and scanned the seats of the mostly empty bus. He chose a seat near the back and headed toward it.
- 5 "Hey, Charles," someone called as he passed by. Glancing over his shoulder, Charles saw a guy about his age waving to him. "How have you been?" the guy asked, sticking out his hand. He was bundled up in a thick jacket with a scarf wrapped around his neck and a cap pulled low over his forehead, covering his ears. He sat there smiling with his hand suspended across the aisle. Charles hesitated, trying desperately to put a name to the face that seemed vaguely familiar.
- 6 "It's me, Tony," the guy said, his hand still extended. With his other hand, he pulled off the woolen cap and tugged down the scarf. "Don't you recognize me?"
- 7 "Oh, hey, Tony," Charles said, at last, slapping his hand across Tony's. "Sorry, man," Charles explained, "but you're covered up like a man at the North Pole." The truth was he barely recognized his old friend.
- 8 "Well, you know me," Tony admitted, laughing. "I never could stand cold weather." After a brief moment of awkwardness, he added, "It's been a long time."
- 9 "Yeah," Charles said, not sure how to respond. "I guess it has." He wasn't sure whether to continue the conversation or tell his old friend it was nice to see him again and go to his seat. He looked more closely at Tony, who seemed equally uncomfortable. A few years ago they had been best friends, but they had somehow lost touch in high school. Now they saw each other only sporadically, once or twice each year.

- 10 "So, where're you headed?" Tony broke the awkward silence, as the bus squealed to a stop in order to pick up new passengers.
- 11 Charles backed up and sat across the aisle from Tony. "Oh, just over to the City Gym to shoot some hoops," he answered, raising his hands in the air and shooting an imaginary basketball.
- 12 "That's right!" Tony said, smiling, recalling their playing days together in school. "Your senior season's about to start. How's it feel to be the big star on campus?"
- 13 Charles shook his head and chuckled. "Yeah, right," he sighed. "I'll be lucky if I keep my starting spot." He wasn't kidding either; the team had several talented sophomores and juniors trying out for starting spots. That's why he was riding a bus halfway across town to practice on a frigid Saturday morning. "What about you?" he asked Tony. "How come you never played in high school?" Tony had been a decent player on their middle school team.
- 14 Tony chuckled. "Come on, Charles. I was never that good. You were the one. Everyone knew you were going to be a star—high school, then college, then all the way to the pros."
- 15 "Yeah, I used to think that too," Charles sighed, looking down at the floor. "I guess *I'm* not that good either," he said frankly. This had been on his mind a lot lately, but he was surprised by his candor now. The truthfulness of the statement felt like an admission. Suddenly, his stomach felt like he had swallowed a roller coaster, and he wished he had stayed home. "Oh, well," he said, looking up, "life goes on."
- 16 "It sure does," Tony replied quietly.
- 17 The bus driver momentarily interrupted their conversation as he called out the names of the cross streets where the bus was making its next stop. Charles quickly glanced around to see where he was.
- 18 "Maybe it's time for me to make a change," Charles said with a forced smile. "So where are you going this early?"
- 19 "I volunteer at the community center," Tony said. "I tutor kids there."
- 20 "That's cool. I had a tutor help me in English last year," Charles said. "Are you practicing to be a teacher?"
- 21 "Maybe," Tony said. "I'm thinking about it." He explained how he had started tutoring the year before as part of a school assignment. "You ought to drop by sometime," he added. "You'd like it. You used to be great at math."
- 22 "No, not me," Charles said. "I'm not the tutoring type."
- 23 "Why not?" Tony asked.

- 24 "I don't know," Charles said. "The season's starting and it gets pretty hectic." He looked out the window as the bus lurched to a stop. "This bus is making a million stops," he complained. "It's taking forever."
- 25 "Yeah, I guess everybody's going different places," Tony said, standing up. "This stop's mine. Nice seeing you, Charles," he said, sticking out his hand again.
- 26 "Take care," Charles said, slapping Tony's palm as he headed for the exit. "Hey, Tony," he called suddenly. "Call me later, okay?" Tony turned with a surprised look. "I'd like to talk to you some more about tutoring." Charles flashed a quick smile at Tony and added, "You know, I'm still a whiz at math!"

1 In paragraph 4, the word acclimate means to —

- A** verify carefully
- B** become adjusted
- C** identify accurately
- D** feel comforted

2 What does the word sporadically mean in paragraph 9?

- F** to occur periodically
- G** to do intentionally
- H** to bring about cheerfully
- J** to come upon peacefully

3 Which is a synonym for the word candor in paragraph 15?

- A** anger
- B** anxiety
- C** enthusiasm
- D** honesty

4 The details in paragraph 3 are important because they —

- F** show the conflict between Charles and Natalie
- G** explain where Charles is taking the city bus
- H** indicate that Charles is thinking about the future
- J** foreshadow the meeting between Charles and Tony

5 In paragraphs 8 and 9, the author creates a mood of —

- A** uneasiness
- B** curiosity
- C** hopefulness
- D** confidence

6 In paragraph 15, Charles realizes that his basketball career —

- F** has cost him his best friend
- G** will require much sacrifice
- H** may soon be coming to an end
- J** is more important to him than ever

7 Why is Charles riding the bus on his way downtown?

- A** His sister needs to use his car to go to work.
- B** He is planning to meet someone on the bus.
- C** His sister cannot give him a ride because she is late.
- D** He wants to stop at the community center on his way.

8 A theme of this selection is —

- F** true friends are hard to find
- G** life is usually predictable
- H** the best things in life are free
- J** people change as they grow up

9 The reader may *best* conclude that Charles —

- A** has decided to quit the school basketball team
- B** has not been as successful in basketball as he expected
- C** no longer enjoys playing the game of basketball
- D** is the least experienced basketball player on his team

10 The central conflict in this selection is between —

- F** Charles and Tony
- G** Tony and himself
- H** Natalie and Charles
- J** Charles and himself

11 The setting of this selection is important because it —

- A** brings the main characters together
- B** creates the basis for the central conflict
- C** provides visual clues to Charles's dilemma
- D** establishes a timeline of the events in the story

12 In this selection, the bus stops are symbolic of —

- F** friendship
- G** memories
- H** choices
- J** family

13 The character of Charles is mainly revealed through his —

- A** conversation with Natalie
- B** conversation with Tony
- C** memories of the past
- D** thoughts while waiting for the bus

14 From which point of view is this selection mostly written?

- F** First person, Tony
- G** Third person limited, Charles
- H** First person, Charles
- J** Third person limited, Tony

Directions: Read the resumé and notice, and answer the questions that follow.

Philip B. Talbert

285 Vernon Road, Wood Dale, Virginia 23207

888-334-6639

Objective:

Full-time outpatient Physical Therapy Assistant position

Professional Experience:

Better Health Associates, Inc. – Bremen, Virginia

Physical Therapy Assistant, September 2003 to present

Short-term assignments involving outpatient rehabilitation

Mary L. Thorington Hospital – Bremen, Virginia

Part-time Physical Therapy Aide, March 2003 to September 2003

Moving patients, walking patients, pushing wheelchairs, ordering supplies, answering phones, preparing insurance forms, maintaining patient files

Maclyn Meadows Health Spa – Delta, Virginia

Fitness Specialist, September 2001 to January 2003

Supervising exercise programs and instructing health club members in proper use of exercise equipment

Education and Licenses:

State of Virginia license for Physical Therapy Assistants, May 2003

Delta Community College – Delta, Virginia, Associate's Degree, January 2003

Professional Activities:

Virginia Physical Therapy Association, Member of Research Special Interest Group, August 2004

Conference Presentations:

United States Physical Therapy Conference, Manual Therapy Techniques, March 2004

Guest on *Healthline Virginia* television show, topic: Work-Related Injuries, January 2004

State Physical Therapy Conference, Aquatic Therapy, November 2003

Leadership Activities:

Delta Boys Club – Instructor, 2002

Taught first aid and CPR course, tested and certified eligible Red Cross candidates

Ramon H. Tapia Elementary School – Teaching Assistant, 2001–2002

Instructed children with physical disabilities

Bremen Day Camp – Camp Counselor, Summers 1998–2000

Served as camp counselor, bike/canoe trip leader, and ropes course instructor

Special Interests:

Swimming, biking, boating, computers, travel, and reading

Notice of Job Opening
Physical Therapy Assistant

Atlantic Physical Therapy and Sports Medicine Associates
366 S. Atlantic Avenue, Dresden, Virginia 23218
Phone: 888-293-3151

Job Description	Physical therapy assistant needed for outpatient services in a sports medicine clinic. Supervise exercises, give massages, apply hot and cold packs, and administer traction and ultrasound. Maintain accurate records and report outcomes to supervising physical therapist. Flexible day shift—four 10-hour days, one weekend a month.
Job Type	Permanent
Benefits	Comprehensive major medical and dental insurance, life insurance, retirement plan, incentives, bonuses, and continuing education allowance.
Required Experience and Training	<ul style="list-style-type: none">• Associate's degree• Hands-on physical therapy experience in a variety of settings• Able to supervise <u>therapeutic</u> exercise• Strength to lift patients when needed• Able to kneel, stoop, and stand for long periods of time• CPR and first aid certification• Effective communication skills• Willing to share resources, strategies, and training with other team members• Fluency in a second language is desirable• Previous experience in sports-related physical therapy is desirable
Salary	Commensurate with experience

- 15 Which of these online sources would provide the *best* information about new physical therapy techniques?**
- A** A scholarly paper written by a physical therapy professor
 - B** A resumé of a graduate of a physical therapy program
 - C** A student research paper about the requirements of physical therapy assistants
 - D** A medical negligence claim brought by a patient against a physical therapist
- 16 Which of Philip Talbert’s work experiences is shown as a requirement on the notice?**
- F** Supervising exercise programs
 - G** Answering hospital phones
 - H** Testing Red Cross candidates
 - J** Explaining aquatic therapy
- 17 Based on the resumé, during which period was Philip Talbert unemployed?**
- A** September 2001 — January 2003
 - B** January 2003 — March 2003
 - C** March 2003 — September 2003
 - D** September 2003 — present
- 18 Based on the notice, which of these is an option rather than a requirement for the job?**
- F** Experience administering sports-related physical therapy
 - G** Certification in first aid
 - H** Experience with physical therapy in different settings
 - J** Certification in CPR

- 19 Based on the notice, which of these is required to perform the duties of a physical therapy assistant?**
- A** Physical strength in the arms
 - B** Ability to do accurate calculations
 - C** Experience using x-ray equipment
 - D** Good sight without corrective lenses
- 20 Physical therapy assistants are qualified to fill the position described in the notice only if they are able to —**
- F** do presentations at conferences
 - G** review a patient's insurance policy
 - H** assist a patient with a sports-related injury
 - J** participate in continuing education classes
- 21 Which skill in the Job Description section of the notice is *not* listed in the resumé?**
- A** Administering traction
 - B** Providing outpatient services
 - C** Supervising exercise programs
 - D** Maintaining records
- 22 The Required Experience and Training section of the notice includes information about —**
- F** educational background
 - G** opportunities for advancement
 - H** earnings and benefits
 - J** word processing skills

- 23 Read this excerpt from Philip Talbert’s presentation on aquatic therapy to the State Physical Therapy Conference.**

Aquatic therapy is especially useful because it allows for unloading weight from joints thus eliminating pain and allowing muscles to relax.

Which of the following *most* accurately summarizes the meaning of Talbert’s statement?

- A** Aquatic therapy lessens discomfort by removing weight from a joint.
- B** Lifting weights under water is painless and relaxing.
- C** The effort required to exercise in water results in quicker weight loss.
- D** A physical therapist is more useful to a patient who chooses aquatic therapy.

- 24 Look at the résumé. Under what general heading did Philip Talbert list his guest appearance on a television program?**

- F** Professional Experience
- G** Professional Activities
- H** Conference Presentations
- J** Leadership Activities

- 25 Which feature of Philip Talbert’s experience and training is expressly stated in the notice as a requirement for the job?**

- A** Associate’s degree
- B** Experience as a conference presenter
- C** State Physical Therapy Assistant license
- D** Membership in Virginia Physical Therapy Association

Directions: Read the report and answer the questions that follow.

The following is a draft of a report written by a student for her biology class.

Sally McLaughlin
Ms. Sam
Biology I
20 April 2007

McLaughlin 1

The Passenger Pigeon: A Valuable Lesson

- 1 In 1813 the famous naturalist John James Audubon observed a vast flock of passenger pigeons as he traveled through Kentucky. The flock took three days to pass above; in such a black cloud, they obliterated the sun at times. Conservatively, he estimated their numbers at 1.1 billion birds (Reeve 60). This overwhelming population had also been noted by such explorers as Champlain, who reported seeing in 1605 “an infinite number of pigeons” (qtd. in Forbush 40). How could a bird that was the most prolific in North America become extinct? While some might argue they suffered from destruction and loss of habitat, others state that the birds’ inability to adapt after their numbers decreased caused their demise. Despite these contributing factors, the main cause of the extinction of the passenger pigeon was unregulated hunting.
- 2 Some people believe that deforestation caused the downfall of the pigeon. In the 1800s many of America’s forests were cut down, and the pigeon was forced to use the forests that remained. By the 1870s, “most of the pigeons concentrated in the West” (Forbush 42). On the other hand, when the forests were cleared, farming expanded. The fields of grain planted in place of the forests offered the pigeon new sources of food. Forbush also maintains, “although great tracts of land were cleared, there remained and still remain vast regions more or less covered by coppice growth sufficient to furnish great armies of pigeons with food” (42). While the loss of habitat did not benefit the pigeon, it was not a major factor in its disappearance.
- 3 Another reason attributed to the pigeon’s extinction was its lack of adaptability. Once their numbers declined, pigeons could not produce enough young to offset those lost to predators, storms, or other natural events. Also, the pigeons’ enormous numbers and colonial way of life had previously increased their survival chances. For example, neighboring pigeons cared for orphaned young (Forbush 43). The smaller flocks left in the 1900s could not adapt and rebound without the safety and benefits of large numbers. The passenger pigeon would not have needed to adapt so quickly to such a drastic reduction in its population without overhunting. This was the prime factor precipitating the adaptability issue.
- 4 The multitudes of pigeons present in the 1800s led most people to believe it was impossible to overhunt this bird, so early settlers generously harvested the birds for food. The pigeons’ large nesting colonies and unsuspecting natures made them easy and accessible targets. For instance, one report states that at a nesting site in Michigan, “50,000 birds per day were killed and this rate continued for nearly five months” (“Passenger”). These types of reports were not uncommon. People thought the supply of pigeons would remain endless.

- 5 In addition, the pigeon was professionally hunted with nets. Hunters might be paid five cents a bird, and in the 1860s, “an army of perhaps 5,000 to 6,000 hunters had mobilized across the U.S.” (Reeve 5). Furthermore, the telegraph allowed hunters to hear reports of large colonies of nesting birds. They then traveled to these locations and decimated the passenger pigeon populations. No nesting site was safe for the pigeons. Next, the railroad made transportation of the birds to different markets possible. Hunters could harvest enormous numbers of birds and ship them to limitless markets. Forbush states, “the New York market alone would take 100 barrels [of pigeons] a day for weeks, without a break in price. Chicago, St. Louis, Boston and all the great and little cities of the North and East joined in the demand” (42). This combination of factors resulted in excessive hunting that dramatically reduced the vast number of pigeons.
- 6 The Pennsylvania Game Commission states that by the time the government enforced laws protecting the passenger pigeon population, their numbers had already plummeted. Extinction was inevitable. While the birds’ disappearing habitat and lack of adaptability sped up the process, the path to extinction began with excessive hunting. Fortunately, the story of the passenger pigeon has taught Americans a valuable lesson. A stronger awareness and concern for wildlife and better conservation laws show that society has learned that no species is too numerous to need protection.

Works Cited

Forbush, Edward Howe. “Passenger Pigeon.” Birds of America. Ed. T. Gilbert Pearson. Garden City: Doubleday and Co., Inc., 1936.

“Passenger Pigeon.” Encyclopedia Smithsonian. March 2001. 19 Feb. 2002
<<http://www.siedu//resources/faq/nmnh/passpig.htm>>.

Pennsylvania Game Commission. “Passenger Pigeon.” Jan. 2001. 3 Feb. 2002
<http://www.pgc.state.pa.us/PA_Exec/PGC/pigeon/profile.htm>.

Reeve, Simon. “Going Down in History.” Geographical 73 (2001): 60.

Steadman, David W. “. . . And Live on Pigeon Pie.” New York State Conservationist 50 (1996): 20-3.

Because of testing constraints, some of the specifications of the style manual used (such as double-spacing and a separate page for citing works) have not been followed in this paper.

26 Which of these sources would *most* likely contain articles similar to those cited in this report?

- F** *Hunting Magazine*
- G** *American History Journal*
- H** *Conservation Monthly*
- J** *Forestry Journal*

27 Which of these resources would be *most* useful for a student researching other birds that face extinction?

- A** A government report focusing on threatened wildlife
- B** A scholarly journal related to birds and bird watching
- C** A book detailing the decline of the passenger pigeon
- D** A magazine article focused on human impact on the environment

28 What does the word prolific mean in paragraph 1?

- F** intelligent
- G** abundant
- H** attractive
- J** respected

29 According to the report, what primarily caused the extinction of the passenger pigeon?

- A** Loss of habitat
- B** Inability to adapt
- C** Excessive hunting
- D** Natural predators

30 The quotations from Forbush in paragraph 2 clarify that —

- F** deforestation was only a minor contributor to the decline of the pigeon population
- G** the large pigeon population could not be fed by the remaining uncleared land
- H** the pigeon population was so large that no amount of deforestation could have affected it
- J** such small amounts of land were cleared that pigeon populations were unaffected

31 Which organizational pattern is used in paragraph 4?

- A** Comparison/contrast
- B** Problem/solution
- C** Cause-and-effect
- D** Spatial layout

32 Which of these could *best* be used as a heading for paragraph 6?

- F** Saving the Passenger Pigeon
- G** Disappearing Natural Habitat
- H** Better Conservation Laws
- J** Awareness Comes Too Late

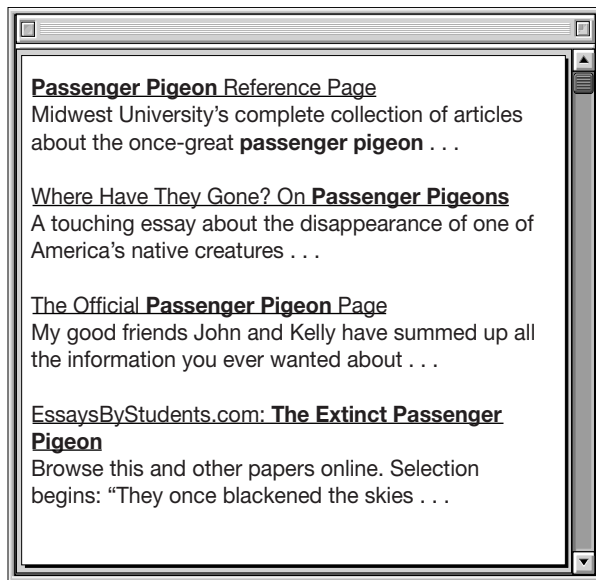
33 Which idea from this report would be *most* difficult to verify as a fact?

- A** Hunters in the 1860s were paid five cents for each pigeon.
- B** Most people in the 1800s believed it was impossible to overhunt the pigeon.
- C** The passenger pigeon was professionally hunted with nets.
- D** Pigeons were transported by train to New York, Chicago, and other cities.

34 This report uses information from *Encyclopedia Smithsonian* and Simon Reeve’s article because they —

- F** provide concrete statistics
- G** describe historical regulations
- H** summarize the main argument
- J** present an opposing viewpoint

35 A student looking for more information about passenger pigeons found these sources in an online search.



Which site would provide the *most* reliable information?

- A** Passenger Pigeon Reference Page
- B** Where Have They Gone? On Passenger Pigeons
- C** The Official Passenger Pigeon Page
- D** EssaysByStudents.com: The Extinct Passenger Pigeon

36 Which question is *not* answered in this report?

- F** How were hunters able to kill so many passenger pigeons?
- G** When did the last flocks of passenger pigeons disappear?
- H** How abundant were passenger pigeons before their decline?
- J** What caused the extinction of passenger pigeons?

Directions: Read the selection and answer the questions that follow.

The Earth Poet

Jesse Stuart

- 1 Nothing ever escaped my father, for he was an earth poet who loved the land and everything on it. He liked to watch things grow. From the time I was big enough for him to lead me by the hand, I went with him over the farm. If I couldn't walk all the way in those early days, he'd carry me on his back. I learned to love many of the things he loved.
- 2 Sometime in the dim past of my boyhood, my father unloaded me from his back under some white-oak trees just beginning to leaf. "Look at this hill, son," he said, gesturing broadly with a sweep of his hand. "Look up that steep hill toward the sky. See how pretty that new-ground corn is."
- 3 This was the first field I can remember my father's taking me to see. The rows of corn curved like dark green rainbows around a high slope with a valley and its little tributaries running down through the center. The corn blades rustled in the wind, and my father said he could understand what the corn blades were saying. He told me they whispered to each other, and this was hard for me to believe. I reasoned that before anything could speak or make a sound it had to have a mouth. When my father said the corn could talk, I got down on my knees and looked a stalk over.
- 4 "This corn hasn't got a mouth," I told my father. "How can anything talk when it doesn't have a mouth?"
- 5 He laughed like the wind in the corn and hugged me to his knees, and we went on.
- 6 The one thing my father brought me to see that delighted him most was the pumpkins. I'd never seen so many pumpkins with long necks and small bodies. Pumpkins as big around as the bottom of a flour barrel were sitting in the furrows¹ beneath the tall corn, immovable as rocks. There were pumpkins, and more pumpkins, of all colors—yellow and white, green and brown.
- 7 "Look at this, won't you," my father said. "Look what corn, what beans, what pumpkins. Corn ears so big they lean the cornstalks. Beans as thick as honey-locust beans on the honey-locust tree. And pumpkins thicker than the stumps in this new ground. I could walk all over this field on pumpkins and never step on the ground."
- 8 He looked upon the beauty of this cove he had cleared and his three crops growing here. He rarely figured a field in dollars and cents. Although he never wasted a dollar, money didn't mean everything to him. He liked to see the beauty of growing things on the land. He carried this beauty in his mind.

¹furrows – trenches in the earth made by a plow

- 9 Once, when we were walking between cornfields on a rainy Sunday afternoon, he pointed to a redbird on its nest in a locust tree, a redbird with shiny red feathers against the dark background of a nest. It was just another bird's nest to me until he whispered, "Ever see anything as pretty as what the raindrops do to that redbird sitting on her dark nest?" From this day on, I have liked to see birds, especially redbirds, sitting on their nests in the rain. But my father was the one to make me see the beauty.
- 10 "A blacksnake is a pretty thing," he once said to me, "so shiny and black in the spring sun after he sheds his winter skin."
- 11 He was the first man I ever heard say a snake was pretty. I never forgot his saying it. I can even remember the sumac thicket where he saw the blacksnake.
- 12 He saw more beauty in trees than any man I have ever known. He would walk through a strange forest laying his hand upon the trees, saying this oak or that pine, that beech or poplar, was a beautiful tree. Then he would single out other trees and say they should be cut. He would always give his reasons for cutting a tree: too many trees on a root stool, too thick, one damaged by fire at the butt, one leaning against another, too many on the ground, or the soil not deep enough above a ledge of rocks to support them.
- 13 Then there were the hundreds of times my father took me to the hills to see wild flowers. I thought it was silly at first. He would sit on a dead log, maybe one covered with wild moss, somewhere under the tall beech trees, listening to the wind in the canopy of leaves above, looking at a clump of violets of percoon² growing beside a rotted log. He could sit there enjoying himself indefinitely. Only when the sun went down would we get up and start for home.
- 14 My father didn't have to travel over the country searching for something beautiful to see. He didn't have to go away to find beauty, for he found it everywhere around him. He had eyes to find it. He had a mind to know it. He had a heart to appreciate it. He was an uneducated poet of this earth. And if anybody had told him that he was, he wouldn't have understood. He would have turned and walked away without saying anything.
- 15 Many people thought my father was just a one-horse farmer who never got much out of life. They saw only a little man, dressed in clean, patched overalls, with callused and brier-scratched hands. They often saw the beard along his face. And they saw him go off and just stand in a field and look at something. They thought he was moody. Well, he was that all right, but when he was standing there and people thought he was looking into space, he was looking at a flower or a mushroom or a new bug he'd discovered for the first time. And when he looked up into a tree, he wasn't searching for a hornet's nest to burn or a bird's nest to rob. He wasn't trying to find a bee tree. He was just looking closely at the beauty in a tree. And among the millions, he always found one different enough to excite him.

²percoon – an herb once used in medicinal treatments

37 In paragraph 3, the phrase “The rows of corn curved like dark green rainbows” is an example of —

- A** symbolism
- B** pun
- C** irony
- D** simile

38 Read this quotation from paragraph 3.

“. . . my father said he could understand what the corn blades were saying. He told me they whispered to each other . . .”

This quotation is an example of —

- F** allegory
- G** understatement
- H** oxymoron
- J** personification

39 In paragraph 4, the boy’s attitude toward his father is *best* described as —

- A** disbelieving
- B** enthusiastic
- C** sarcastic
- D** embarrassed

40 Paragraph 7 describes the corn, beans, and pumpkins primarily as —

- F** thriving
- G** flavorful
- H** young
- J** tender

41 According to paragraph 12, trees should be cut for all of the following reasons EXCEPT —

- A** overcrowding
- B** fire damage
- C** unattractiveness
- D** shallow soil

42 Read this quotation from paragraph 13.

He would sit on a dead log, maybe one covered with wild moss, somewhere under the tall beech trees, listening to the wind in the canopy of leaves above, looking at a clump of violets of percoon growing beside a rotted log.

One effect of this image is to —

- F** suggest to the reader ways to make the world more beautiful
- G** help the reader visualize the beauty of the scene
- H** explain to the reader why people appreciate beautiful sounds
- J** inform the reader of the most beautiful types of plants

43 This selection is an example of —

- A** a satire
- B** a personal essay
- C** an editorial
- D** a tall tale

- 44 The author's father is *most* similar to the poets during the Age of Romanticism because of his —**
- F** acceptance of free will
 - G** knowledge of growing crops
 - H** appreciation of natural beauty
 - J** ability to work hard for survival
- 45 The author considered his father a poet because his father —**
- A** lived close to his family
 - B** looked deeply at his surroundings
 - C** grew up on a farm
 - D** was moody and misunderstood
- 46 The author's gratitude toward his father is *best* shown in which of the following quotations?**
- F** Paragraph 6 — "The one thing my father brought me to see that delighted him most was the pumpkins."
 - G** Paragraph 9 — "From this day on, I have liked to see birds, especially redbirds, sitting on their nests in the rain."
 - H** Paragraph 13 — "I thought it was silly at first."
 - J** Paragraph 15 — "They saw only a little man, dressed in clean, patched overalls, with callused and brier-scratched hands."
- 47 The setting of this selection is *best* described as —**
- A** lush cornfields
 - B** a thriving forest
 - C** vibrant countryside
 - D** a well-tended garden

48 In paragraphs 4 and 13, the son’s reactions to his father show that he —

- F** was sometimes skeptical of his father
- G** was not as hard to please as his father
- H** was better educated than his father
- J** was not suited for farming like his father

49 Paragraph 15 describes the contrast between —

- A** resting and working
- B** poverty and wealth
- C** watching and acting
- D** appearance and reality

50 If a student wanted to research more about the daily activities on a farm, which resource would be *most* helpful?

- F** Farming and the Environment in the 1900s
- G** The History of Farm Equipment in the United States
- H** McMurray’s Guide to Farm, Family, and Rural Life
- J** New England Farms: A Photo Essay

