

Types of questions you'll see on the HiSet Reading test:

Question type	Definition	Example (take notes)	Strategy
Comprehension	When you show you comprehend something, you demonstrate you understand what is being said, can recognize a summary of that information, and can gain meaning from it.	<ul style="list-style-type: none"> → As used in line 9, the word "ritual" means → How was 6-on-6 basketball different from 5-on-5 basketball 	Read the passage carefully. Use the context to help you determine the answer.
Analysis	When you analyze something, you take it apart and look at it more closely. You may differentiate between cause and effect, fact and opinion, sequence, or draw conclusions	<ul style="list-style-type: none"> → All of these examples support the idea that youth is fleeting EXCEPT → How is the last paragraph organized? 	Ask yourself: What facts and evidence support my conclusion?
Synthesis {Found on paired reading questions}	You synthesize information when you put ideas together to come up with a new idea or insight. You may do this when you compare/contrast,	<ul style="list-style-type: none"> → Which actions covered by Title IX would be considered a violation? → What 	

	but more often you do it when you take info from more than one source.	problems was Title IX intended to address?	
Inference	When you infer, you figure out the things that are probably true given the facts in a passage. Use the passage context to determine what answer is the most logical inference.	→ Why does the son say he "can never win" in line 11? → Which of the following does the author suggest is one of the father's "losses" (line 23)	<i>What ideas are suggested but not directly stated as facts? What ideas follow logically from the information in the passage?</i>

Questions 15 – 20 refer to the following passage.

Norman Borlaug

The only way the world can keep up with food production to the levels that are needed with a growing world population is by the improvement of science and technology.
— Norman Borlaug

Line Dr. Norman Ernest Borlaug is the only agricultural scientist to be awarded the Nobel Peace Prize in the twentieth century. Borlaug is best known for introducing new agricultural techniques and high-yield crop varieties to developing countries. His goal was to help these countries become self-sufficient in food production. He is credited with averting worldwide starvation in the decades after World War II, especially during the 1960s.

5 Borlaug’s first project, in the 1950s, was in Mexico, where he developed new varieties of wheat and utilized methods of cultivation that allowed the country to become self-supporting in wheat production. Then he introduced these same wheat varieties and techniques in Pakistan and India. His work concentrated on high-yielding grains such as wheat and rice rather than other grains like oats, barley, and rye. Soon, Borlaug and his colleagues developed new varieties of rice and took them, along with new varieties of wheat and corn
10 (maize), to many other parts of the world, including the Middle East, Asia, South America, and Africa.

An integral part of Borlaug’s mission was to train young agricultural scientists and motivate them to use the newer technologies he had developed. In Mexico he started an intern program in which the trainees worked in the fields alongside him. Eventually, the program spread to other countries.

15 As a result of these innovations, Borlaug was dubbed “The Father of the Green Revolution.” The “Green Revolution” referred to the application of science to alleviate world hunger by using new varieties of high-yielding grains that were more resistant to disease, especially rust fungus, and less affected by the total hours of daylight. He suggested farmers use improved chemical fertilizers, such as nitrogen, and pesticides to control crop disease.

20 Some critics opposed Borlaug’s programs and tried to stop his funding and support. They were concerned about the environmental and cultural ramifications of these changes in food production. Critics stated that his techniques relied too heavily on chemicals. Borlaug argued that his critics were misinformed and that the approaches he had developed were having a positive impact on society and the environment. With the aid of President Jimmy Carter and others, Borlaug was able to continue his projects. Later in his career, however, Borlaug encouraged more careful use of fertilizers and pesticides as he came to recognize valid concerns about
25 the environment.

In 1970, Dr. Borlaug was awarded the Nobel Peace Prize in recognition of his contribution to world peace by providing “bread for a hungry world.” Later, Borlaug established his own World Food Prize Foundation to honor individuals who contribute to improving the world’s food supply.

30 During his lifetime, Dr. Borlaug received more than fifty honorary college degrees and many other tributes. These awards included the Presidential Medal of Freedom from President Jimmy Carter and the Congressional Gold Medal, the highest civilian award in the United States. Borlaug continued his agricultural research, serving on the faculty at Texas A&M University, and remained active into his nineties.

1

In line 4, the word "averting" means

- A. delaying.
- B. improving.
- C. preventing.
- D. discovering.

2

For which statement about how Borlaug educated his interns does the passage provide the strongest evidence?

- A. He taught them about the benefits of his World Food Prize Foundation.
- B. He sent them to developing countries to investigate wheat production.
- C. He used the plots of ground where the crops grew as their classrooms.
- D. He instructed them about President Carter and other influential supporters.

3

According to the passage, the "Green Revolution" is the use of science to

- A. honor farmers.
- B. reform agriculture.
- C. save the environment.
- D. support cultural changes.

4

Which of these is the best summary of lines 19-25?

- A. Even though there was opposition to Borlaug's programs, he found the support he needed to carry on his work.
- B. Borlaug's defenders, including President Jimmy Carter, believed in Borlaug's agricultural projects and sponsored them.
- C. The people who were against Borlaug's agricultural programs in developing countries attempted to end his backing and resources.
- D. Critics worried that Borlaug's methods of food production lacked the ability to keep pace with the growing population of the world.

5

Given the information in the passage, the most likely reason the Nobel Peace Prize committee chose an agricultural scientist to receive the prize for peace was because members

- A. were trying to encourage Borlaug to produce more food for the world.
- B. were attempting to silence critics who opposed new agricultural methods.
- C. believed that there is a connection between world peace and having enough to eat.
- D. wanted Borlaug to be an ambassador for world peace and travel throughout the world.

6

According to the passage, what changed in Borlaug's later life?

- A. He received many honorary degrees from various colleges.
- B. He completed additional research on agricultural practices.
- C. He stayed busy instructing and working with college students.
- D. He recognized the effects agricultural practices had on nature.

Lesson 10

GED SKILL Getting Meaning from Context

context
the words or sentences that surround words

When writers present words or situations that are unfamiliar, you can rely on surrounding words and phrases, or **context**, to help find meaning. These words and phrases may be in the same sentence or in a group of nearby sentences. Study these words for clues to understand what you are reading.

Even if you cannot figure out the exact meaning of a word or phrase, clues from the context will help you to make a good guess. For example, if you saw an unfamiliar item in a store, you would probably look around at the other items on the shelf for clues. Then, you can make a reasonable guess as to what the unfamiliar item is.

Read the following excerpt from a novel and complete the exercise below.

Mark went over the engine room slowly, double-checking everything. He washed the dishes in the galley, placing them carefully behind the little racks that held them tight in a gale. He checked the log, put away the charts, made up the berths, cleaned the refrigerator, and closed the portholes. When he was done, the sun was high in the sky, and he went out on deck to await the canoes.

Margaret Craven, *I Heard the Owl Call My Name*.

1. Where is Mark when he is doing these things?

Underline each context clue in the excerpt that helped you answer the question.

The context clues tell you that Mark is on a boat or ship. The words *engine room*, *galley*, *gale*, *log*, *berths*, *portholes*, *deck*, and *canoes* all relate to boating.

2. Based on the context clues in the excerpt, what is a *gale*?

- ___ a. a gentle breeze
- ___ b. a strong wind

You were correct if you chose *option b, a strong wind*. Dishes need to be held in place to keep them from breaking when a boat is rocked by strong winds.



To figure out unfamiliar words in an excerpt, substitute words you know in their place. If the substituted words make sense within the context, you have made a good guess at the definition.

GED SKILL FOCUS

Read the following excerpt from a novel and complete the exercise below.

- Glancing down the interminable Brooklyn street you thought of those joined brownstones as one house reflected through a train of mirrors, with no walls between the houses but only vast rooms yawning endlessly one into the other. Yet, looking close, you saw that under the thick ivy each house had something, distinctively its own. Some touch that was Gothic, Romanesque, baroque or Greek triumphed amid the Victorian clutter. Here, Ionic columns framed the windows while next door gargoyles scowled up at the sun. There, the cornices were hung with carved foliage while Gorgon heads decorated others. Many houses had bay windows or Gothic stonework; a few boasted turrets raised high above the other roofs. Yet they all shared the same brown monotony. All seemed doomed by the confusion in their design.

Paule Marshall, *Brown Girl, Brownstones*.

1. a. Put a check mark by the meaning of the word *interminable* in line 1.
 unsafe
 unfamiliar
 unending
- b. Put a check mark by the other word from the first sentence that is the best clue to the meaning of *interminable*.
 glancing
 mirrors
 endlessly
2. Put a check mark next to what the terms *Gothic*, *Romanesque*, *baroque*, and *Greek* refer to in lines 5-10.
 types of gargoyles
 styles of design
 kinds of roofs
3. a. Put a check mark by the meaning of *turrets* as used in "a few boasted turrets" (line 9).
 flower gardens
 little towers
- b. Explain the context clues you used to choose your answer to 3a. _____

4. Look at the word *monotony* (line 10). Write two clues that help you determine its meaning.

Answers start on page 295.

Directions: This is a ten-minute practice test. After ten minutes, mark the last question you finished. Then complete the test and check your answers. If most of your answers were correct, but you didn't finish, try to work faster next time. Choose the one best answer to each question.

Questions 1 through 7 refer to the following excerpt from a novel.

HOW DOES THIS MAN FIGHT COMMERCIAL TV?

- Years before, he had invented a module that, when a television commercial appeared, automatically muted the sound. It wasn't at first a context-recognition device. Instead, it simply monitored the amplitude of the carrier wave. TV advertisers had taken to running their ads louder and with less audio clutter than the programs that were their nominal vehicles.
- (5) News of Hadden's module spread by word of mouth. People reported a sense of relief, the lifting of a great burden, even a feeling of joy at being freed from the advertising barrage for the six to eight hours out of every day that the average American spent in front of the television set. Before there could be any coordinated response from the television advertising industry, Adnix had become wildly popular.
- (10) It forced advertisers and networks into new choices of carrier-wave strategy, each of which Hadden countered with a new invention. Sometimes he invented circuits to defeat strategies which the agencies and the networks had not yet hit upon. He would say that he was saving them the trouble of making inventions, at great cost to their shareholders, which were at any rate doomed to failure. As his sales volume increased, he kept cutting prices. It was a kind of electronic warfare. And he was winning.
- (15) They tried to sue him—something about a conspiracy in restraint of trade.
- (20) They had sufficient political muscle that his motion for summary dismissal was denied, but insufficient influence to actually win the case. The trial had forced Hadden to investigate the relevant legal codes. Soon after, he applied, through a well-known
- (25)
- (30)
- (35)
- (40)

- Madison Avenue agency in which he was now a major silent partner, to advertise his own product on commercial television. After a few weeks of controversy his commercials were refused. He sued all three networks and in *this* trial was able to prove conspiracy in restraint of trade. He received a huge settlement, that was, at the time, a record for cases of this sort, and which contributed in its modest way to the demise of the original networks.
- (45) There had always been people who enjoyed the commercials, of course, and they had no need for Adnix. But they were a dwindling minority. Hadden made a great fortune by eviscerating¹ broadcast advertising. He also made many enemies. . . .
- (50) As he further developed context-recognition chips, it became obvious to him that they had much wider application—from education, science, and medicine, to military intelligence and industrial espionage. It was on this issue that lines were drawn for the famous suit *United States v. Hadden Cybernetics*. One of Hadden's chips was considered too good for civilian life, and on recommendation of the National Security Agency, the facilities and key personnel for the most advanced context-recognition chip production were taken over by the government. It was simply too important to read the Russian mail. God knows, they told him, what would happen if the Russians could read our mail.
- (55)
- (60)
- (65)
- (70)
- (75)

¹ depriving of vital force or power

Carl Sagan, *Contact*.

1. What is suggested about Hadden's personality by the detail in lines 21–23 "each of which Hadden countered with a new invention"?

- (1) He likes to annoy people.
- (2) He is persistent.
- (3) He is devious.
- (4) He is lazy.
- (5) He is not trustworthy.

2. To what does the phrase "nominal vehicles" (line 9) refer?

- (1) television commercials
- (2) a type of car popular with TV advertisers
- (3) TV ads featuring cars and other vehicles
- (4) television programs
- (5) ads with less audio clutter

3. Based on this excerpt, what is "Adnix"?

- (1) a device that silences TV commercials
- (2) a machine that recognizes voices
- (3) a computer chip used to spy on enemies
- (4) a device to add audio clutter to commercials
- (5) a computer chip that causes commercials to short circuit

4. Based on this excerpt, which of these statements most likely describes Hadden's attitude toward television?

- (1) The quality of commercials needs to be improved.
- (2) Television networks should produce more educational programming.
- (3) Television networks do not have viewers' best interests at heart.
- (4) People are very careful about what they watch on television.
- (5) Viewers must tolerate commercials as a necessary evil.

5. Based on the details in this excerpt, what is its theme, or message?

- (1) the dangers of watching too much television
- (2) the undesirable nature of commercials
- (3) the superiority of public television over commercial television
- (4) the workings of the mind of an inventor
- (5) the benefits of commercial TV

6. Which of the following developments in commercial television might Hadden disapprove of most?

- (1) the increasing use of profanity during prime time
- (2) the scarcity of minorities in the prime-time lineup
- (3) the unnecessary sex and violence
- (4) the acceptance of "infomercials" to promote products
- (5) the blurring of the lines between news and entertainment

7. Based on the excerpt, what was the central issue of the suit *United States v. Hadden Cybernetics*?

- (1) Television networks refused to air Hadden's commercials.
- (2) Hadden wanted to use his chip to spy on his competitors.
- (3) The U.S. government wanted to prevent Hadden from using his chip to gather military information.
- (4) The U.S. government wanted to take over production and use of Hadden's chip.
- (5) The United States wanted Hadden to stop producing chips that blocked commercials.

Answers start on page 295.

Drawing Conclusions

GED SKILL FOCUS

9

Read the following excerpt from a biography and complete the exercise below.

- Here was this man, Louis Armstrong, just before the show was due to start, waiting silently. He was smartly dressed, in dinner jacket, and holding his Selmer trumpet. The band was ready—there had been no rehearsal—and he was about to perform. Then Collins suddenly said, "Where's the dough? If I don't get the dough, Louis don't play." The promoter had a huge crowd and there was no problem. He offered a cheque but Collins was adamant—no cash, no Louis. It must have been humiliating for Louis, though he showed no sign of it. He just looked at the floor and went on swinging his trumpet in his hand until such time as matters were settled. He seemed utterly detached as this pasty-faced man with the cigar in his mouth demanded the money there and then, or no show. I estimate they had some two thousand people in there, and the promoter went to his box office and came back with several bags of half-crowns, of silver anyway, and put them down in front of Collins. "There's your money," he told Collins, and I remember thinking: he doesn't know how to count it.

Max Jones and John Chilton, *Louis, The Louis Armstrong Story 1900–1971*.

- Which of the following is a conclusion that can be drawn from this excerpt?
 - a. Collins is the promoter of Armstrong's show.
 - b. Armstrong and Collins often argue publicly.
 - c. Collins handles Armstrong's money.
 - d. Collins is one of Armstrong's biggest fans.
- Put a check mark next to each fact that supports this conclusion.
 - a. Collins demands payment from the promoter.
 - b. Armstrong waited for the matter to be settled.
 - c. A huge crowd came to hear Armstrong play.
 - d. The promoter went to his office to get the money.
- For which of the following reasons can you conclude that this scene did not occur in the United States? Put a check mark next to all that apply.
 - a. The word "cheque" is a spelling of "check" not used in the United States.
 - b. Collins refused to accept a cheque, demanding cash.
 - c. The promoter came back with several bags of half-crowns of silver.
 - d. The band had not rehearsed.
 - e. The speaker thought that Collins did not know how to count the money.

Answers start on page 288.

Directions: Choose the one best answer to each question.

Questions 1 through 3 refer to the following excerpt from an article.

HOW IS THIS SHOW KEPT RUNNING?

Any visitor to the Burbank production offices of "E.R.," the NBC medical drama series, could quickly discern who is the guiding force behind the biggest network hit in several years.

(5)

It is not Michael Crichton, the novelist and screenwriter, who created the show, wrote its pilot episode—and departed almost immediately to write new novels.

(10)

It is not Steven Spielberg, whose Amblin Television company took the project to a big studio, Warner Brothers. It is not Leslie Moonves, the president of Warner Brothers Television, which produces the

(15)

show for NBC. It is a man named John Wells, a veteran television scriptwriter, most notably for "China Beach."

(20)

At any one moment, Mr. Wells is supervising the content and execution of at least four one-hour episodes in various stages of development—from script to filming to editing to post-production. Future story lines of the series are also his

(25)

responsibility. . . . In the terms of the trade, Mr. Wells is "E.R." 's show runner.

(30)

For the last 10 years at least, the person with that unofficial title has been the true auteur [creator] of series television. Day to day, a show runner makes all important decisions about the series' scripts, tone, attitude, look and direction. He or she oversees casting, production design and budget. This person

(35)

chooses directors and guest stars, defends the show against meddling by the network or production company and, when necessary, changes its course. Even in this notoriously collaborative

(40)

medium, show runners are responsible for what viewers see on the screen. Yet the show runner's true position and influence

are unknown to nearly everyone on the other side of the picture tube.

Andy Meisler, "The Man Who Keeps *E.R.*'s Heart Beating," *The New York Times*.

1. Based on this excerpt, which of the following conclusions can be made about producing a television series?

- (1) Show runners and screenwriters share responsibility for a show's success.
- (2) Production companies often interfere with a show's management.
- (3) Show runners are among the most important people in television.
- (4) The creation of a hit show is often a matter of luck.
- (5) Veteran scriptwriters are responsible for television shows.

2. Which of the following responsibilities might a show runner delegate to someone else?

- (1) writing the pilot for a related new show
- (2) hiring actors
- (3) approving the story line for an episode
- (4) reducing actors' salaries
- (5) changing the location of the set

3. Irony can be defined as the difference between what you expect to be true and what actually is true. Which of the following is most ironic in this excerpt?

- (1) The most important person on the set of a TV series is the director.
- (2) The guiding force behind *E.R.* is largely unknown to viewers.
- (3) Show runners do not like to collaborate.
- (4) The show runner supervises more than one show at a time.
- (5) *E.R.* remains one of the most highly watched shows on TV.

Name: _____

Date: _____

What Is Figurative Language?

Figurative language is a tool that authors use to help their readers visualize what is happening in a story or poem. Here are eight common types of figurative language.

Name	Definition	Example
simile	a comparison of two things that are not alike, using the words "like" or "as"	His smile was as bright as the sun.
metaphor	a comparison of two things that are not alike, using the words "is" or "are"	Kate is a cheetah when she runs.
idiom	a phrase with a figurative meaning that is different than its literal meaning	Stop beating around the bush and just tell me the bad news.
hyperbole	an exaggeration so dramatic that it is obviously not true	I'm so hungry, I could eat a hippo!
personification	giving human characteristics to something nonhuman	The wind whistled a tune.
alliteration	when a set of words uses the same sound or letters repeatedly	Gunther gave his grandpa some green grapes.
onomatopoeia	sound words	Fireworks boomed above.
imagery	the use of descriptive words that appeal to the five senses (sight, smell, taste, touch, sound)	The silky, soft sweater blanketed me in warmth.

Read the paragraph and look for examples of figurative language.

* underline + label figurative language you see.

Thick, black smoke filled the air. The scent of burnt toast filled my nostrils and made my eyes water. I gasped for air like a fish out of water. In a panic, I slammed the kitchen door. It closed with a bang as I ran to get my mom. The walls in front of me swam and danced. I could tell I was getting lightheaded. I needed to get outside for fresh air! I shouted for my mom, but my voice was gravel. "What's wrong, Willa?" I heard my mom say. "The toaster!" I shrieked. "It was stuck on the highest setting. I couldn't turn the knob because it was a million degrees! And now my toast is burnt!" I started crying. Mom peeked in the kitchen. The smoke had cleared, and only the foul smell remained. "It's really a blessing in disguise," Mom said. "Now you can have pancakes for breakfast, instead of toast!"

Name: _____

Date: _____

What Is Figurative Language?

You try! Use figurative language to write your own sentences.

1. Write a simile comparing your best friend and ice cream.

2. Write a sentence that uses alliteration and your name.

3. List four words that are examples of onomatopoeia.

4. Write a sentence that uses imagery to appeal to your sense of taste.

5. In your own words, describe the meaning of this idiom: *Don't cry over spilt milk.*

6. Write a metaphor to compare someone's eyes and the sky.

7. Use hyperbole to describe how you feel about a chore.

8. Use personification to describe a mountain.

Questions 11 - 15 refer to the following poem.

The following poem was written by Martín Espada.

Who Burns for the Perfection of Paper

At sixteen, I worked after high school hours
 at a printing plant
 that manufactured legal pads:
Line Yellow paper
 5 stacked seven feet high
 and leaning
 as I slipped cardboard
 between the pages,
 then brushed red glue
 10 up and down the stack.
 No gloves: fingertips required
 for the perfection of paper,
 smoothing the exact rectangle.
 Sluggish by 9 P.M., the hands
 15 would slide along suddenly sharp paper,
 and gather slits thinner than the crevices
 of the skin, hidden.
 Then the glue would sting,
 hands oozing
 20 till both palms burned
 at the punchlock.

Ten years later, in law school,
 I knew that every legal pad
 was glued with the sting of hidden cuts,
 25 that every open lawbook
 was a pair of hands
 upturned and burning.

Courtesy of Martín Espada

Literary text

Use the poem: *Who Burns for the Perfections of Paper* by Martin Espada

Literary text: Comprehension

Who is the speaker?

Where does work?

What imagery (five sense detail) does the poet use?

Are there any unfamiliar words here?

Do you have a favorite line?

Literary text: Analysis

1. In lines 1-21, the speaker in the poem is primarily describing
 - A. His current job
 - B. A job he had as a teenager
 - C. The challenges he faced in high school
 - D. The process of book binding
2. Which of the following is NOT among the themes this poem addresses?
 - A. The little-known ordeals involved in the creation of ordinary objects
 - B. The acknowledgement of the dignity of all kinds of work
 - C. The contrast between the speaker's relationship to legal pads as a factory worker and a law student
 - D. The toll that after school jobs take on the academic achievement of high school students
3. In the last three lines, the comparison of an open law book to a pair of hands "upturned and burning" can be seen as suggesting all of the following ideas EXCEPT
 - A. A passion for justice
 - B. The hope that a system of laws can offer
 - C. A gesture of resignation or giving up
 - D. The physical hardships endured by production workers

Literary text: Synthesis

4 Which of these does the speaker most strongly express at the end of the poem (lines 22-27)?

- A. Recognition of what workers have had to undergo *to produce the articles he uses in his profession
- B. Regret that he has chosen a career that entails* the use of legal pads
- C. Resentment* about the working conditions he once had to bear
- D. Relief that he can now take legal pads for granted rather than suffer through the process of making them.

*** From the context, can you define these words? What strategies might you use to do so?*

Literary text: Inference

Think: Prior knowledge + information in text = Inference... In an inference, you're drawing a logical conclusion when the facts are not directly stated.

What words has the poet selected and what images has he or she created to direct the reader's thinking?

5 The work the poem describes apparently requires

- A. Speed
- B. Precision
- C. Accurate timing
- D. Technical training

6 Which inference is supported by the closing stanza (lines 22-27)?

- A. The speaker is now in law school.
- B. The cuts the speaker received working at the printing plant have never healed.
- C. The speaker understands that although others might take these materials for granted, he does not.
- D. The speaker has proven that hard work pays off.

HiSet Reading test strategies

1. Read the passage!	Either read questions first...	Or read passage first	But be sure to read the passage!
2. Determine the main idea	What is this piece about? What is the thesis or topic sentence?	What ideas are mentioned in the topic sentence of each paragraph?	Note repeated word
3. Determine the purpose	What question does the writer answer? What does the speaker express most strongly?	Is this a literary text ?	If so, the main idea is called a theme which refers to the meaning or emotion the writer intends to convey. Possible answers: Recognition, regret, resentment, relief, passion, hope, despair, nostalgia, anger
4. Determine the structure ** Read the lines around any provided line to get the context clues!	Informational text structures →	Chronological Cause-Effect Statement-Support Comparison Contrast	Literary text structures → Paragraph Stanza (poem only) Line
5. Watch for relationship key words	Compare/Contrast EXCEPT <u>not</u>	Give a reason Support Describe Expand	State problem and solution Draw a conclusion Make a prediction

Questions 1 – 5 are based on the following passage.

The next two passages are related. First you will read one passage and answer questions. Then you will read another passage and answer questions. Then you will answer one or more questions related to both passages.

Time Heals

Now that nearly twelve months had passed, Alex was able to examine his injury with a sense of humor. When he had first torn the ACL, a major ligament, in his left knee, he hadn't been sure which was worst: experiencing the pain of the tear, having to sit out almost an entire tennis season, or having to tell the story

Line of how it had happened.

5 While waiting in the emergency room, Alex had moaned to his father, "Walking the dog? Dad, . . . seriously! Why couldn't I have hurt my knee running track or playing basketball?"

"Now, son," Mr. Erickson had begun gently.

"But, Dad, I tripped over Baxter. Do you have any idea of how much my friends are going to tease me?"

10 And they had, but not as much as Alex had feared, because he had decided to use hyperbole to turn the terrier-tripping story into a school legend. The story became a ludicrous tale, so silly and often repeated that no one, especially Alex, found it embarrassing any longer.

However, it was upsetting for Alex to remember the day of the accident. He had been ranked number six in the state for singles tennis as a sophomore. Tearing his ACL in April meant surgery and rehabilitation instead of tennis. It meant building strength instead of building momentum in his tennis career.

15 Alex's mind wandered back to what Dr. Baker had said: "You must call All Sports Therapy by the end of this week. They will set up a physical therapy program for you that will get you rehabilitated in time for next tennis season."

20 He had used crutches for the first two weeks following the surgery, but his doctor felt that it was crucial to get Alex up and moving as quickly as possible. "Once the swelling goes down, then I need for you to become even more mobile. That knee isn't going to heal itself. I need for you to do everything the therapist tells you to do without fail."

Of course, Alex had acquiesced. What had been his other choice? To give up the activities that he loved?

25 At physical therapy, Alex had learned how to properly stretch his leg for full extension. He had also received electrical stimulation to help restore function in the muscles surrounding his knee. Finally, he had been taught to use equipment such as treadmills and stationary bikes for exercises that had gradually returned his knee to its full strength.

By the end, if anyone had asked Alex if he felt that he was going to be able to play tennis again, he would have vehemently answered, "Most definitely, yes!" His hard work had turned his knee into something to celebrate.

30 "Ready for tryouts tomorrow?" asked Mr. Erickson.

"I'm not just ready for tennis, Dad," Alex laughed. "I think I might even be ready to take Baxter for a walk again."

1.

Alex wishes he had hurt his knee running track or playing basketball so that his

- A. father would not be disappointed in him.
- B. dog would have been spared injury as well.
- C. tennis season would not be negatively affected.
- D. story would be more exciting when he told his friends.

2.

In line 10, the word "ludicrous" is closest in meaning to

- A. merry.
- B. absurd.
- C. frightening.
- D. adventurous.

3.

Alex's greatest motivating factor in his successful recovery was most likely his

- A. fear of offending his doctor.
- B. dislike of the rehabilitation exercises.
- C. desire to get back to his tennis career.
- D. interest in the field of physical therapy.

18

4.

Which word best describes Alex?

- A. Loyal
- B. Daring
- C. Honest
- D. Determined

5.

At the end of the story, why does Alex think he has "something to celebrate"?

- A. He is proud of having overcome a setback.
- B. He is assured a high ranking on the tennis team.
- C. He can resume taking his dog for walks.
- D. He can finally get rid of his crutches.



Questions 6 – 8 are based on the following passage.

Physical Therapy

Physical therapy (sometimes referred to as PT) has been used to treat orthopedic injuries since the 1500s. Exercise has always been a component of muscle re-education; however, over time, massage, heat, cold, water, and electricity have become part of physical therapy treatments as well. As the profession has grown, so has its scope. Today the most common purposes for physical therapy are reduction of pain, restoration of function and mobility, and prevention of disability.

Sometimes physical therapy is done in the hospital, with the purpose of strengthening patients and preparing them for discharge and possible later outpatient therapy. Outside the hospital, physical therapy often takes place in private practices, schools, and some sports centers.

The nature of the injury determines the treatment. Physical therapists often work with people who have suffered broken bones or muscle injuries, such as a tear to the ACL. Following surgery to repair an ACL, icing and compression (tight wrapping) of the knee begin immediately because it is important to keep the swelling down. The repaired leg should not bear weight, so the knee is usually supported by a brace, and the patient uses crutches. Within the first week, a physical therapist will work with the patient on general range-of-motion exercises. At first these are non-weight-bearing, but by the fourth week weight-bearing exercises are added. By week twelve after surgery, a patient is expected to be able to walk without crutches. It is common for physical therapy after ACL surgery to last from six to twelve months, depending on whether the goal is to return to moderate activity such as golf or strenuous activity such as basketball.

6. According to the passage, which factor most strongly influences the type of care a patient receives?

- A. The patient's past medical conditions
- B. The setting where the patient was injured
- C. The type of injury the patient sustained
- D. The experience level of the patient's physical therapist

7. Which possible function of physical therapy is NOT mentioned in the passage?

- A. Helping a person avoid re-injury
- B. Restoring a person's normal movement
- C. Reducing a person's physical discomfort
- D. Preventing a person from having a lasting impairment

8. The tone of the passage is best described as

- A. reflective.
- B. informative.
- C. appreciative.
- D. argumentative.

9. Use both "Time Heals" and "Physical Therapy" to answer this question.

While he was still on crutches, what form of rehabilitation did Alex most likely take part in?

- A. Leg extensions on a weight machine
- B. Seated range-of-motion exercises
- C. Light jogging on a treadmill
- D. Work on a stationary bike

10. Use both "Time Heals" and "Physical Therapy" to answer this question.

Based on the information in both passages, what inference can be made about Alex's physical therapy experience?

- A. The length of Alex's physical therapy period was typical for his injury.
- B. Alex used crutches longer than most physical therapy patients.
- C. Alex's physical therapy appointments were the same each week.
- D. The exercises that Alex performed in physical therapy were unusual for a tennis player.

Questions 1 through 4 refer to the paired passages below.

Passage 1

The online piracy of digital files is a major problem for the music industry. From 2004 to 2009, 30 billion songs were downloaded illegally, representing a loss of billions of dollars of revenue. Recent legislation, along with the shutdown of certain major file-sharing websites, has begun to stem the tide of piracy. The organization representing the music and recording industry, however, reports that the annual harm to the economy from piracy may be as high as \$12.5 billion dollars a year. More must be done.

Passage 2

Online piracy is harmful to the music industry, but not only for the reasons the industry claims. The financial harm caused by piracy is often exaggerated. The recording industry's estimates are based on the prices of songs and the number of songs downloaded; in reality, a person who illegally downloaded 10,000 songs would download only a fraction of that number if forced to pay for each file. As a result, the actual loss of revenue caused by piracy is certainly much lower than the industry estimates. However, a fear of piracy has made investors cautious about signing new, experimental artists. That in itself is a cause for concern and a reason more needs to be done to halt illegal downloading.

11 The topic of both passages is

- A. ways in which industries can exaggerate financial harm
- B. examples of recent legislation to protect an industry
- C. online piracy of music files
- D. the signing of new, experimental musicians

12 The main argument of Passage 1 is that

- A. new, experimental artists are necessary for the music industry to succeed
- B. additional action to combat online piracy is warranted because piracy causes financial losses to the music industry
- C. the shutdown of major file-sharing websites was a positive development because they contributed to \$12.5 billion per year in damages
- D. from 2004 to 2009, 30 billion songs were downloaded illegally

13 Which claim in Passage 2 supports the conclusion drawn in Passage 1?

- A. Fear of piracy makes it difficult for new, experimental acts to get signed.
- B. Recent legislation has begun to reduce the amount of online music piracy.
- C. A person who downloads music illegally would likely download fewer songs if he or she had to pay for them.
- D. Financial harm from illegal music downloads is often exaggerated.

14 With which of the following statements would the writers of both passages agree?

- A. Online piracy of digital files has a harmful effect on the music industry.
- B. Online piracy of digital files causes serious damage to the economy.
- C. The main reason to combat online piracy is to ensure that new, experimental artists can find investors.
- D. Music is important for a healthy society to function properly.

Review your work using the explanations that start on page 714.

Questions 15 through 20 refer to the following poem.

This poem was written by Jack Driscoll.

Arm Wrestling with My Father

We lean across the kitchen table,
so late

the moon outside grips the clear ice
hardening on the pond.

Line 5 My father's strength is in his eyes.
He stares at me
and I know I can never win by pinning his thin arm,
that he squeezes my schoolteacher hand as if to explain
how little my visit each winter

10 relieves his sadness working all year
alone on this farm.

He whispers, "GO,"
and the full weight of our bodies heaves
in opposite directions,

15 the thermometer at the window holding
exactly at zero.

Now his wrist bends and
as if suddenly dancing, our foreheads touch.
For that moment we let go of the distance between us

20 like two men who have just shaken hands
in a small room
and have turned slowly away to watch the stars
without counting losses.

Courtesy of Jack Driscoll

15
11
15
Which of the following states the basic situation represented in this poem?

- A. A man and his father are stargazing on a cold winter night.
- B. A man is visiting his father on the family farm in winter.
- C. A man and his father are refusing to speak to each other after an argument.
- D. A man is recalling childhood games he played with his father.

16
11
16
Why does the son know he "can never win" (line 7)?

- A. He sees that if he wins he will only anger his father.
- B. He sees that his father has a greater will to win than he does.
- C. In a contest of physical strength, a schoolteacher does not have a chance against a farmer.
- D. Even if he beats his father at arm wrestling, he cannot resolve the differences between them.

17

The placement of the detail "the thermometer...holding / exactly at zero" (lines 15-16) has the effect of

- A. emphasizing the severity of the weather that night.
- B. emphasizing the idea that the match is at a stand-off.
- C. showing how little esteem the men hold for each other at that moment.
- D. indicating that the son is not giving the match his full attention.

18

Lines 19-23 seem most strongly to imply that, for a moment, the father and son

- A. were calling their wrestling match a tie.
- B. were not keeping track of who won their wrestling matches.
- C. forgot their hurts and disappointments with each other.
- D. realized they had each suffered more than they could express.

19

Which of the following does the poem suggest is one of the father's important "losses" (line 23)?

- A. His son has not been as successful as the father had hoped.
- B. He and his son are never playful anymore.
- C. His son did not choose to stay and farm with him.
- D. His growing season was brought to an end by early frost.

20

The narrator's tone in this poem is primarily one of

- A. quiet acceptance.
- B. bitter self-pity.
- C. angry resentment.
- D. pleased satisfaction.

22

