

MONDAY

The passage below is a rough draft. It may contain errors. Read the passage and answer questions 1 through 3.

The New Tent

- 1 Whenever he took us camping, my Uncle Norbert always used an old, green canvas tent that he had bought in a surplus store. The tent was big and bulky, and it had a wooden frame that made it a real chore to carry. It was musty, too, from years of use and storage, and there were a few places where mice had nibbled a bit of the canvas away for nesting material. That tent would let a little light in and even a little rain now and then. It did work, though, and it was easy to set up—once you had carried it where you were planning to pitch it. My friend Mike and I had lugged that thing around all throughout our grade-school years; we set it up in the backyard and, later, along the river at the state park.

- 2 Last year, Mike showed up with a new tent. It looked great; the picture on the box showed its gleaming blue dome, stretched and supported by an interlocking web of fiberglass poles. Mike and I looked forward to unpacking it, setting it up, and sleeping in it on our upcoming camping trip. We felt that, finally, camping had come into the twenty-first century as we tossed the unopened box next to Uncle Norbert’s old tent in the back of the truck.

- 3 When we arrived at the river, Uncle Norbert headed up to the park office to register so we could camp. Mike and I stayed behind to pitch the tent, the gleaming blue modern one, not the one from a previous era. While we were waiting for Uncle Norbert, a couple of squirrels came by looking for food. We talked glibly about how much easier it would be to pitch the new tent instead of dragging that heavy old thing out of the truck. “That way,” Mike said cheerfully, “we can just pitch the tent and get down to the serious job of catching fish.”

- 4 The new tent included a twenty-four-page direction book that we immediately tossed aside. We began assembling the tent by hooking the fiberglass poles together and trying to put them into the proper places in the top of the tent. After about twenty minutes, we thought that consulting the book might be a good idea after all. Nevertheless, the pieces didn’t fit together correctly, and I couldn’t help recalling how my uncle’s tent just snapped into place. I didn’t want to hurt Mike’s feelings, but one look at his face told me that he was thinking the same thing. “I’m ready to go fishing,” he said, as we put the pieces back into the box. “We’ll figure out how to organize it later, when we’re at home.”

- 5 When Uncle Norbert returned, he will see his trusty, musty, green canvas tent standing next to the fire ring. “I thought you were going to pitch Mike’s new tent,” he said. Mike and I looked at each other ruefully. Mike had grabbed his fishing pole from its spot against a tree and began walking toward the river. “We did pitch it,” he said, calling over his shoulder. “We pitched it right back into the truck.”

MONDAY

Wan is preparing for a group oral presentation in her English class on *Letters from the Revolutions*. She is the first speaker and is responsible for the plot overview. The following passage is her rough draft. It may contain errors. Read the passage and answer questions 4 and 5.

Revolutionary Letters

- 1 In *Letters from the Revolutions*, two cousins who exchange letters provide a unique perspective on the American and French revolutions. The novel begins with a letter from a girl in Virginia. She introduces herself to her French cousin. She explains that she has met, for the first time, her uncle from France. He has been sent from his French home to America to fight in the Revolutionary War. The two cousins exchange letters with news about the American Revolution and its effects on their lives these letters comprise the format of the novel. After the war ends, the uncle returns home and shares his new ideas. As the letters continue, an uprising begins in France. The novel ends with a short, terse letter from the French cousin providing a terrifying account of the storming of the Bastille.
- 2 During our presentation, Erin will be discussing the epistolary, or letter, format. Sylvia will discuss history. Then, Joseph will discuss symbolism. First, though, here is Sylvia to talk about the Colonial American setting. Sylvia will also help us understand Revolutionary France.

TUESDAY

Laurel's theater class took a field trip to see a drama. The students in the theater class are reviewing the drama in groups. Laurel is the first speaker and is introducing her group's review. The following passage is her rough draft. It may contain errors. Read the passage and answer questions 6 through 9.

Painter's Block – A Review

- 1 Even though the drama, *Painter's Block*, is a comedy, it is also a serious look at the creative process. The main character, a young artist named Rebecca, struggles with her career, her talent, and her identity.
- 2 Although Rebecca gained success and fame with her first art exhibit, she now finds herself unable to create new projects. She is faced with exploring various, sometimes funny, ways to overcome her "painter's block" and rediscover her creative genius.
- 3 For our oral presentation, Jonathan will review the actors' performances in the drama. Lupe will discuss the sets, as well as the staging and directing. DeShawn will describe the author's writing style. I will conclude our review with a final analysis of the overall success or failure of the drama *Painter's Block*.
- 4 At this time, I would like to introduce Jonathan. He will review the acting in the drama.

WEDNESDAY

Read the speech below and answer questions 10 through 12.

Susan B. Anthony Speech: Women's Right to Vote

During the early 1800s, women were not allowed to vote. This is a speech that Susan B. Anthony gave after being arrested for voting illegally in the presidential election of 1872.

Friends and fellow citizens: I stand before you tonight under indictment for the alleged crime of having voted at the last presidential election, without having a lawful right to vote. It shall be my work this evening to prove to you that in thus voting, I not only committed no crime, but, instead, simply exercised my citizen's rights, guaranteed to me and all United States citizens by the National Constitution, beyond the power of any state to deny.

The preamble of the Federal Constitution says:

"We, the people of the United States, in order to form a more perfect union, establish justice, insure domestic tranquility, provide for the common defense, promote the general welfare, and secure the blessings of liberty to ourselves and our posterity, do ordain and establish this Constitution for the United States of America."

It was we, the people; not we, the white male citizens; nor yet we, the male citizens; but we, the whole people, who formed the Union. And we formed it, not to give the blessings of liberty, but to secure them; not to the half of ourselves and the half of our posterity, but to the whole people—women as well as men. And it is a downright mockery to talk to women of their enjoyment of the blessings of liberty while they are denied the use of the only means of securing them provided by this democratic-republican government—the ballot.

For any state to make gender a qualification that must ever result in the disfranchisement¹ of one entire half of the people, is to pass a bill of attainder, or, an ex post facto law, and is therefore a violation of the supreme law of the land. By it the blessings of liberty are forever withheld from women and their female posterity.

To them this government has no just powers derived from the consent of the governed. To them this government is not a democracy. It is not a republic. It is an odious aristocracy; a hateful oligarchy² of gender; the most hateful aristocracy ever established on the face of the globe; an oligarchy of wealth, where the rich govern the poor. An oligarchy of learning, where the educated govern the ignorant, or even an oligarchy of race, where the Saxon³ rules the African, might be endured; but this oligarchy of gender, which makes father, brothers, husband, sons, the oligarchs over the mother and sisters, the wife and daughters, of every household—which ordains all men sovereigns, all women subjects, carries dissension, discord, and rebellion into every home of the nation.

1 disfranchisement: depriving a person the right of citizenship

2 oligarchy: a form of government in which all power is vested in a few persons

3 Saxon: a European person

Webster, Worcester, and Bouvier⁴ all define a citizen to be a person in the United States, entitled to vote and hold office.

The only question left to be settled now is: Are women persons? And I hardly believe any of our opponents will have the hardihood to say they are not. Being persons, then, women are citizens; and no state has a right to make any law, or to enforce any old law, that shall abridge their privileges or immunities. Hence, every discrimination against women in the constitutions and laws of the several states is today null and void.

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4 Webster, Worcester, and Bouvier: historical figures who worked on developing dictionaries

WEDNESDAY

Ryan's debate teacher has asked him to take a position and present an argument on the topic of uniting Tennessee in one time zone. The following passage is Ryan's rough draft. It may contain errors. Read the passage and answer questions 13 through 21.

One Time Zone for All

- 1 Tennessee currently lies in two time zones. Eastern Tennessee adheres to Eastern standard time, and Middle and Western Tennessee adhere to Central standard time. This split in time zones is inefficient; Eastern Tennessee should have Central standard time and unite the state in one time zone.
- 2 Banks and other businesses are throughout the state. Coming together in one time zone will make them more productive. They will be more efficient too. This is because they will have the same business hours. For example Knoxville is currently in the Eastern time zone. If an executive in a Nashville office discovers at 4:00 p.m. that she needs to communicate with someone in Knoxville, she will have to wait until the following day because the office in Knoxville is likely closed. If an executive in a Knoxville office wishes to communicate with someone in Nashville in the early morning hours, he will have to wait until 10:00 a.m. to accommodate the time difference. Thus, two hours of productive work time can be lost simply due to the difference in time zones.
- 3 Another reason to move Eastern Tennessee to the Central time zone is to create early daylight hours. It is true that this part of the state would lose an hour of daylight in the evening. The benefit is that it would gain an hour of daylight in the morning. When children usually are waiting for school buses. Imagine the poor little ones shivering and frightened as they stand in the dark while drivers fly by unaware of the danger. This is an important safety issue, that affects many families.
- 4 Let's make the best and safest use of everybody's time and join all of Tennessee into the Central time zone.

THURSDAY

A group of students is preparing for a presentation. The following passage is a rough draft of the group's written report. It may contain errors. Read the report and answer questions 22 through 28.

Climbing in the Clouds

- 1 Edmund Percival Hillary was one of the great explorers of the twentieth century. He was born in Auckland, New Zealand, in 1919. He discovered a passion for mountain climbing while he was still in high school and began climbing New Zealand's Southern Alps.
- 2 In January 2008, Sir Edmund Hillary died at the age of 88. Although the physically imposing but personally unassuming Hillary was best known as the young man who climbed to the summit of Mt. Everest in the 1950s, he continued his journeys to far-off places into his senior years. For instance, in his mid-sixties Hillary flew to the North Pole with Neil Armstrong, the first man on the moon. Additionally, Hillary authored many books. However, his most lasting gift, perhaps, was the Sir Edmund Hillary Himalayan Trust. It raised millions of dollars and contributed to schools, hospitals, and many other civic improvements in the Sherpa villages of Nepal.
- 3 Hillary's spirit of exploration was not satisfied. He joined an expedition to Antarctica and reached the South Pole in 1958. His list of activities also included an expedition up the Ganges River to its source in the Himalayas. Sir Edmund Hillary was a fearless adventurer. He went where no man or woman had gone before.
- 4 Like his father Hillary earned his living as a beekeeper. However, he continued to climb mountains. His goal was to climb Mt. Everest, which is the highest mountain in the world. By the early 1950s, several expeditions had attempted to reach the summit of Everest, but all had failed. Then, in 1953, Hillary and a Nepalese climber named Tenzing Norgay became the first two people to reach the top of the world.
- 5 Despite being among the highest echelon of adventurers and known for the legacies he left, Sir Edmund Hillary always modestly referred to himself as a simple beekeeper from New Zealand.

FRIDAY

The passage below is a rough draft. It may contain errors. Read the passage and answer questions 29 and 30.

More Than Just a Road

- 1 When was the last time you stopped to consider the road you were driving on? Roads simultaneously connect our past, our present, and our future. Have you ever wondered where a road name came from or why it goes where it does? What secrets does a road know? Sometimes, if you dig just a little, you will find an amazing story behind the road you travel. In fact, nearly every one of the major roads in America has its own story.
- 2 Believe it or not, some scientists believe the path where a road now lies may have been created by wild animals more than 8,000 years ago! A perfect example of a road with such history is the Natchez Trace Parkway. The history of this road actually began long before the road even existed.
- 3 Native Americans originally began using the trail thousands of years ago because it passed through parts of several Indian nations. By the 1700s, traders also began utilizing the route to travel through the wilderness. Much of the growth of the Natchez Trace was due to boatmen and traders who

traveled down the Mississippi River. They sold their trade goods and their boats in New Orleans and then headed east using the Natchez Trace to return home, trading with those they met along the way.

- 4 Passing through an area that was largely wilderness, the road was often dangerous to travel. Settlements were few and far between. Travelers frequently had to defend themselves against wild animals and bandits. Travelers often traveled in large groups accompanying postal workers on their mail delivery routes. Because of this, the postal worker later became the symbol of the Natchez Trace Parkway.
- 5 People were eager for an alternative to traveling on the road. Before long, technology offered another way to traverse great distances. When steamboat travel became popular in the 1800s, travel up and down the river became more common, and the Natchez Trace faded from use. In 1938 work began to construct a parkway that traveled the entire route of the Natchez Trace, and in 2005 work was completed. The road stretches 444 miles from Nashville, Tennessee, to Natchez, Mississippi. Today, you can travel the length of the trail, revisiting the steps of travelers and settlers from hundreds of years ago.

FRIDAY

Read this Web page and answer question 31.

ReGreenEarth.org

ReGreenEarth is a non-profit organization dedicated to making the planet a better place to live through reusing, repairing, and recycling. ReGreenEarth was established in 1995 by five neighbors who wanted to make their community a better place to live. Since then, membership in ReGreenEarth has grown to over 2,000, and 25 chapters have been established across eight states. This Web page is designed to offer people helpful hints and ideas on simple ways to make their homes and communities eco-friendly. Feel free to browse the site for ideas on reusing, repairing, and recycling.

Click here for
ideas on
"Reusing"

Click here for
ideas on
"Repairing"

Click here for
ideas on
"Recycling"

FRIDAY

Read this excerpt from a newspaper article to answer question 32.

Reuse, Repair, recycle—all of that and more happened yesterday at Stanley Park when the local chapter of ReGreen Earth sponsored its twelfth annual "Old Bikes for New Rides." The event encourages people in the community to bring their old, damaged bikes to the park, where a crew of volunteers works to repair the bikes with recycled parts. Then the almost-like-new bikes are given to people who need them but cannot afford them. "It's a wonderful way to protect Earth and help people at the same time," stated Angela Fielder, one of this year's "repair" volunteers.