EOC Practice Test

Name:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Read the following passage and answer the questions that follow.

**Margaret Atwood**

Canadian writer Margaret Eleanor Atwood is the author of more than forty volumes of poetry, children’s literature, fiction, and nonfiction, but she is best known for her novels. They hold her readers spellbound, leaving them with much to ponder afterward. Her work has been published in more than forty languages. Her father’s work frequently took him and his family into the Canadian woodlands for prolonged periods. He was an entomologist, a researcher of insects, and it was imperative they all go where the insects were. As a result, Margaret did not attend school regularly until eighth grade. The youngster spent her quiet, isolated days reading. Her favorites were *Grimm’s Fairy Tales*, paperback mysteries, and comic books. By six years of age, she was writing stories of her own, and by her sixteenth year, she had decided that she wanted to write for a living. By then, she was attending college in Toronto, and her poems and stories were appearing regularly in her college’s respected literary journal, *Acta Victoriana*. In 1961, she graduated with honors, receiving her bachelor of arts degree in English. That same year, she privately published *Double Persephone*, a collection of her poetry, for which she won the prestigious E. J. Pratt Medal in Poetry. The following year, she was awarded a master’s degree from Harvard University. While teaching college in 1968, she married Jim Polk, and in the following year, she published her first novel. Its critical success encouraged her to leave teaching and become a full-time writer. Her sixth novel, *The Handmaid’s Tale*, won her the United Kingdom’s Arthur C. Clarke Award for the best science-fiction novel of 1987. It remains her most famous work and was adapted as a film in 1990. It was also the basis of an opera by Danish composer Poul Ruders and lyricist Paul Bentley in 2000. The novel, film, and opera are set in a dystopian near-future where the United States government has become a repressive aristocracy and pollution has made most of the population unable to have children. Atwood’s poetic prose and complex exploration of feminist themes made her book an international best seller. She does not consider *The Handmaid’s Tale* to be science fiction, however. She prefers the term “speculative fiction,” explaining that, “For me, the science-fiction label belongs on books with things in them that we can’t yet do. Speculative fiction means a work that employs means already at hand and that takes place on planet Earth.” Now in her seventies, Atwood remains an active writer, lecturer, and environmental activist.

1. Read these sentences from the fifth paragraph.

“While teaching college in 1968, she married Jim Polk, and in the following year, she published her first novel. Its critical success encouraged her to leave teaching and become a full-time writer.”

What is the meaning of critical as it is used in the fifth paragraph?

A. grave

B. recognized

C. **exemplary**

D. faulty

2. Which of these BEST describes the nature of Atwood’s education?

A. She lacked the educational opportunity to polish her writing skills until later in life.

B. **She directed her own education at first by immersing herself in reading and writing.**

C. She had the advantage of living in an academic environment from a very young age.

D. She struggled with and eventually overcame a delayed entry into the educational system.

**Read the following selection and answer the questions that follow.**

from *Little Women* by Louisa May Alcott

Laurie lay luxuriously swinging to and fro in his hammock one warm September

afternoon, wondering what his neighbours were about, but too lazy to go and find

out. He was in one of his moods; for the day had been both unprofitable and

unsatisfactory, and he was wishing he could live it over again. The hot weather made

him indolent, and he had shirked his studies, tried Mr. Brooke’s patience to the

utmost, displeased his grandfather by practicing half the afternoon, frightened the

maid-servants half out of their wits by mischievously hinting that one of his dogs was

going mad, and, after high words with the stableman about some fancied neglect of

his horse, he had flung himself into his hammock, to fume over the stupidity of the

world in general.

3. Which line BEST illustrates the anxious mood of the passage?

A. “. . .he had shirked his studies. . . .”

B. “. . .he had . . . tried Mr. Brooke’s patience to the utmost. . . .”

C. “. . .he had . . . frightened the maid-servants half out of their wits by mischievously

hinting that one of his dogs was going mad. . . .”

D. **“. . .he had flung himself into his hammock, to fume over the stupidity of the world**

**in general”**

**Use the following passage to answer questions 4-9. (The paragraphs are numbered in order for you to find answers effectively).**

From One of Ours

By Willa Cather

1 THE CIRCUS was on Saturday. The next morning Claude was standing at his dresser, shaving. His beard was already strong, a shade darker than his hair and not so red as his skin. His eyebrows and long lashes were a pale corn-colour—made his blue eyes seem lighter than they were, and, he thought, gave a look of shyness and weakness to the upper part of his face. He was exactly the sort of looking boy he didn’t want to be. He especially hated his head,—so big that he had trouble in buying his hats, and uncompromisingly square in shape; a perfect block-head. His name was another source of humiliation. Claude: it was a “chump” name, like Elmer and Roy; a hayseed name trying to be fine. In country schools there was always a red-headed, warty-handed, runny-nosed little boy who was called Claude. His good physique he took for granted; smooth, muscular arms and legs, and strong shoulders, a farmer boy might be supposed to have. Unfortunately he had none of his father’s physical repose, and his strength often asserted itself inharmoniously. The storms that went on in his mind sometimes made him rise, or sit down, or lift something, more violently than there was any apparent reason for his doing.

2 The household slept late on Sunday morning; even Mahailey did not get up until seven. The general signal for breakfast was the smell of doughnuts frying. This morning Ralph rolled out of bed at the last minute and callously put on his clean underwear without taking a bath. This cost him not one regret, though he took time to polish his new oxblood shoes tenderly with a pocket handkerchief. He reached the table when all the others were half through breakfast, and made his peace by genially asking his mother if she didn’t want him to drive her to church in the car.

3“I’d like to go if I can get the work done in time,” she said, doubtfully glancing at the clock.

4“Can’t Mahailey tend to things for you this morning?”

5Mrs. Wheeler hesitated. “Everything but the separator, she can. But she can’t fit all the parts together. It’s a good deal of work, you know.”

6“Now, Mother,” said Ralph good-humouredly, as he emptied the syrup pitcher over his cakes, “you’re prejudiced. Nobody ever thinks of skimming milk now-a-days. Every up-to-date farmer uses a separator.”

7Mrs. Wheeler’s pale eyes twinkled. “Mahailey and I will never be quite up-to-date, Ralph. We’re old-fashioned, and I don’t know but you’d better let us be. I could see the advantage of a separator if we milked half-a-dozen cows. It’s a very ingenious machine. But it’s a great deal more work to scald it and fit it together than it was to take care of the milk in the old way.”

8“It won’t be when you get used to it,” Ralph assured her. He was the chief mechanic of the Wheeler farm, and when the farm implements and the automobiles did not give him enough to do, he went to town and bought machines for the house. As soon as Mahailey got used to a washing-machine or a churn, Ralph, to keep up with the bristling march of invention, brought home a still newer one. The mechanical dish-washer she had never been able to use, and patent flat-irons and oil-stoves drove her wild.

9Claude told his mother to go upstairs and dress; he would scald the separator while Ralph got the car ready. He was still working at it when his brother came in from the garage to wash his hands.

10“You really oughtn’t to load mother up with things like this, Ralph,” he exclaimed fretfully. “Did you ever try washing this . . . thing yourself?”

11“Of course I have. If Mrs. Dawson can manage it, I should think mother could.”

12“Mrs. Dawson is a younger woman. Anyhow, there’s no point in trying to make machinists of Mahailey and mother.”

13Ralph lifted his eyebrows to excuse Claude’s bluntness. “See here,” he said persuasively, “don’t you go encouraging her into thinking she can’t change her ways. Mother’s entitled to all the labour-saving devices we can get her.”

14Claude rattled the thirty-odd graduated metal funnels which he was trying to fit together in their proper sequence. “Well, if this is labour-saving—”

15The younger boy giggled and ran upstairs for his panama hat. He never quarrelled. Mrs. Wheeler sometimes said it was wonderful, how much Ralph would take from Claude.

16After Ralph and his mother had gone off in the car, Mr. Wheeler drove to see his German neighbour, Gus Yoeder, who had just bought a blooded bull. Dan and Jerry were pitching horseshoes down behind the barn. Claude told Mahailey he was going to the cellar to put up the swinging shelf she had been wanting, so that the rats couldn’t get at her vegetables.

17“Thank you, Mr. Claude. I don’t know what does make the rats so bad. The cats catches one most every day, too.”

18“I guess they come up from the barn. I’ve got a nice wide board down at the garage for your shelf.”

19The cellar was cemented, cool and dry, with deep closets for canned fruit and flour and groceries, bins for coal and cobs, and a dark-room full of photographer’s apparatus. Claude took his place at the carpenter’s bench under one of the square windows. Mysterious objects stood about him in the grey twilight; electric batteries, old bicycles and typewriters, a machine for making cement fence-posts, a vulcanizer, a stereopticon with a broken lens. The mechanical toys Ralph could not operate successfully, as well as those he had got tired of, were stored away here. If they were left in the barn, Mr. Wheeler saw them too often, and sometimes, when they happened to be in his way, he made sarcastic comments. Claude had begged his mother to let him pile this lumber into a wagon and dump it into some washout hole along the creek; but Mrs. Wheeler said he must not think of such a thing; it would hurt Ralph’s feelings. Nearly every time Claude went into the cellar, he made a desperate resolve to clear the place out some day, reflecting bitterly that the money this wreckage cost would have put a boy through college decently.

4. Read these sentences from paragraph 7.

“Mahailey and I will never be quite up-to-date, Ralph. We’re old-fashioned, and I don’t know but you’d better let us be.”

Which idea is conveyed through these sentences?

**A People often resist change.**

B Some people enjoy hard work.

C One must be persistent to be persuasive.

D Advances in technology yield positive results.

5. Which sentence from the passage is an example of the author’s use of imagery?

**A “His eyebrows and long lashes were a pale corn-colour—made his blue eyes seem lighter than they were, and, he thought, gave a look of shyness and weakness to the upper part of his face.”**

B “The household slept late on Sunday morning; even Mahailey did not get up until seven.”

C “He was the chief mechanic of the Wheeler farm, and when the farm implements and the automobiles did not give him enough to do, he went to town and bought machines for the house.”

D “Mrs. Wheeler sometimes said it was wonderful, how much Ralph would take from Claude.”

6. Based on the passage, which statement is MOST likely true about Claude and Ralph Wheeler?

A Claude relies on others, but Ralph is independent.

B Claude enjoys his family, but Ralph is restless to escape.

**C Claude is the harder worker, but Ralph is the favored son.**

D Claude takes all the credit, but Ralph is the responsible one.

“Mahailey and I will never be quite up-to-date, Ralph. We’re old-fashioned, and I don’t know but you’d better let us be.”

7. Which character in the passage MOST strongly represents the theme of the inevitability of modernization?

A Claude

**B Ralph**

C Mahailey

D Mrs. Wheeler

8. The writing style in this passage can BEST be described as

**A informal and direct**

B flowery and eloquent

C humorous and carefree

D serious and informative

9. Read this sentence from paragraph 10.

“You really oughtn’t to load mother up with things like this, Ralph,” he exclaimed fretfully.

Based on paragraph 10, what does the underlined phrase mean?

A force mother to carry heavy items

B shower mother with enjoyable gifts

C help mother finish her chores quicker

**D give mother more than she can handle**

10. “All of the students were certain that the girls' soccer team would win their second state championship in a row.”

 Which answer choice goes most naturally after this sentence and provides it with the most coherence?

 A) The boys' soccer team will hold their year end celebration dinner next week.

 B) Soccer is a very exciting game that many people enjoy both watching and playing.

 C) The girls' soccer team actually makes more money in ticket sales than the boys' team.

 **D) However, the game did not go as expected and the girls lost without scoring a single goal.**

 11. Which sentence contains an inconsistency in point of view?

 A) When choosing a particular job in your profession, you should consider who will be your adminstrator.

 B) The teacher said that she would give us a time extension if we gave her a valid reason for needing it.

 C) My mom suggested that I read all of the books on the list, but I don't think that I will be able to do it.

 **D) Even though I want to read all of the books on the list, there is no way you can complete it before school starts.**

 12. Which sentence contains an error in word usage?

A) After the accident, Charlotte couldn't bear to drive a car at night anymore.

 **B) Sometimes being a man simply means helping others bare their difficult burdens.**

 C) When the lamplight fell on the young woman's bare arms, she looked even lovelier.

 D) The Park Ranger warned everyone again to avoid leaving out food that might attract bears.

**Use the following passage to answer question 13.**

(1) The Mona Lisa was painted by the famed artist Leonardo da Vinci in the early 1500s. (2) It is one of the world's most famous pieces of art. (3) The painting shows a woman wearing a smile and dressed in black. (4) Although no one is exactly certain of the painting's subject, some historians believe it is Lisa Gherardini. (5) Gherardini was the wife of an Italian cloth merchant. (6) The painting is currently housed at the Louvre museum in France, where thousands of people visit it every year.

13. Claire decided to revise the paragraph by combining sentences 1 and 2 in this way:

 The Mona Lisa, one of the world's most famous pieces of art, was painted by famed artist Leonardo da Vinci in the early 1500s.

 Did Claire combine the sentences appropriately for this paragraph?

 **A) yes, because the new sentence shows the connection between the two ideas**

 B) no, because shorter sentences improve the quality of the paragraph

 C) yes, because longer sentences make the author seem intelligent

 D) no, because the information in the sentences is not related

**Read the following selection in order to answer questions 14- 16 (The paragraphs are numbered in order for you to find answers effectively).**

1Most people are familiar with recycling on a very fundamental level. Many individuals separate cans, glass bottles, newspapers, cardboard, plastics, and junk mail and haul it off to the recycling center or place it in a bin at the curb for pick-up. This method of recycling is a necessary and important element in protecting the environment. However, many individuals do not consider the impact that other daily activities have on conservation and the environment; there are numerous ways to reduce, reuse, and recycle that take just a bit of creativity and a little extra initiative.

2Not everything can be packed up and shipped to the recycling center, but numerous items can be given new life simply by reconsidering their function. Consider reusing the plastic bags you receive from grocery or other stores. These bags can be utilized for many different purposes, including lining trash bins or picking up waste from pets. However, it is an environmentally conscientious idea to switch to cloth bags anyway to prevent contributing more refuse to landfills. Additionally, many stores now offer discounts to shoppers who bring in their own reusable bags, which can be an ingenious way to save money and help the environment at the same time.

3Reducing consumption of natural resources is another important consideration. This can be achieved by simply turning off a light when leaving a room, taking shorter showers, turning off the water when teeth brushing, and unplugging chargers for electronic devices such as cell phones or MP3 players when they are not in use. These devices use a great deal of electricity, even when they are not being utilized; one helpful tip is to plug all chargers into one power strip, and simply flip the switch to turn off the electricity when the chargers are not being used.

4People frequently discard their clothes in the trash when they no longer fit, but in many instances, you can donate these items to charity. Also, consider donating items such as old musical instruments, toys, furniture, and eyeglasses. The same is true of old cell phones, which you can donate to people who may need a phone for emergency use and may not be able to afford it on their own. Before deciding that something is destined for the landfill, try to get creative with worn-out items. For example, place a tattered yoga mat on the backseat of your car to protect the vehicle's upholstery when you take your dog for a ride. Schools often accept donations of egg cartons, plastic milk gallons, or Popsicle sticks for arts and crafts projects, or you could do some craft projects with younger family members.

5Books and DVDs can be given new life as well. Consider registering for a trading service; many Web sites offer users the option to list books or DVDs that they have for trade in addition to books or DVDs they want to receive in return. Users can then swap their items and generally pay only shipping fees.

6These are just a few examples that go beyond ordinary recycling to help the environment. A little creativity goes a long way, and it is important to consider the impact today's actions will have on future generations.

14. What technique does the author use to strengthen her argument about recycling?

 A) She describes how recycling has saved her money.

 B) She uses personal testimonies of people who recycle.

 **C) She cites examples of easy and creative ways to recycle.**

 D) She gives statistics to show the effectiveness of recycling.

15. What is the author's purpose in writing this passage?

 A) to show readers that recycling is easy

 **B) to inform readers of the many ways to recycle**

 C) to persuade readers to purchase cloth grocery bags

 D) to explain to readers the importance of donating to charity

16. How is this passage organized?

 A) A number of topics are compared.

 **B) A main idea is supported by examples.**

 C) Critical ideas are challenged by logical statements.

 D) Personal testimony is supported by statistical facts.

17. A spokesperson for a local charity is on television asking the public to make donations for citizens whose homes were destroyed by recent flooding. Accompanying this appeal are pictures of families trying to salvage their belongings, people sitting on top of their homes, and others being rescued in boats.

 What is the MAIN reason that the spokesperson included the pictures?

 **A) to appeal to the emotions of the viewers**

 B) to show why flood insurance is important

 C) to praise the rescue volunteers for their bravery

 D) to advise viewers to be better prepared for disasters

**Read the following poem and answer the question that follows.**

My brother bugs me all the time about my Diary.

 He wants to know what sisters write in total secrecy.

 I tell him that my Diary is boring as a textbook,

but only so he doesn’t try to take a sneaky look.

18. What poetic device is being used when the poet says that she told her brother, "my Diary is boring as a textbook"?

 A) metaphor

 B) onomatopoeia

  **C) simile**

 D) sonnet

19. Which figurative language device is the author using in the following sentence?

While they are gorgeous animals, these frogs pack a perilous punch.

 **A) alliteration**

 B) irony

 C) simile

 D) symbolism

**Read the following selection and answer the question that follows:**

"Can't see it," remarked Rainsford, trying to peer through the dank tropical night that was palpable as it pressed its thick warm blackness in upon the yacht.

 "You've good eyes," said Whitney, with a laugh, "and I've seen you pick off a moose moving in the brown fall bush at four hundred yards, but even you can't see four miles or so through a moonless Caribbean night."

 "Nor four yards," admitted Rainsford. "Ugh! It's like moist black velvet."

 20. What is being compared in this statement from the selection?

 A) black velvet and wet fur

 B) a jaguar and black velvet

 C) a piece of black velvet is being described

 **D) the dark, humid night and moist, black velvet**

**For questions 21- 24 use the following descriptions decide if each one falls under Romanticism or Realism:**

21. Exhibits interest in the mystical, supernatural, and Medieval past

1. **Romanticism**
2. Realism

22. Credible representation of middle class life

1. Romanticism
2. **Realism**

23. Uses local color to depict features of a particular region

1. Romanticism
2. **Realism**

24. Focuses on the immediate, the “here and now”

1. **Romanticism**
2. Realism

**Read the following passage and answer the question that follows.**

The Red Badge of Courage, Chapter I

Stephen Crane

From his home his youthful eyes had looked upon the war in his own country with distrust. It must be some sort of a play affair. He had long despaired of witnessing a Greeklike struggle. Such would be no more, he had said. Men were better, or more timid. Secular and religious education had effaced the throat-grappling instinct, or else firm finance held in check the passions.

 He had burned several times to enlist. Tales of great movements shook the land. They might not be distinctly Homeric, but there seemed to be much glory in them. He had read of marches, sieges, conflicts, and he had longed to see it all. His busy mind had drawn for him large pictures extravagant in color, lurid with breathless deeds.

 But his mother had discouraged him. She had affected to look with some contempt upon the quality of his war ardor and patriotism. She could calmly seat herself and with no apparent difficulty give him many hundreds of reasons why he was of vastly more importance on the farm than on the field of battle. She had had certain ways of expression that told him that her statements on the subject came from a deep conviction. Moreover, on her side, was his belief that her ethical motive in the argument was impregnable.

 At last, however, he had made firm rebellion against this yellow light thrown upon the color of his ambitions. The newspapers, the gossip of the village, his own picturings, had aroused him to an uncheckable degree. They were in truth fighting finely down there. Almost every day the newspaper printed accounts of a decisive victory.

 One night, as he lay in bed, the winds had carried to him the clangoring of the church bell as some enthusiast jerked the rope frantically to tell the twisted news of a great battle. This voice of the people rejoicing in the night had made him shiver in a prolonged ecstasy of excitement. Later, he had gone down to his mother's room and had spoken thus: "Ma, I'm going to enlist."

 "Henry, don't you be a fool," his mother had replied. She had then covered her face with the quilt. There was an end to the matter for that night.

 Nevertheless, the next morning he had gone to a town that was near his mother's farm and had enlisted in a company that was forming there. When he had returned home his mother was milking the brindle cow. Four others stood waiting. "Ma, I've enlisted," he had said to her diffidently. There was a short silence. "The Lord's will be done, Henry," she had finally replied, and had then continued to milk the brindle cow.

 When he had stood in the doorway with his soldier's clothes on his back, and with the light of excitement and expectancy in his eyes almost defeating the glow of regret for the home bonds, he had seen two tears leaving their trails on his mother's scarred cheeks.

25. Choose the **lines** from the passage that express the theme of the false allure of war.

1. From his home his youthful eyes had looked upon the war in his own country with distrust.
2. **Tales of great movements shook the land.**
3. **His busy mind had drawn for him large pictures extravagant in color, lurid with breathless deeds.**
4. **Almost every day the newspaper printed accounts of a decisive victory.**
5. **This voice of the people rejoicing in the night had made him shiver in a prolonged ecstasy of excitement.**
6. Later, he had gone down to his mother's room and had spoken thus: "Ma, I'm going to enlist."

**Read the following passage and answer items 26- 28.**

The Eyes Have It

By Phillip K. Dick

It was quite by accident I discovered this incredible invasion of Earth by life forms from another planet. As yet, I haven’t done anything about it; I can’t think of anything to do. I wrote to the Government, and they sent back a pamphlet on the repair and maintenance of frame houses. Anyhow, the whole thing is known; I’m not the first to discover it. Maybe it’s even under control.

I was sitting in my easy-chair, idly turning the pages of a paperbacked book someone had left on the bus, when I came across the reference that first put me on the trail. For a moment I didn’t respond. It took some time for the full import to sink in. After I’d comprehended, it seemed odd I hadn’t noticed it right away.

The reference was clearly to a nonhuman species of incredible properties, not indigenous to Earth. A species, I hasten to point out, customarily masquerading as ordinary human beings. Their disguise, however, became transparent in the face of the following observations by the author. It was at once obvious the author knew everything. Knew everything—and was taking it in his stride. The line (and I tremble remembering it even now) read:

… his eyes slowly roved about the room.

Vague chills assailed me. I tried to picture the eyes. Did they roll like dimes? The passage indicated not; they seemed to move through the air, not over the surface. Rather rapidly, apparently. No one in the story was surprised. That’s what tipped me off. No sign of amazement at such an outrageous thing. Later the matter was amplified.

… his eyes moved from person to person.

There it was in a nutshell. The eyes had clearly come apart from the rest of him and were on their own. My heart pounded and my breath choked in my windpipe. I had stumbled on an accidental mention of a totally unfamiliar race. Obviously non-Terrestrial. Yet, to the characters in the book, it was perfectly natural—which suggested they belonged to the same species.

And the author? A slow suspicion burned in my mind. The author was taking it rather too easily in his stride. Evidently, he felt this was quite a usual thing. He made absolutely no attempt to conceal this knowledge. The story continued:

… presently his eyes fastened on Julia.

Julia, being a lady, had at least the breeding to feel indignant. She is described as blushing and knitting her brows angrily. At this, I sighed with relief. They weren’t all non-Terrestrials. The narrative continues:

… slowly, calmly, his eyes examined every inch of her.

Great Scott! But here the girl turned and stomped off and the matter ended. I lay back in my chair gasping with horror. My wife and family regarded me in wonder.

26. Which of these BEST describes how the author establishes the tone of the passage?

A. He creates a sense of calm by using literal language in a figurative way.

B. He creates discomfort by describing an ordinary situation in ambiguous terms.

C. He creates a sense of escalating dread with word choice and the use of connotation.

**D.** **He creates humor by blurring the distinction between literal and figurative language.**

27. Read the last sentence of the passage.

 “I have absolutely no stomach for it.”

In the context of the rest of the story, which literary device is the author using in this sentence?

**A. irony**

B. satire

C. personification

D. understatement

28. Which of these BEST describes why the author uses multiple settings?

A. to suggest both joy and sorrow

B. to suggest both light and shadow

C. to suggest both motion and tranquility

**D. to suggest both connection and isolation**

**Read the following text and answer items 29- 31. (The paragraphs are numbered in order for you to find answers effectively).**

Susan B. Anthony on Women’s Right to Vote

1 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.

2 The preamble of the Federal Constitution says:

3 “We, the people of the United States, in order to form a more perfect union, establish justice, ensure 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.”

4 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.

5 For any state to make sex a qualification that must ever result in the disfranchisement 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.

6 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 oligarchy1 of sex; 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. . . .

7 Webster, Worcester, and Bouvier2 all define a citizen to be a person in the United States, entitled to vote and hold office.

8 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, precisely as is every one against Negroes.

Susan B. Anthony – 1873

\*Footnotes:

1oligarchy: a country ruled by a small group of people

2Webster, Worcester, and Bouvier are authors of American dictionaries.

29. In which paragraph does Susan B. Anthony explicitly argue that prohibiting women from voting is illegal?

A. paragraph 3

B. paragraph 4

**C. paragraph 5**

D. paragraph 6

30. What argument does Susan B. Anthony make with her statements about “oligarchy” in paragraph 6?

**A. Denying women equality is undemocratic.**

B. The very definition of citizenship entitles women to vote.

C. She would not have been fined for voting had she been a man.

D. Dictionaries provide the best resources for settling the voting issue.

31. Read this sentence from paragraph 3.

“We, the people of the United States, in order to form a more perfect union, establish justice, ensure 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.”

Which phrase from the sentence does Anthony MOST passionately analyze and evaluate throughout the speech?

**A. We, the people**

B. domestic tranquility

C. the general welfare

D. the blessings of liberty

32. Which sentence contains a redundancy?

 A) Justin is an excellent volleyball and soccer player.

 B) Before you leave the library, please pay your fine.

 **C) It was an unexpected surprise to see my boyfriend at the party.**

 D) When we walked behind the mansion, we discovered a formal rose garden.

33. Here are some results of research into the relationship between stress, work and wellness:

1. Forty five percent of a sample of coronary patients spent more than 60 hours per week on their job.

2. Job stress has been associated with high cholesterol levels, increased heart rate and increased smoking.

3. Blood pressure was higher among employees who said they "did not understand" what was expected of them.

4. "Responsibility for people" on a job is more likely to lead to heart disease than having responsibility for things.

 5. Executives who are poor delegators have 8 times as many ulcers as good delegators.

 Which technique does the writer use to strengthen the argument that stress affects health and wellness?

 A) uses personal testimonies from heart attack survivors

 **B) provides statistics to show the connection between stress and poor health**

 C) quotes heart surgeons who have operated on patients with high stress jobs

 D) provides charts and graphs to illustrate a connection between stress and stroke

**Read the following passage and answer question number 34.**

Excerpt from: Pearl Harbor as Seen through Adam’s Eyes

Tracy Wilson

 Author, Harry Mazer masterfully foreshadows the impending bombing of Pearl Harbor with conflicts in the sub-plot of this novel. Adam’s father, an officer assigned to the USS Arizona, insists that Adam end his association with his new friend Davi because his parents are Japanese. Lt. Pelko felt that with the anti-Japanese sentiment on the island, Adam’s friendship with Davi would reflect badly on his family, and, as a result, the United States Navy. The thought of ending the first real friendship he has had for a very long time saddens and angers Adam, who knows that his entire family lives by the unspoken rules of the Navy. This underlying conflict of racism, distrust, and anxiety sets a mood of uneasiness as Adam secretly goes fishing with Davi at Pearl Harbor on that infamous December morning.

34. Given this excerpt's tone toward the book A Boy at War thus far, how would you expect the review to end?

 A) by recommending that people stay away from reading this novel

 B) by recommending that the author never try to write historical fiction again

 **C) by recommending that people get a copy of this fresh perspective on Pearl Harbor**

 D) by recommending that people find other, better historical works about Pearl Harbor