

Webster County Schools

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HS ELA

Packet 3

May 4, 2020

Name: _____

Date: _____

Part 4

The following passage contains either a single error or no error at all in the underlined portion. If the underlined portion contains an error, circle the letter which corresponds to the correct answer. If there is no error, circle A.

I grew up with buckets, shovels, and nets waiting by the back door; hip-waders hanging in the closet; tide table charts covering the refrigerator door; and a microscope was sitting on the kitchen table. Having studied, my mother is a marine biologist. Our household might have been described as uncooperative. Our meals weren't always served in the expected order of breakfast, lunch, and supper. Everything was subservient to the disposal of the tides. When the tide was low, Mom could be found down on the mudflats. When the tide was high, she would be standing on the inlet bridge with her plankton net.

I have great respect for my mother. I learned early that the moon affected the tides. Mom was always waiting for a full moon, when low tide would be much lower than usual and high tide much higher. The moon being closer to the earth when full, so its gravitational pull is stronger. I knew that it took about eight hours for the tides to change from high to low, sixteen hours for a complete cycle of tides. I didn't have to wait to learn these things in school. In our house they were everyday knowledge.

Often, my brother and I, joined our mother on her adventures into tidal lands. At the very low

9

tides of the full moon, when almost all the water was sucked away, we found the hideaways

10

where crabs, snails, starfish, and sea urchins hid in order not to be seen. Sometimes we would

11

dig with shovels in the mud, where yellow and white worms lived in their leathery tunnels.

For plankton tows, we would stand on the bridge while Mom lowered a cone-shaped net that

is often used by marine biologists. Then we would patiently wait. After a while, she would pull

12

up the net, and we would go home. Later, we would see her sitting at the kitchen table,

peering at a drop of water through the lenses of her microscope from the bottle—watching

13

the thousands of tiny swimming organisms.

Name: _____

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Part 4 Questions

1.

- A. NO CHANGE
- B. waiting, by the back door,
- C. waiting by the back door,
- D. waiting by the back door

2.

- A. NO CHANGE
- B. would sit
- C. sitting
- D. sat

3.

- A. NO CHANGE
- B. As my mother's interest is science, she is
- C. My mother's occupation is that of
- D. My mother is

4. Which choice would most effectively introduce the rest of this paragraph?

- A. NO CHANGE
- B. There seemed to be no explanation for why Mom ran our household the way she did.
- C. Our household didn't run according to a typical schedule.
- D. Mom ran our household in a most spectacular manner.

5.

- A. NO CHANGE
- B. was defenseless in the face of
- C. depended on
- D. trusted in

6. Which choice most effectively signals the shift from the preceding paragraph to this paragraph?

- A. NO CHANGE
- B. Our lives were likewise affected by the phases of the moon.
- C. A relationship exists between the moon and the tides.
- D. The moon is a mysterious orb afloat in the sky.

7.

- A. NO CHANGE
- B. Since the moon is
- C. The moon is
- D. The moon,

8.

- A. NO CHANGE
- B. one's
- C. it's
- D. its'

9.

- A. NO CHANGE
- B. brother, and I,
- C. brother, and I
- D. brother and I

10.

- A. NO CHANGE
- B. away. Then we
- C. away. We
- D. away; we

11.

- A. NO CHANGE
- B. hideouts where crabs, snails, starfish, and sea urchins concealed and hid themselves.
- C. places where crabs, snails, starfish, and sea urchins were stashed away.
- D. hiding places of crabs, snails, starfish, and sea urchins.

12. Given that all of the choices are true, which one provides information that is relevant and that makes the rest of this paragraph understandable?

- A. NO CHANGE
- B. had a specimen bottle attached to its smaller end.
- C. was woven from cotton and nylon material.
- D. was shaped like a geometric figure.

13. The best placement for the underlined portion would be:

- A. where it is now.
- B. after the word lenses.
- C. after the word microscope.
- D. after the word bottle (but before the dash).

Name: _____

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Reading A

Outside, the rain continued to run down the screened windows of Mrs. Sennett's little Cape Cod cottage. The long weeds and grass that composed the front yard dripped against the blurred background of the bay, where the water was almost the color of the grass. Mrs. Sennett's five charges were vigorously playing house in the dining room. (In the wintertime, Mrs. Sennett was housekeeper for a Mr. Curley, in Boston, and during the summers the Curley children
10 boarded with her on the Cape.)

My expression must have changed. "Are those children making too much noise?" Mrs. Sennett demanded, a sort of wave going over her that might mark the beginning of her getting up out of her chair. I
15 shook my head no, and gave her a little push on the shoulder to keep her seated. Mrs. Sennett was almost stone-deaf and had been for a long time, but she could read lips. You could talk to her without making any sound yourself, if you wanted to, and she more than
20 kept up her side of the conversation in a loud, rusty voice that dropped weirdly every now and then into a whisper. She adored talking.

To look at Mrs. Sennett made me think of eighteenth-century England and its literary figures. Her hair
25 must have been sadly thin, because she always wore, indoors and out, either a hat or a sort of turban, and sometimes she wore both. The rims of her eyes were dark; she looked very ill.

Mrs. Sennett and I continued talking. She said she
30 really didn't think she'd stay with the children another winter. Their father wanted her to, but it was too much for her. She wanted to stay right here in the cottage.

The afternoon was getting along, and I finally left because I knew that at four o'clock Mrs. Sennett's "sit
35 down" was over and she started to get supper. At six o'clock, from my nearby cottage, I saw Theresa coming through the rain with a shawl over her head. She was bringing me a six-inch-square piece of spicecake, still hot from the oven and kept warm between two soup
40 plates.

A few days later I learned from the twins, who brought over gifts of firewood and blackberries, that their father was coming the next morning, bringing their aunt and her husband and their cousin. Mrs.

45 Sennett had promised to take them all on a picnic at the pond some pleasant day.

On the fourth day of their visit, Xavier arrived with a note. It was from Mrs. Sennett, written in blue ink, in a large, serene, ornamented hand, on linen-finish

50 paper:

... Tomorrow is the last day Mr. Curley has and the Children all wanted the Picnic so much. The Men can walk to the Pond but it is too far for the Children. I see your Friend has a car and I hate to ask this but
55 *could you possibly drive us to the Pond tomorrow morning? ...*

Very sincerely yours,

Carmen Sennett

After the picnic, Mrs. Sennett's presents to me
60 were numberless. It was almost time for the children to go back to school in South Boston. Mrs. Sennett insisted that she was not going; their father was coming down again to get them and she was just going to stay. He would have to get another housekeeper. She said
65 this over and over to me, loudly, and her turbans and kerchiefs grew more and more distraught.

One evening, Mary came to call on me and we sat on an old table in the back yard to watch the sunset.

"Papa came today," she said, "and we've got to go
70 back day after tomorrow."

"Is Mrs. Sennett going to stay here?"

"She said at supper she was. She said this time she really was, because she'd said that last year and came back, but now she means it."

75 I said, "Oh dear," scarcely knowing which side I was on.

"It was awful at supper. I cried and cried."

"Did Theresa cry?"

"Oh, we all cried. Papa cried, too. We always do."

80 "But don't you think Mrs. Sennett needs a rest?"

"Yes, but I think she'll come, though. Papa told her he'd cry every single night at supper if she didn't, and then we all *did*."

The next day I heard that Mrs. Sennett was going
85 back with them just to "help settle." She came over the following morning to say goodbye, supported by all five children. She was wearing her traveling hat of black satin and black straw, with sequins. High and somber, above her ravaged face, it had quite a Spanish-
90 grandee air.

"This isn't really goodbye," she said. "I'll be back as soon as I get these bad, noisy children off my hands."

But the children hung on to her skirt and tugged at
95 her sleeves, shaking their heads frantically, silently saying, "*No! No! No!*" to her with their puckered-up mouths.

Name: _____

Date: _____

Reading A

Question 1 According to the narrator, Mrs. Sennett wears a hat because she:

- (A) is often outside.
- (B) wants to look like a literary figure.
- (C) has thin hair.
- (D) has unique taste in clothing.

Question 2 It is reasonable to infer from the passage that Mrs. Sennett asked "Are those children making too much noise?" (lines 11–12) because Mrs. Sennett:

- (A) concerns herself about the well-being of others.
- (B) wishes to change the subject to literary figures.
- (C) cannot supervise the children without the narrator.
- (D) is bothered by the noise the children make.

Question 3 Given the evidence provided throughout the passage, the children probably silently mouth the word "no" (lines 94–97) because:

- (A) Mrs. Sennett has just called them bad, noisy children, and they are defending themselves.
- (B) they do not want to leave the Cape before the summer is over and are protesting.
- (C) they are letting the narrator know that Mrs. Sennett is thinking about returning to the Cape.
- (D) they are continuing their battle against Mrs. Sennett's intention to return to the Cape.

Question 4 At what point does Mr. Curley cry at the supper table?

- (A) Before Mary and the narrator sit and watch the sunset
- (B) Before Mrs. Sennett tells the narrator she doubts she will stay another winter with the children
- (C) Before the children spend a rainy afternoon playing house in the dining room
- (D) After the narrator learns that Mrs. Sennett will return to Boston

Question 5 Which of the following does the passage suggest is the result of Mrs. Sennett's loss of hearing?

- (A) She is often frustrated and short-tempered.
- (B) She can lip-read.
- (C) She dislikes conversation.
- (D) She is a shy and lonely woman.

Question 6 The details and events in the passage suggest that the friendship between the narrator and Mrs. Sennett would most accurately be described as:

- (A) stimulating, marked by a shared love of eccentric adventures.
- (B) indifferent, marked by occasional insensitivity to the needs of the other.
- (C) considerate, notable for the friends' exchange of favors.
- (D) emotional, based on the friends' long commitment to share their burdens with one another.

Name: _____

Date: _____

Reading C

This passage is adapted from Leonard W. Levy's *Origins of the Fifth Amendment: The Right Against Self Incrimination*. (©1968 by Clio Enterprises Inc.).

Community courts and community justice prevailed in England at the time of the Norman Conquest [1066]. The legal system was ritualistic, dependent upon oaths at most stages of litigation, and permeated

5 by both religious and superstitious notions. The proceedings were oral, very personal, and highly confrontative. Juries were unknown. One party publicly "appealed," or accused, the other before the community meeting at which the presence of both was obligatory.

10 To be absent meant risking fines and outlawry. After the preliminary statements of the parties, the court rendered judgment, not on the merits of the issue nor the question of guilt or innocence, but on the manner by which it should be resolved. Judgment in other words

15 preceded trial because it was a decision on what form the trial should take. It might be by compurgation, by ordeal, or, after the Norman Conquest, by battle. Excepting trial by battle, only one party was tried or, more accurately, was put to his "proof." Proof being

20 regarded as an advantage, it was usually awarded to the accused party; in effect he had the privilege of proving his own case.

Trial by compurgation consisted of a sworn statement to the truth of one's claim or denial, supported by

25 the oaths of a certain number of fellow swearers. Presumably they, no more than the claimant, would endanger their immortal souls by the sacrilege of false swearing. Originally the oath-helpers swore from their own knowledge to the truth of the party's claim. Later

30 they became little more than character witnesses, swearing only to their belief that his oath was trustworthy. If he rounded up the requisite number of compurgators and the cumbrous swearing in very exact form proceeded without a mistake, he won his case. A

35 mistake "burst" the oath, proving guilt.

Ordeals were usually reserved for more serious crimes, for persons of bad reputation, for peasants, or for those caught with stolen goods. As an invocation of immediate divine judgment, ordeals were consecrated

40 by the Church and shrouded with solemn religious mystery. The accused underwent a physical trial in which

he called upon God to witness his innocence by putting a miraculous sign upon his body. Cold water, boiling water, and hot iron were the principal ordeals, all of which the clergy administered. In the ordeal of cold water, the accused was trussed up and cast into a pool to see whether he would sink or float. On the theory that water which had been sanctified by a priest would receive an innocent person but reject the guilty, innocence was proved by sinking—and hopefully a quick retrieval—guilt by floating. In the other ordeals, one had to plunge his hand into a cauldron of boiling water or carry a red hot piece of iron for a certain distance, in the hope that three days later, when the bandages were removed, the priest would find a "clean" wound, one that was healing free of infection. How deeply one plunged his arm into the water, how heavy the iron or great the distance it was carried, depended mainly on the gravity of the charge.

60 The Normans brought to England still another ordeal, trial by battle, paradigm of the adversary system, which gave to the legal concept of "defense" or "defendant" a physical meaning. Trial by battle was a savage yet sacred method of proof which was also thought to involve divine intercession on behalf of the righteous. Rather than let a wrongdoer triumph, God would presumably strengthen the arms of the party who had sworn truly to the justice of his cause. Right, not might, would therefore conquer. Trial by battle was originally available for the settlement of all disputes but eventually was restricted to cases of serious crime.

Whether one proved his case by compurgation, ordeal, or battle, the method was accusatory in character. There was always a definite and known accuser, some private person who brought formal suit and openly confronted his antagonist. There was never any secrecy in the proceedings, which were the same for criminal as for civil litigation. The judges, who had no role whatever in the making of the verdict, decided only which party should be put to proof and what its form should be; thereafter the judges merely enforced an observance of the rules. The oaths that saturated the proceedings called upon God to witness to the truth of the respective claims of the parties, or the justice of their cause, or the reliability of their word. No one gave testimonial evidence nor was anyone questioned to test his veracity.

Name: _____

Date: _____

Reading C

Question 1. Trial by compurgation was usually selected when:

- I. there were no oath-helpers available.
- II. the crime was not too serious.
- III. the person was a peasant or had a bad reputation.

- (A) I only
- (B) II only
- (C) III only
- (D) I and III only

Question 2. According to the passage, being put to the proof (lines 18–19) most nearly means the person was:

- (A) considered innocent until proven guilty.
- (B) considered guilty no matter what he did.
- (C) supposed to prove his own innocence.
- (D) given the privilege of presenting his side first.

Question 3. According to the passage, a medieval trial was always begun by an accusation by:

- (A) a clergyman.
- (B) God.
- (C) a private person.
- (D) the person who had been put to his proof.

Question 4. The medieval trials discussed in the passage used judges to:

- (A) decide what form the trial should take.
- (B) determine whether to use criminal or civil procedure.
- (C) determine which of the witnesses were telling the truth.
- (D) determine the guilt or innocence of the parties.

Question 5. As it is used in line 33, the word *cumbrous* most nearly means:

- (A) comfortable.
- (B) untruthful.
- (C) mistaken.
- (D) burdensome.

Question 6. According to the passage, how did trial by battle differ from trial by compurgation and ordeal in England?

- (A) It had a definite, known accuser.
- (B) It was only used after the Norman Conquest.
- (C) It had no secrecy in the proceedings.
- (D) It required judges to question witnesses.

Question 7. According to the passage, an oath was declared "burst" during compurgation if the:

- (A) swearer made an error in the exact form of the required ritual.
- (B) swearer could not round up the required number of oath-helpers.
- (C) swearer preferred trial by ordeal, or by battle.
- (D) judges decided that the oath was false or unnecessary.

Name: _____

Date: _____

Reading E

LITERARY NARRATIVE—PROSE FICTION: *This passage is adapted from the novel *The Men of Brewster Place* by Gloria Naylor (©1998 by Gloria Naylor).*

Clifford Jackson, or Abshu, as he preferred to be known in the streets, had committed himself several years ago to use his talents as a playwright to broaden the horizons for the young, gifted, and black—which
5 was how he saw every child milling around that dark street. As head of the community center he went after every existing grant on the city and state level to bring them puppet shows with the message to avoid drugs and stay in school; and plays in the park such as actors
10 rapping their way through Shakespeare's *A Midsummer Night's Dream*. Abshu believed there was something in Shakespeare for everyone, even the young of Brewster Place, and if he broadened their horizons just a little bit, there might be enough room for some of them to
15 slip through and see what the world had waiting. No, it would not be a perfect world, but definitely one with more room than they had now.

The kids who hung around the community center liked Abshu, because he never preached and it was
20 clear that when they spoke he listened; so he could zero in on the kid who had a real problem. It might be an offhand remark while shooting a game of pool or a one-on-one out on the basketball court, but he had a way of making them feel special with just a word or two.

25 Abshu wished that his own family could have stayed together. There were four of them who ended up

in foster care: him, two younger sisters, and a baby brother. He understood why his mother did what she did, but he couldn't help wondering if there might have
30 been a better way

Abshu was put into a home that already had two other boys from foster care. The Masons lived in a small wooden bungalow right on the edge of Linden Hills. And Mother Mason insisted that they tell any-
35 body who asked that they actually lived *in* Linden Hills, a more prestigious address than Summit Place. It was a home that was kept immaculate.

But what he remembered most about the Masons was that it seemed there was never quite enough to eat.
40 She sent them to school with a lunch of exactly one and a half sandwiches—white bread spread with margarine and sprinkled with sugar—and half an apple.

When Abshu dreamed of leaving—which was every day—he had his own apartment with a refrigera-
45 tor overflowing with food that he gorged himself with day and night. The Masons weren't mean people; he knew he could have ended up with a lot worse.

Abshu lived with these people for nine years, won a scholarship to the local college, and moved out to
50 support himself through school by working in a doughnut shop. By this time his mother was ready to take her children back home, but he decided that since he was already out on his own he would stay there. One less mouth for her to worry about feeding. And after he
55 graduated with his degree in social work, he might even be able to give her a little money to help her along. One thing he did thank the Masons for was keeping him out of gangs. There was a strict curfew in their home that was rigidly observed. And church was

60 mandatory. "When you're out on your own," Father
Mason always said, "you can do whatever you want,
but in my home you do as I say." No, they weren't
mean people, but they were stingy—stingy with their
food and with their affection. Existing that way all the
65 time, on the edge of hunger, on the edge of kindness,
gave Abshu an appreciation for a life fully lived. Do
whatever job makes you happy, regardless of the cost;
and fill your home with love. Well, his home became
the community center right around the corner from
70 Brewster Place and the job that made him most fulfilled
was working with young kids.

The kids who hung out at the community center
weren't all lost yet. They wanted to make use of the
tutors for their homework; and they wanted a safe place
75 to hang. His motto was: Lose no child to the streets.
And on occasion when that happened, he went home to
cry. But he never let his emotions show at work. To the
kids he was just a big, quiet kind of dude who didn't go
looking for trouble, but he wouldn't run from it either.

80 He was always challenged by a new set of boys who
showed up at the center. He made it real clear to them
that this was his territory—his rules—and if they
needed to flex their muscles, they were welcome to try.
And he showed many that just because he was kind, it
85 didn't mean he was weak. There had to be rules some-
place in their world, some kind of discipline. And if
they understood that, then he worked with them, long
and hard, to let them see that they could make a differ-
ence in their own lives.

Name: _____

Date: _____

Reading E

Question 1 The point of view from which the passage is told can best be described as that of:

- (A) a man looking back on the best years of his life as director of a community center in a strife-ridden neighborhood.
- (B) a narrator describing his experiences as they happen, starting with childhood and continuing through his adult years as an advocate for troubled children.
- (C) an unidentified narrator describing a man who devoted his life to neighborhood children years after his own difficult childhood.
- (D) an admiring relative of a man whose generosity with children was widely respected in the neighborhood where he turned around a declining community center.

Question 2 It can reasonably be inferred from the passage that which of the following is a cherished dream that Abshu expects to make a reality in his lifetime?

- (A) Establishing himself financially so as to be able to bring his original family back under one roof
- (B) Seeing the children at the community center shift their interest from sports to the dramatic arts
- (C) Building on the success of the community center by opening other centers like it throughout the state
- (D) Expanding for some, if not all, of the children the vision they have of themselves and their futures

Question 3 It can reasonably be inferred from the passage that Abshu and the Masons would agree with which of the following statements about the best way to raise a child?

- (A) For a child to be happy, he or she must develop a firm basis in religion at an early age.
- (B) For a child to be fulfilled, he or she must be exposed to great works of art and literature that contain universal themes.
- (C) For a child to thrive and be a responsible member of society, he or she must develop a sense of discipline.
- (D) For a child to achieve greatness, he or she must attach importance to the community and not to the self.

Question 4 The fourth paragraph (lines 31-37) establishes all of the following EXCEPT:

- (A) that Abshu had foster brothers.
- (B) that the Masons maintained a clean house.
- (C) how Mother Mason felt about the location of their house.
- (D) what Abshu remembered most about his years with the Masons.

Question 5 It can reasonably be inferred that which of the following characters from the passage lives according to Abshu's definition of a life fully lived?

- (A) Mother Mason
- (B) Father Mason
- (C) Abshu as a child
- (D) Abshu as an adult

Question 6 Which of the following statements about the children entering the community center is supported by the passage?

- (A) They had unrealistic expectations that Abshu toned down in the course of informal conversations.
- (B) In Abshu's eyes, they were all gifted.
- (C) In Abshu's eyes, the children who were likely to succeed were the ones who gave him the most trouble at the outset.
- (D) They were prepared to believe in each other more than in themselves.

Question 7 It can reasonably be inferred from the first paragraph that in obtaining outside funding for the community center, Abshu could be characterized as:

- (A) thorough in seeking out potential sources for financial backing.
- (B) reluctant to spoil the children with charity.
- (C) excited about having the children write grant applications.
- (D) determined to let the children decide how the money would be spent.

Question 8 Which of the following statements about Abshu's attitude toward his mother's choices early in his life is supported by the passage?

- (A) Abshu wishes he could get over the bitterness he feels toward her for allowing him and his siblings to be placed in foster care.
- (B) Abshu is worried that his mother is troubled by her decision to place her children in foster care and wants to comfort and support her now that he is a grown man.
- (C) Abshu wonders if she might have made a better decision about letting him and his siblings go into foster care, even though he understands why she did it.
- (D) Abshu wants to apologize for having been ungrateful as a child to his mother, who was only doing what she felt was best for her family.

Question 9 As it is used in line 65, the term *the edge* refers to a place where Abshu felt:

- (A) most alive.
- (B) unfulfilled.
- (C) defeated.
- (D) most competitive.

Question 10 According to the passage, which of the following most closely identifies Abshu's definition of a life fully lived?

- (A) Happiness in your work and love in your house
- (B) The pursuit of your goals and the realization of your dreams
- (C) Togetherness with your family and the sharing of laughter
- (D) Working in the community and striving for equality

EA-16-Snap2-20 (copy)
 Excerpt from "The Red-Headed League"
 Sir Arthur Conan Doyle

"The Red-Headed League" is one of the fifty-six short stories featuring the famous fictional detective Sherlock Holmes. The excerpt below is narrated by Sherlock Holmes' assistant, Dr. Watson.

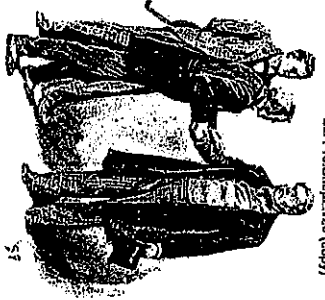
- 1 I had called upon my friend, Mr. Sherlock Holmes, one day and found him in deep conversation with Mr. Jabez Wilson, a very stout, rosy-faced, elderly gentleman with fiery red hair. With an apology for my intrusion, I was about to withdraw when Holmes pulled me abruptly into a side room and closed the door behind me.
- 2 "You could not possibly have come at a better time, my dear Watson," he said cordially.
- 3 "I was afraid that you were occupied."
- 4 "So I am. Very much so."
- 5 "Then I can wait in the next room."
- 6 "No need." We moved into the room where Mr. Wilson was. Holmes said, "Mr. Wilson, this gentleman has been my partner in many of my most successful cases, and I have no doubt that he will be of the utmost use to me in yours also."
- 7 The stout gentleman half rose from his chair and gave a bob of a greeting, with a quick little questioning glance from his small, falcon-circled eyes.
- 8 "Have a seat," said Holmes, relapsing into his armchair and putting his fingertips together, as was his custom when in discerning moods. "I know, my dear Watson, that you share my love of all that is bizarre and outside the conventions and humdrum routine of everyday life. You have shown your relish for it by the enthusiasm which has prompted you to record and embellish so many of my own little adventures."
- 9 "Your cases have indeed been of the greatest interest to me," I observed.
- 10 "You will remember that I remarked the other day that for strange effects and extraordinary combinations, we must go to life itself, which is always far more daring than any effort of the imagination."
- 11 "A proposition which I took the liberty of doubting."
- 12 "You did, Doctor Watson, but none the less you must come around to my view; otherwise, I shall keep on piling fact upon fact on you until your reason breaks down under them and acknowledges me to be correct. Now, Mr. Jabez Wilson here has been good enough to call upon me this morning to begin a narrative which promises to be one of the most singular which I have listened to for some time. You have heard me remark that the strangest and most unique things are very often connected not with the larger but with the smaller crimes. As far as I have heard, it is impossible for me to say whether the present case is an instance of crime or not, but the course of events is certainly among the most singular that I have ever listened to. Perhaps, Mr. Wilson, you would have the great goodness to recommence telling your story. I ask you not merely because my friend Dr. Watson has not heard the opening part, but also because the peculiar nature of the story makes me anxious to hear every possible detail from your lips. As a rule, when I have heard some slight indication of the course of events, I am able to guide myself by the thousands of other similar cases which occur to my memory. In the present instance, I am forced to admit that the facts are, to the best of my belief, unique."
- 13 Mr. Wilson puffed out his chest with an appearance of some little pride and pulled a dirty and wrinkled newspaper from the inside pocket of his overcoat. As he glanced down at the advertisement ^{https://}column, I took a good look at the man and tried, as I had seen Holmes do, to read what could be

2/24

EA-16-Snap2-20 (copy)

- 14 I did not gain very much, however, by my inspection. Our visitor bore every mark of being an average, commonplace British tradesman, obese, portly, and slow. He wore rather baggy, checked trousers, a not overly-clean, black overcoat, and a drab vest with a brass chain and a square, pierced bit of metal dangling down as an ornament. A frayed top hat and a faded brown overcoat with a wrinkled velvet collar lay upon a chair beside him. Altogether, there was nothing remarkable about the man except his blazing red hair and the expression of extreme frustration and discontent upon his features.
- 15 Sherlock Holmes shook his head with a smile as he noticed my questioning glances. Holmes said, "Beyond the obvious facts that he has at some time done manual labor, that he smokes tobacco, that he is in a fraternal order," that he has been in China, and that he has done a considerable amount of writing lately, I can deduce nothing else."
- 16 Mr. Jabez Wilson rose from his chair, with his eyes upon my companion.
- 17 "How, in the name of good fortune, did you know all that, Mr. Holmes?" he asked. "How did you know, for example, that I did manual labor? It's as true as gospel, for I began as a ship's carpenter."
- 18 "Your hands, my dear sir. Your right hand is quite a size larger than your left. You have worked with it, and the muscles are more developed."
- 19 "Well, what about the tobacco, then, and the fraternal order?"
- 20 "I won't insult your intelligence by telling you how I read that, especially as it would go against the strict rules of your group."
- 21 "Ah, of course, I forgot that, but what about the writing?"
- 22 "What else can be indicated by that right cuff so very shiny for five inches, and the left one with the smooth patch near the elbow where you rest it upon your desk? Also, the fish that you have tattooed immediately above your right wrist could only have been done in China. I have made a small study of tattoo marks and have even contributed to the literature on the subject. That trick of staining the fishes' scales a delicate pink is quite peculiar to tattoos done in China. When I also see a Chinese coin hanging from your watch chain, the matter becomes even more simple."
- 23 Mr. Jabez Wilson laughed heavily. "Well, I never!" he said. "I thought at first that you had done something clever, but I see that there was nothing in it after all."
- 24 "I begin to think, Watson," said Holmes, "that I make a mistake in explaining. 'Omne ignotum pro magnifico,'² you know. My poor little reputation, such as it is, will suffer a shipwreck if I am so candid. Can you find the advertisement you told me about, Mr. Wilson?"
- 25 "Yes, I have it now," he answered with his thick red finger planted halfway down the column. "Here it is. This is what began it all. You can read it for yourself, sir."
- 26 I took the paper from him and read as follows:
- 27 "TO THE RED-HEADED LEAGUE: On account of the will of the late Ezekiah Hopkins, of Lebanon, Pennsylvania, there is now another vacancy open, which entitles a member of the League to a salary of four pounds³ a week for purely insignificant services. All red-headed men who are sound in body and mind and above the age of twenty-one years are eligible. Apply in person on Monday, at eleven o'clock, to Duncan Ross, at the offices of the League, 7 Pope's Court, Fleet Street."
- 28 "What on earth does this mean?" I cried out after I had twice read over the extraordinary announcement.

^{https://}



Doyle, Sir Arthur Conan. *The Adventures of Sherlock Holmes: The Red-Headed League*. Schrey Paget, Illustrator. George Newman, Publisher. 1892. United Kingdom. In the Public Domain. Adapted by Educational Leadership Solutions, Inc.

¹fraternal order—a group of people formally organized for a common purpose or interest
²*Omne ignotum pro magnifico*—a Latin phrase which means, “The unknown is always imagined to be better than it is.”
³pound—currency of the United Kingdom, worth \$1.31 today in U.S. dollars

End of Passage

This question refers to Excerpt from *The Red-Headed League*

1. Which detail supports the inference that Holmes believes in the importance of reliable alliances when solving mysteries?

- A. “Mr. Wilson, this gentleman has been my partner in many of my most successful cases. . . .” (paragraph 6)
- B. “Have a seat,” said Holmes, relapsing into his armchair and putting his fingertips together. . . .” (paragraph 8)
- C. “You will remember that I remarked the other day that for strange effects and extraordinary combinations, we must go to life itself. . . .” (paragraph 10)
- D. “. . . none the less you must come around to my view; otherwise, I shall keep on piling fact upon fact on you until your reason breaks down under them and acknowledges me to be correct.” (paragraph 12)

This question refers to Excerpt from *The Red-Headed League*

2. Drag two sentences that belong in a summary of the passage into the box labeled Summary.

- Dr. Watson mentions that he has doubled Holmes in the past. Summary
- Watson offers to wait in a different room while Holmes interviews Mr. Wilson.
- Mr. Wilson appears at Holmes' office and shares information about a new case.
- Holmes ushers Dr. Watson into a side room and thanks him for arriving at this particular time.
- Holmes begins collecting details from his observations about Mr. Wilson's physical appearance.

This question refers to Excerpt from *The Red-Headed League*

3. Select two phrases from paragraph 12 that help to advance the mysterious plot.

- As far as I have heard, it is impossible for me to say whether the present case is an instance of crime or not, but the course of events is certainly among the most singular that I have ever listened to. Perhaps, Mr. Wilson, you would have the great kindness to recommence telling your story. I ask you not merely because my friend Dr. Watson has not heard the opening part, but also because the peculiar nature of the story makes me anxious to hear every possible detail from your lips. As a rule, when I have heard some slight indication of the course of events, I am able to guide myself by the thousands of other similar cases which occur to my memory. In the present instance, I am forced to admit that the facts are, to the best of my belief, unique.

This question refers to Excerpt from *The Red-Headed League*

4. Read the sentence from paragraph 24 below.

My poor little reputation, such as it is, will suffer a shipwreck if I am so candid.

What does the author's use of the phrase *poor little reputation* contribute to the meaning of the passage?

- A. Holmes conveys a sense of sarcasm about himself.
- B. Holmes conveys a sense of hesitation at trusting Dr. Watson.
- C. Holmes conveys a sense of frustration at the presence of Dr. Watson.
- D. Holmes conveys a sense of competitiveness about the process of taking more cases.

This question refers to Excerpt from The Red-Headed League

5. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

How does the author create the effect of confidence in Holmes' abilities in paragraph 12?

- by conveying Holmes' polite demeanor toward Mr. Watson
- by indicating that Dr. Watson did not hear all of the details of the case
- by indicating a sense of concern that Mr. Watson has come to the office
- by convey/ing Holmes' determination to convince Watson of his accuracy

Part B

Which detail from paragraph 12 supports the answer to Part A?

- "... otherwise, I shall keep on piling fact upon fact on you until your reason breaks down under them and acknowledges me to be correct."
- "Now, Mr. Jabez Watson here has been good enough to call upon me this morning. . . ."
- "Perhaps, Mr. Watson, you would have the great kindness to recommence telling your story."
- "... my friend Dr. Watson has not heard the opening part. . . ."

This question refers to Excerpt from The Red-Headed League

6. Select two details that help to convey the complexity of Holmes' role as a detective.

- "You could not possibly have come at a better time, my dear Watson," he said cordially." (paragraph 2)
- "I know, my dear Watson, that you share my love of all that is bizarre and outside the conventions and humdrum routine of everyday life." (paragraph 8)
- "You will remember that I remarked the other day that for strange effects and extraordinary combinations, we must go to life itself, which is always far more daring than any effort of the imagination." (paragraph 10)
- "Mr. Jabez Watson rose from his chair, with his eyes upon my companion." (paragraph 16)
- "Can you find the advertisement you told me about, Mr. Watson?" (paragraph 24)

This question refers to Excerpt from The Red-Headed League

7. Read the quotes below. Drag each quote on the left to the word which best demonstrates the speaker's point of view on the right.

"You did, Doctor Watson, but none the less you must come around to my view. . . ." (paragraph 12)

demanding

"As far as I have heard, it is impossible for me to say whether the present case is an instance of crime or not, but the course of events is certainly among the most singular that I have ever listened to." (paragraph 12)

discerning

"How, in the name of good fortune, did you know all that, Mr. Holmes?" he asked." (paragraph 17)

respectful

"I won't insult your intelligence by telling you how I read that, especially as it would go against the strict rules of your group." (paragraph 20)

surprised

This question refers to Excerpt from The Red-Headed League

8. The following question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read the sentence below from paragraph 8.

"You have shown your relish for it by the enthusiasm which has prompted you to record and embellish so many of my own little adventures."

What does relish mean as it is used in the sentence?

- disrespect
- indifference
- liking
- skepticism

Part B

Which phrase from paragraph 8 helps to clarify the meaning of relish?

- "... stare my love. . . ."
- "... humdrum routine of everyday life."
- "... to record. . . ."
- "... my own little adventures. . . ."

ELA-10.Snap2.v20 (copy)
Excerpt from *An Unsinkable Titanic*
 James Bernard Walker

The Titanic was a famous ship built in the 1900's that sank after striking an iceberg in the Atlantic Ocean. Read the adapted excerpt below to find out what happened on the day the great ship sank.

1 The *Titanic*, fresh from the builder's hands, sailed from Southampton, England, on Wednesday, April 10, 1912. She reached Cherbourg, France, on the afternoon of the same day, and Queenstown, Ireland, at noon on Thursday. After this, she left for New York with 1,324 passengers and a crew of 899 persons on board.

Warnings of Ice

2 The weather throughout the voyage was clear and the sea calm. At noon on the third day out, a wireless message was received from the *Baltic*, dated Sunday, April 14. The message read, "Greek steamship *Athina* reports passing icebergs and large quantity of field ice today in latitude 41.51 north, longitude 49.52 west." At about 7 P.M., a second warning was received by the *Titanic*, this time from the *Californian*, which reported ice about 19 miles north of the track on which the *Titanic* was steaming. Later there was a third message, "America passed two large icebergs in 41.27 north, 50.8 west on the 14th of April." A fourth message, sent by the *Californian*, reached the ship about an hour before the accident occurred, or about 10:40 P.M. This fourth message read, "We are stopped and surrounded by ice."

3 These wireless warnings prove that the captain of the *Titanic* knew there was ice to the north, to the south, and immediately ahead of the southerly steamship route on which he was steaming. The evidence shows that Captain Smith remarked to the officer on duty, "If it is even slightly hazy, we shall have to go very slowly." The officer of the watch instructed the lookouts to "keep a sharp lookout for ice." The night was starlit and the weather was exceptionally clear.

Increased Speed, Despite Warnings

4 After leaving Queenstown, the speed of the *Titanic* had been gradually increased. The crew was reluctant to allow anything to interfere with the full-speed run of the powerful ship. This is the only possible explanation of the amazing fact that, in spite of successive warnings that a large iceberf with bergs of great size was drifting right across the course of the *Titanic*, fire was put under additional boilers and the speed of the ship increased.

5 The fate of that ship and her precious freight of human life hung upon the mere chance of sighting an obstruction in time to avoid collision by a quick turn of the helm¹. The question of hitting or missing an iceberg was one not of minutes, but of seconds. A ship like this, more than a thousand feet in length, makes a wide sweep in turning, even with the helm hard over. At 21 knots², the *Titanic* covered over a third of a mile in a minute's time. Even with her engines reversed, she would have surged ahead for a half mile or so before coming to a stop.

Contact with the Iceberg

6 And so the majestic ship swept swiftly to her doom in a concrete expression of man's age-long struggle to subdue the resistless forces of nature. As she sped on under the dim light of the stars, not a soul on board dreamed of the death-grapple the *Titanic* was about to face against the relentless powers of the sea. Although she was the latest product of the shipbuilder's art, she was about to brush elbows with another kind of giant.

7 At 11:46 P.M., the sharp warning came from the lookout, "Iceberg right ahead!" Instantly the engines were reversed, and the helm was turned sharply to the right. If only the warning had been a few seconds earlier, she might have cleared the iceberg. As it was, she struck an underwater piece of cut into the fabric of the ship will never be known.

Lifeboat Shortage

8 Only after Mr. Andrews, the ship's designer, told the captain that the ship was doomed was the order given to man the lifeboats—twenty of them in all. If every lifeboat were loaded in its full

practically unsinkable.

9 The manner of the stricken ship's final plunge to the bottom may be readily gathered from the stories told by the survivors. As compartment after compartment was filled with icy cold water, her bow³ sank deeper and her stern⁴ lifted high in the air, until the ship stood almost vertically in the water. The shell of the *Titanic* went to the bottom practically intact. The ship, weighted at her front end with the wreckage of the engine, sank, straight as an arrow, to bury herself deep in the ooze of the Atlantic bottom two miles below. For all we know, she may now be standing there, a sublime memorial to the fifteen hundred souls who perished in this unspeakable tragedy.

Walker, James Bernard. *An Unsinkable Titanic: Every Ship Its Own Lifeboat*. Dodd, Mead and Company, July, 1912. New York. In the Public Domain. Adapted by Educational Leadership Solutions, Inc.

¹helm - steering wheel of a boat or ship
²knots - unit of speed equivalent to one nautical mile per hour
³bow - front part of a boat or ship
⁴stern - back part of a boat or ship

End of Passage

This question refers to Excerpt from *An Unsinkable Titanic* (adapted)

19. Which sentence best supports the idea that pride was a factor in the outcome of the *Titanic*?

- A. "The *Titanic*, fresh from the builder's hands, sailed from Southampton, England, on Wednesday, April 10, 1912." (paragraph 1)
 B. "The crew was reluctant to allow anything to interfere with the full-speed run of the powerful ship." (paragraph 4)
 C. "Although she was the latest product of the shipbuilder's art, she was about to brush elbows with another kind of giant." (paragraph 6)
 D. "For all we know, she may now be standing there, a sublime memorial to the fifteen hundred souls who perished in this unspeakable tragedy." (paragraph 9)

This question refers to Excerpt from *An Unsinkable Titanic* (adapted)

20. Which two sentences demonstrate the author's use of rhetoric to achieve the purpose of the passage?

- "The weather throughout the voyage was clear and the sea calm." (paragraph 2)
 "These wireless warnings prove that the captain of the *Titanic* knew there was ice to the north, to the south, and immediately ahead of the southerly steamship route on which he was steaming." (paragraph 3)
 "It was a death wound!" (paragraph 7)
 "If every lifeboat were loaded to its full capacity, there would only be space for just over 1,000, for a ship's company that numbered 2,223 in all." (paragraph 8)
 "The manner of the stricken ship's final plunge to the bottom may be readily gathered from the stories told by the survivors." (paragraph 9)

This question refers to Excerpt from An Unsinkable Titanic (adapted)

21. This question has two parts. First, answer Part A. Then, answer Part B.

Part A
How is the central idea of paragraphs 4-5 developed?

- by proving that the ship had the capacity to increase its speed over a short amount of time
- by providing details to show the flexibility of the ship in turning
- by explaining the crew's choice to maximize the ship's speed, disregarding important information
- by describing the distance the ship could travel in a short amount of time

Part B

Which of the following sentences from paragraphs 4-5 best supports the answer to Part A?

- "After leaving Queenstown, the speed of the *Titanic* had been gradually increased." (paragraph 4)
- "... in spite of successive warnings that a large icefield with bergs of great size was drifting right across the course of the *Titanic*, fire was put under additional boilers and the speed of the ship increased." (paragraph 4)
- "A ship like this, more than a thousand feet in length, makes a wide sweep in turning, even with the helm hard over." (paragraph 5)
- "At 21 knots the *Titanic* covered over a third of a mile in a minute's time." (paragraph 5)

This question refers to Excerpt from An Unsinkable Titanic (adapted)

22. How do paragraphs 6-7 help the author to develop the conflict between man and nature as part of the tragedy of the *Titanic*?

- A. by describing the effect of the damage of the iceberg to the plating of the ship
- B. by presenting the sequence of events after the ship struck the iceberg
- C. by using figurative language to describe nature's overwhelming power
- D. by providing details of the dark night when the accident occurred

This question refers to Excerpt from An Unsinkable Titanic (adapted)

23. Read the excerpts below, taken from the depositions of two of the *Titanic*'s passengers during the Limitation of Liability hearings in the aftermath of the *Titanic*'s sinking. The passengers discuss the interactions of Bruce Ismay, founder of the company that built the *Titanic*. Ismay was on the ship during its voyage.

From "Deposition of Emily Borie Ryerson:"

(Mr. Ismay) produced from his pocket a telegram blank on which some words were written in type-writing, and he said that we were in among icebergs-- he said as he handed the telegram to me... he said, "We are not going very fast... but we are going to start up some extra boilers this evening... I didn't know what it meant except going faster."

"Deposition of Emily Ryerson and Grace Brown," National Archives Catalog, Web, June 1913.

From "Deposition of Mrs. Elizabeth L. Lines:"

Q. Are you able to state from your recollection the words you heard spoken between Mr. Ismay and Captain Smith on that occasion?

A. We had a very good run... and I heard Mr. Ismay... give the length of the run, and I heard him say, "Well, we did better today than we did yesterday... We will make a better run tomorrow. Things are working smoothly. The machinery is bearing the test. The boilers are working well." They went on discussing it, and then I heard him make the statement: "We will beat the Olympic and get in to New York on Tuesday."

"Deposition of Mrs. Elizabeth L. Lines," National Archives Catalog, Web, October 1913.

Which paragraph from the passage demonstrates the same information included in both of the above statements?

- A. paragraph 2
- B. paragraph 3
- C. paragraph 4
- D. paragraph 5

This question refers to Excerpt from An Unsinkable Titanic (adapted)

24. How does the author develop the idea of negligence as a factor in the *Titanic*'s fate?

- A. by providing detailed examples of messages from various ships
- B. by comparing the crew members' assessments of weather conditions
- C. by explaining the effect of the engine's weight upon the ship
- D. by stating that the ship was on its first voyage from England

This question refers to Excerpt from An Unsinkable Titanic (adapted)

25. Select three phrases from paragraph 7 that contribute to the overall tone of the paragraph.

At 11:46 P.M. the sharp warning came from the lookout "Iceberg right ahead!" Instantly the engines were reversed and the helm was turned sharply to the right. If only the warning had been a few seconds earlier she might have cleared the iceberg. As it was, she struck an underwater piece of the iceberg, and ripped open 200 feet of her plating. It was a death wound. How deeply the iceberg cut into the fabric of the ship will never be known.

This question refers to Excerpt from An Unsinkable Titanic (adapted)

26. Which quotation best supports the inference that the tragedy of the Titanic was out of the crew's control?

- A. "The evidence shows that Captain Smith remarked to the officer on duty, 'if it is even slightly hazy, we shall have to go very slowly.'" (paragraph 3)
- B. "The fate of that ship and her precious freight of human life hung upon the mere chance of sighting an obstruction in time to avoid collision by a quick turn of the helm." (paragraph 5)
- C. "A ship like this, more than a thousand feet in length, makes a wide sweep in turning, even with the helm hard over." (paragraph 5)
- D. "Although she was the latest product of the shipbuilders' art, she was about to brush elbows with another kind of giant." (paragraph 6)

This question refers to Excerpt from An Unsinkable Titanic (adapted)

27. Read the sentence from paragraph 9.

For all we know, she may now be standing there, a sublime memorial to the fifteen hundred souls who perished in this unspeakable tragedy.

What is the role of the phrase *sublime memorial* in the sentence?

- A. It describes the ship as renowned to demonstrate its superiority to other shipwrecks.
- B. It portrays the ship in mournful language to show respect and to honor its victims.
- C. It establishes the negligent actions of the crew to assign blame for the tragedy.
- D. It describes the ship's location as mysterious to create further interest in the event.

This question refers to Excerpt from An Unsinkable Titanic (adapted)

28. Read the sentences on the left. Identify whether each sentence does or does not strongly support the author's primary argument in the passage.

Sentences	Does Support	Does Not Support
The Titanic received four messages warning the crew of ice.	<input type="radio"/>	<input type="radio"/>
The lookouts were given specific instructions to look for ice.	<input type="radio"/>	<input type="radio"/>
Despite warnings of ice, the crew increased the speed of the ship.	<input type="radio"/>	<input type="radio"/>
The passengers were unsuspecting of the dangers they were about to experience.	<input type="radio"/>	<input type="radio"/>
There were enough lifeboats on the ship for 1,000 people.	<input type="radio"/>	<input type="radio"/>

Ocean Noise and Marine Life

Our oceans have always been noisy. Natural sounds such as storms and earthquakes create underwater sounds. Underwater sounds, however, have increased with the rise of activities such as shipping and commercial fishing. The article below discusses efforts to understand the sources of marine noises and how they potentially affect marine life.

Marine Noises

1 Not all sound is created equal. Sources of ocean noise vary in many ways, including how loud sounds are (intensity, measured in decibels) and how long sounds last (fractions of a second to never ending). Their pitches or tones (frequency, measured in hertz) can also vary.

2 Growing levels of ocean noise affect marine animals and habitats in complex ways. For one thing, sounds below the surface differ from noises heard above the waves. Underwater, noises travel farther. In one experiment, researchers placed a speaker near Antarctica, played some low-frequency or deep-pitched sounds, and picked up those sounds near Bermuda. This experiment clearly demonstrated that sound can literally travel halfway around the world! Underwater noise also ranges from short-term, loud bursts with potentially acute impacts, to long-term, lower level chronic degradation of the background noise environment.

Impacts of Marine Noises on Marine Animals

3 Researchers have begun to measure the biological costs to marine life as animals try to communicate over various ocean sounds. They are concerned about what happens over time to energy levels of dolphins, for example, when they must make increasingly louder whistles and clicks to be heard over constant background ocean noise. Researchers believe that over time, dolphins' repeated efforts to call louder can become significant for the animals' survival. Nursing females can also be adversely affected, as they struggle to eat enough to maintain their energy balance. Some marine animals react to the noise of nearby vessels by stepping their tails on the water. Sometimes they *breach*, or jump completely out of the water. These physical responses could add to the extra effort they already must use to be heard.

Experiments and Studies

4 The Office of Naval Research studied the threats of noise on Southern Resident Killer Whales. A ten-year report found that vessel traffic noise posed one of the three major risks to whales. Researchers noted that whales increased the volume of their calls in noisy surroundings. The report also noted that ship noise could interfere with *echolocation*, which is used to help the mammals hunt and locate food. The study suggests that consistently noisy surroundings could take a toll on mammals that rely on calls both for communicating and for foraging for food.

5 Researchers used trained captive dolphins at the University of California Santa Cruz to examine the amounts of energy the dolphins used to overcome the effects of marine noise. The dolphins were trained to whistle softly as they would in quiet conditions. Then, they whistled more loudly as they would in situations with greater background noises. Scientists used plastic hoods over the dolphins to measure the amount of oxygen used as they whistled softly and loudly. The study found that the dolphins consumed about 80 percent more oxygen when whistling at the highest vocal levels than they did while at rest. The study helped researchers to gain insights on the dangers of approaching boats to dolphins' energy levels.

6 Researchers at the Cordell Bank National Marine Sanctuary have used acoustic mooring devices to record sounds' effects on marine life. They deployed buoys with recording devices anchored at the bottom of the ocean. Researchers then collected recordings of various underwater sounds over long periods of time. They studied the types of noises, the volume of noise, and the effects of the noise. In the future, NOAA hopes to deploy buoys throughout the oceans and calibrate them so that the recorded sounds can be compared accurately from place to place.

7 Scientists at NOAA and Cornell University are taking steps to minimize the damage of ocean noise on marine mammals. These scientists have begun a mapping project. The first series of maps shows both where and when marine mammals are found in U.S. waters, their migration routes and their nursing grounds. The second set of maps shows the estimation of noise levels that the

https://maps.nmfs.gov/arcgis/proxy/arcgis/rest/services/NOAA_Scientists_Study_Marine_Mammals_and_Ocean_Noise/MapServer

2024

https://

Sources Consulted and Adapted:

- Mabein, Michael. "Dolphins Use Extra Energy to Communicate in Noisy Waters." Northwest Fisheries Center, NOAA Fisheries, Web, April 2015.
- Press, Rich. "Blinded by the Noise: Whales and Dolphins in a Noisy Ocean." NOAA Fisheries, Web, April 2017.
- "Acoustic Research in Cordell Bank." NOAA, Web, July 2017.
- "Soundcheck: Ocean Noise." NOAA, Web, Dec. 2016.

End of Passage

This question refers to **Ocean Noise and Marine Life**

29. How do paragraphs 1-3 help the author to develop the consequence of marine noise?

- A. by providing details on the effects of increased pitches of sound on marine animals
- B. by comparing underwater noise levels to noises above the oceans
- C. by describing the variations of noises with their potential effects on marine life
- D. by explaining the importance of experiments to measure the distance that sounds can travel

This question refers to **Ocean Noise and Marine Life**

30. How does the author develop the central idea of the passage?

- A. by detailing the effects of marine noise and the research undertaken to study and locate marine noise
- B. by providing various details of ways that increased commercial fishing and shipping can harm marine habitats
- C. by analyzing the distinctions between various aspects of ocean sounds, including the ways they are measured
- D. by describing various collaborative efforts and determining locations that threaten the survival of marine animals

This question refers to Ocean Noise and Marine Life

31. Read paragraph 6 below.

Researchers at the Cordell Bank National Marine Sanctuary have used acoustic mooring devices to record sounds' effects on marine life. They deployed buoys with recording devices anchored at the bottom of the ocean. Researchers then collected recordings of various underwater sounds over long periods of time. They studied the types of noises, the volume of noise, and the effects of the noise. In the future, NOAA hopes to deploy buoys throughout the oceans and calibrate them so that the recorded sounds can be compared accurately from place to place.

Choose a word or a phrase for each blank to correctly complete the sentences.

The meaning of calibrate, as used in this way, is [CHOICE 1].

The phrase in paragraph 6 that helps to determine the meaning of calibrate is [CHOICE 2].

Choice 1

- Investigate
- embed
- classify
- fine-tune

Choice 2

- "compared accurately from place to place"
- "collected recordings of various underwater sounds"
- "deployed buoys with recording devices"
- "have used acoustic mooring devices"

This question refers to Ocean Noise and Marine Life

32. How does the author connect dolphins' migration routes to marine noise?

- A. by contrasting the dolphins' energy levels in quiet habitats to energy levels in a noisy environment
- B. by sequencing the steps required to study the effects of increasing noises on killer whales
- C. by providing statistics to show the amount of oxygen dolphins use while whistling at high levels during migration
- D. by explaining how mapping can help to locate where and when noise is most threatening for marine mammals

This question refers to Ocean Noise and Marine Life

33. Which sentence uses the word acute as it is used in paragraph 2?

- A. The scientist made an acute observation about the puzzling experiment.
- B. Researchers find that environmental studies are an acute element in the health of marine life.
- C. The line's acute incline on the graph shows increasing damage to marine animals' hearing.
- D. The lack of unbiased research could result in acute problems in marine life.

This question refers to Ocean Noise and Marine Life

34. Which two choices explain the author's purpose in paragraph 3?

- to suggest an increased strain on marine animals as they react to a noisy habitat
- to explain a nursing dolphin's efforts to find food in noisy oceans
- to share the importance of research measuring the environmental costs of commercial fishing
- to demonstrate the wide range of harmful noises made by shipping vessels
- to introduce the idea of marine noise as a threat to the survival of marine species
- to emphasize the need for research on breaching as a response to noisy oceans

This question refers to Ocean Noise and Marine Life

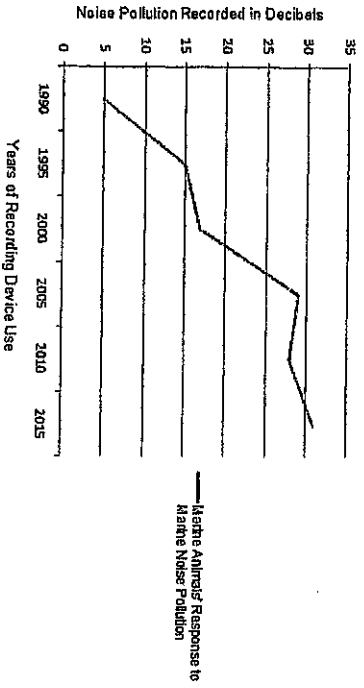
35. Read the claims in the chart below. Click in the box to indicate whether each explicit claim **Supports** or **Does Not Support** the argument the author is attempting to make.

Claims	Supports the Author's Argument	Does Not Support the Author's Argument
"They are concerned about what happens over time to energy levels of dolphins, for example, when they must make increasingly louder whistles and clicks to be heard over constant background ocean noise." (Paragraph 3)	<input type="radio"/>	<input type="radio"/>
"The report also noted that ship noise could interfere with echolocation, which is used to help the mammals hunt and locate food." (Paragraph 4)	<input type="radio"/>	<input type="radio"/>
"Scientists used plastic hoods over the dolphins to measure the amount of oxygen used as they whistled softly and loudly." (Paragraph 5)	<input type="radio"/>	<input type="radio"/>
"The study found that the dolphins consumed about 80 percent more oxygen when whistling at the highest vocal levels than they did while at rest." (Paragraph 5)	<input type="radio"/>	<input type="radio"/>
"In the future, NOAA hopes to deploy buoys throughout the oceans and calibrate them so that the recorded sounds can be compared accurately from place to place." (Paragraph 6)	<input type="radio"/>	<input type="radio"/>

This question refers to Ocean Noise and Marine Life

36. Look at the line graph below.

Marine Animals' Response to Marine Noise Pollution



Choose a phrase for each blank to correctly complete the sentence below.

The graph emphasizes [CHOICE 1], while the information in the passage Ocean Noise and Marine Life emphasizes [CHOICE 2].

Choice 1

- the most dangerous range of sounds for marine life caused by increased commercial fishing
- the use of technology to study marine animals' reactions to ocean noise over time
- the value of underwater data to predict the dangers that commercial shipping poses to marine life

Choice 2

- the work of various researchers to assess the impacts of increased ocean noises on marine animals
- the reasons why scientists perform a variety of studies before drawing conclusions about effects of ocean noises
- the aspects of sound that present the highest levels of risk for marine life due to increased ocean traffic

Prompt

As you read the passage below, consider how Dana Gioia uses

- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

Adapted from Dana Gioia, "Why Literature Matters" ©2005 by The New York Times Company. Originally published April 10, 2005.

[A] strange thing has happened in the American arts during the past quarter century. While income rose to unforeseen levels, college attendance ballooned, and access to information increased enormously, the interest young Americans showed in the arts—and especially literature—actually diminished.

According to the 2002 Survey of Public Participation in the Arts, a population study designed and commissioned by the National Endowment for the Arts (and executed by the US Bureau of the Census), arts participation by Americans has declined for eight of the nine major forms that are measured....The declines have been most severe among younger adults (ages 18–24). The most worrisome finding in the 2002 study, however, is the declining percentage of Americans, especially young adults, reading literature.

That individuals at a time of crucial intellectual and emotional development bypass the joys and challenges of literature is a troubling trend. If it were true that they substituted histories, biographies, or political works for literature, one might not worry. But book reading of any kind is falling as well.

That such a longstanding and fundamental cultural activity should slip so swiftly, especially among young adults, signifies deep transformations in contemporary life. To call attention to the trend, the Arts Endowment issued the reading portion of the Survey as a separate report, "Reading at Risk: A Survey of Literary Reading in America."

The decline in reading has consequences that go beyond literature. The significance of reading has become a persistent theme in the business world. The February issue of *Wired* magazine, for example, sketches a new set of mental skills and habits proper to the 21st century, aptitudes decidedly literary in character: not "linear, logical, analytical talents," author Daniel Pink states, but "the ability to create artistic and emotional beauty, to detect patterns and opportunities, to craft a satisfying narrative." When asked what kind of talents they like to see in management positions, business leaders consistently set imagination, creativity, and higher-order thinking at the top.

Ironically, the value of reading and the intellectual faculties that it inculcates appear most clearly as active and engaged literacy declines. There is now a growing awareness of the consequences of

nonreading to the workplace. In 2001 the National Association of Manufacturers polled its members on skill deficiencies among employees. Among hourly workers, poor reading skills ranked second, and 38 percent of employers complained that local schools inadequately taught reading comprehension.

The decline of reading is also taking its toll in the civic sphere....A 2003 study of 15- to 26-year-olds' civic knowledge by the National Conference of State Legislatures concluded, "Young people do not understand the ideals of citizenship... and their appreciation and support of American democracy is limited."

It is probably no surprise that declining rates of literary reading coincide with declining levels of historical and political awareness among young people. One of the surprising findings of "Reading at Risk" was that literary readers are markedly more civically engaged than nonreaders, scoring two to four times more likely to perform charity work, visit a museum, or attend a sporting event. One reason for their higher social and cultural interactions may lie in the kind of civic and historical knowledge that comes with literary reading....

The evidence of literature's importance to civic, personal, and economic health is too strong to ignore. The decline of literary reading foreshadows serious long-term social and economic problems, and it is time to bring literature and the other arts into discussions of public policy. Libraries, schools, and public agencies do noble work, but addressing the reading issue will require the leadership of politicians and the business community as well....

Reading is not a timeless, universal capability. Advanced literacy is a specific intellectual skill and social habit that depends on a great many educational, cultural, and economic factors. As more Americans lose this capability, our nation becomes less informed, active, and independent-minded. These are not the qualities that a free, innovative, or productive society can afford to lose.

Write an essay in which you explain how Dana Gioia builds an argument to persuade his audience that the decline of reading in America will have a negative effect on society. In your essay, analyze how Gioia uses one or more of the features in the directions that precede the passage (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Gioia's claims, but rather explain how Gioia builds an argument to persuade his audience.

Prompt

As you read the passage below, consider how Paul Bogard uses

- evidence, such as facts or examples, to support claims.
- reasoning to develop ideas and to connect claims and evidence.
- stylistic or persuasive elements, such as word choice or appeals to emotion, to add power to the ideas expressed.

Adapted from Paul Bogard, "Let There Be Dark." ©2012 by Los Angeles Times. Originally published December 21, 2012.

At my family's cabin on a Minnesota lake, I knew woods so dark that my hands disappeared before my eyes. I knew night skies in which meteors left smoky trails across sugary spreads of stars. But now, when 8 of 10 children born in the United States will never know a sky dark enough for the Milky Way, I worry we are rapidly losing night's natural darkness before realizing its worth. This winter solstice, as we cheer the days' gradual movement back toward light, let us also remember the irreplaceable value of darkness.

All life evolved to the steady rhythm of bright days and dark nights. Today, though, when we feel the closeness of nightfall, we reach quickly for a light switch. And too little darkness, meaning too much artificial light at night, spells trouble for all.

Already the World Health Organization classifies working the night shift as a probable human carcinogen, and the American Medical Association has voiced its unanimous support for "light pollution reduction efforts and glare reduction efforts at both the national and state levels." Our bodies need darkness to produce the hormone melatonin, which keeps certain cancers from developing, and our bodies need darkness for sleep. Sleep disorders have been linked to diabetes, obesity, cardiovascular disease and depression, and recent research suggests one main cause of "short sleep" is "long light." Whether we work at night or simply take our tablets, notebooks and smartphones to bed, there isn't a place for this much artificial light in our lives.

The rest of the world depends on darkness as well, including nocturnal and crepuscular species of birds, insects, mammals, fish and reptiles. Some examples are well known—the 400 species of birds that migrate at night in North America, the sea turtles that come ashore to lay their eggs—and some are not, such as the bats that save American farmers billions in pest control and the moths that pollinate 80% of the world's flora. Ecological light pollution is like the bulldozer of the night, wrecking habitat and disrupting ecosystems several billion years in the making. Simply put, without darkness, Earth's ecology would collapse....

In today's crowded, louder, more fast-paced world, night's darkness can provide solitude, quiet and stillness, qualities increasingly in short supply. Every religious tradition has considered darkness invaluable for a soulful life, and the chance to witness the universe has inspired artists, philosophers and everyday stargazers since time began. In a world awash with electric light...how would Van Gogh have given the world his "Starry Night"? Who knows what this vision of the night sky might inspire in each of us, in our children or grandchildren?

Yet all over the world, our nights are growing brighter. In the United States and Western Europe, the amount of light in the sky increases an average of about 6% every year. Computer images of the United States at night, based on NASA photographs, show that what was a very dark country as recently as the 1950s is now nearly covered with a blanket of light. Much of this light is wasted energy, which means wasted dollars. Those of us over 35 are perhaps among the last generation to have known truly dark nights. Even the northern lake where I was lucky to spend my summers has seen its darkness diminish.

It doesn't have to be this way. Light pollution is readily within our ability to solve, using new lighting technologies and shielding existing lights. Already, many cities and towns across North America and Europe are changing to LED streetlights, which offer dramatic possibilities for controlling wasted light. Other communities are finding success with simply turning off portions of their public lighting after midnight. Even Paris, the famed "city of light," which already turns off its monument lighting after 1 a.m., will this summer start to require its shops, offices and public buildings to turn off lights after 2 a.m. Though primarily designed to save energy, such reductions in light will also go far in addressing light pollution. But we will never truly address the problem of light pollution until we become aware of the irreplaceable value and beauty of the darkness we are losing.

Write an essay in which you explain how Paul Bogard builds an argument to persuade his audience that natural darkness should be preserved. In your essay, analyze how Bogard uses one or more of the features in the directions that precede the passage (or features of your own choice) to strengthen the logic and persuasiveness of his argument. Be sure that your analysis focuses on the most relevant features of the passage.

Your essay should not explain whether you agree with Bogard's claims, but rather explain how Bogard builds an argument to persuade his audience.

Name: _____



CHECKLIST: EVALUATING SOURCES

Is this source reliable?

Use the checklist below to determine whether a source is likely to provide credible, trustworthy information.

Authority

- Is the name of the author, group, or editor responsible for creating the work clearly displayed?
- Can you find or link to the author's credentials (e.g., job title, place of work, education and areas of expertise, past experience, list of other publications, etc.) to ensure that the author is not an anonymous entity and that the author is accountable for the material produced?
- Is there evidence that the source went through a review process (e.g., peer review, editorial review, approval by an advisory board, or some other means of quality control)?
- Can you find the name of the publisher or sponsoring organization?
- Is the publisher or organization reputable?¹
- Does the work appear to be carefully prepared (e.g., well-written or designed, mostly free of errors, easily navigated and functional)?

Purpose

- Can you find a mission statement or an explanation for why this work was published?
- Does the source seem free of attempts to advertise or to sell a product?
- Does the source aim to serve an educational purpose that presents information and interpretations objectively?
 - Does the work avoid offering an opinion or attempts to persuade?
 - Does the work avoid attempts to be funny or satirical?
 - Does the work avoid attempts to entertain?

Accuracy and Verifiability

- Does the work document the sources of the information it presents (e.g., through a bibliography, footnotes, or links to other works and through the inclusion of quotations and summaries of sources in the prose or graphical interface)?
- Is the author's or publisher's contact information clearly listed?
- Does the source appear to be well-researched and factual, and can you follow the trail of information provided should you choose to do so?

¹ A reputable publisher or organization has a long-standing reputation in the academic community for producing scholarly work. You can conclude that a publisher or organization is reputable if it has a policy that includes rigorous evaluation of submissions, if its other publications are often cited by others, or if the company has won notable awards.

Currency and Relevance

- Does the source provide a date of publication?
- Does the date of publication suggest the information is sufficiently current for the topic presented?
- Are there any indications that the source has been influential (e.g., republished, shared, reviewed, or discussed by others)?

Total Checks: _____
18

*13–18 Checks: This source is **most likely reliable**.*
*<13 Checks: This source is **most likely not reliable**.*



Although you will need to use common sense to determine whether a source is reliable, this checklist is a great tool to help you analyze the sources you find!

NAME: _____



SENTENCE STARTERS AND VOCABULARY

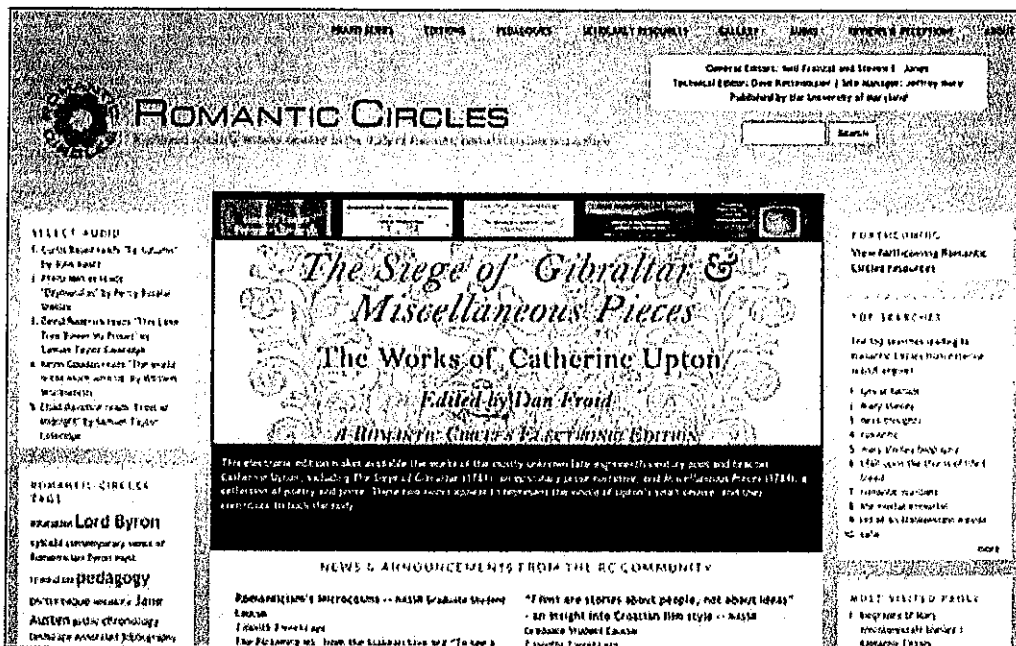
Directions: To answer the second question on each of the three source sheets, you may use the sentence starters below to help you frame your response. In addition, each of your answers **must include at least three** of the vocabulary words from the box below.

Sentence Starters					
<i>I (would/would not) use this as a source for a research paper in our class because. . .</i>					
<i>Additionally, . . .</i>					
<i>The source is missing _____, so this means. . .</i>					
<i>The source has _____, so this means. . .</i>					
<i>Finally, . . .</i>					
Vocabulary Box					
Adjectives			Nouns		
accountable	current	subjective	accountability	bias	currency
accurate	emotional	unreliable	accuracy	citation	purpose
biased	objective	verified	advertisement	credential(s)	verifiability
credible	reliable		authority	credibility	

WORKSHEET

Source #1

Directions: To analyze the first source, either visit www.rc.umd.edu/ on your computer or examine the screen captures of the Web site below while filling out the checklist according to what you observe. Once you finish going through the checklist, answer the two questions at the bottom of the worksheet.



Works Cited

Bate, Jonathan. *John Clare: A Biography*. Farrar, Straus and Giroux, 2003.

Edenridge, Samuel Taylor. *Biography of Thomas Carlyle*. Oxford UP, 1972.

Edwards, Jonathan A. *Jonathan Edwards Reader*. Ed. John E. Smith, Harry S. Stout, and Kenneth P. Murphree. Yale, 1995.

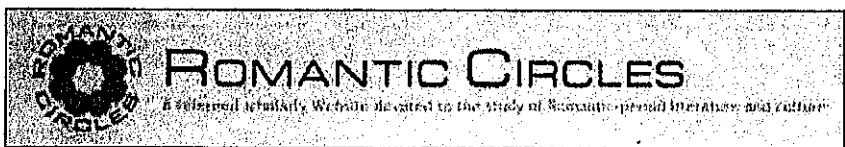
Emerson, Ralph Waldo. *Thomas The Minerva Group, Inc.*, 2004.

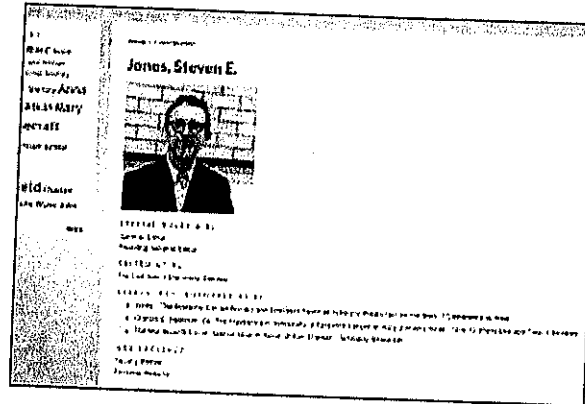
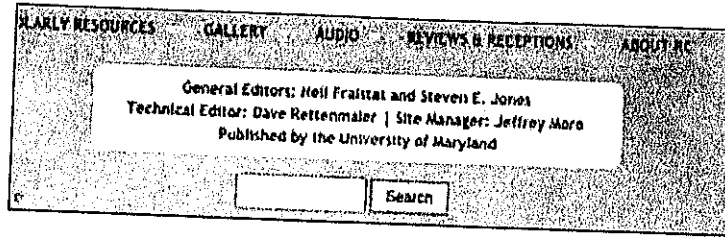
Novels. *Writings by Novels*. *Writings by Novels*. Ed. Paul K. Mahoney and Richard Samuel. 2nd. Ed. 4 vols. Stuttgart, Kohlhammer, 1966-1975.

Thoreau, Henry David. *The Writings of Henry David Thoreau*. *Journal*, volume 3. 1848-1851. Ed.

Robert Sattelmeyer, Mark R. Patterson, and William Rouse. 1991.

Wittke, A. N. *Science and the Modern World*. New York, 1925.





1. How many checks does this source deserve? _____ Is it reliable? (Y/N)
2. Would you use this as a source for a research paper in our class? Explain why or why not below. Be sure to give specific examples. Use the checklist if you need help.

WORKSHEET ANSWER KEY

Source #1: www.rc.umd.edu/

Works Cited

Barrett, Anne. *John Keats: A Biography*. Farrar, Straus and Giroux, 2003.

Coleridge, Samuel Taylor. *Biographical Eminent*. London: Oxford UP, 1973.

Edwards, Jonathan A. and Jonathan Edwards Reaser. Ed. John L. Smith, Harry S. Stout, and Kenneth W. Surin. *John A. Edwards*. Yale, 1992.

Emerson, Ralph Waldo. *Thoreau*. The Minerva Group, Inc., 2004.

Frederick, Walter. *Works by Thomas Schelling*. Ed. Paul Kluckhohn and Richard Sartorius. 2nd Ed. 4 vols. Stuttgart: Kistnerverlag, 1960-1975.

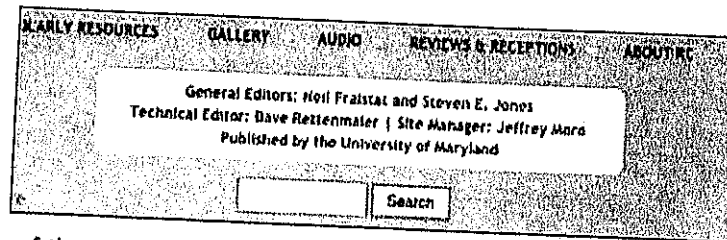
Thoreau, Henry David. *The Writings of Henry David Thoreau: Journals*. Volume 3. 1848-1851. Ed.

Robert Sattelmeyer, Mark R. Patterson, and William Ross. 1991.

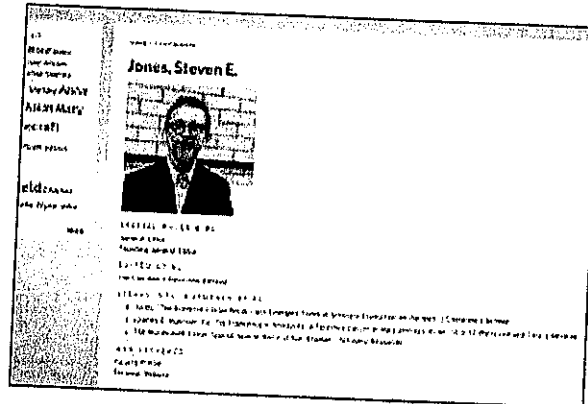
Wright, A. N. *Science and the Modern World*. New York, 1925.

1. Most of the articles published on *Romantic Circles* contain a works-cited list at the bottom of the work.

2. Directly under the title, readers can find the general mission of the site: it is a "refereed scholarly Website devoted to the study of Romantic period literature and culture."



3. The names of the editors and publishing organization are clearly listed. The University of Maryland is a reputable organization. Each name contains a hyperlink to biographical information.

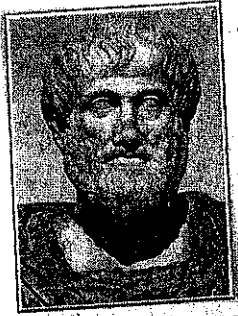


4. Here is an example of the biographical and contact information provided for each editor and most contributing authors.

1. How many checks does this source deserve? 16 Is it reliable? Y
2. Would you use this as a source for a research paper in our class? Explain why or why not below. Be sure to give specific examples. Use the checklist if you need help.

Yes, I would use this as a source for a research paper in our class because (it has many works-
cited pages/it is a refereed scholarly Web site/it is edited by multiple scholars from the field of
Romanticism/it is published by the University of Maryland, a reputable organization/the authors'
and editors' biographical and contact information are easily accessible/there are no
advertisements/the purpose of the site is educational/etc.)

INTRODUCTION TO ETHOS, PATHOS & LOGOS



ARISTOTLE was a Greek philosopher who lived in the 4th century BCE. He was an influential thinker and wrote on many subjects – from logic and ethics, to biology and metaphysics.

One area, in which Aristotle was particularly interested, was *rhetoric*. That is, the art of persuasive speaking or writing. He even wrote a whole book entitled 'On Rhetoric' in which he explains his theories of persuasive language and speech. Most significantly, in this work he expounds on the concepts of **ethos**, **logos** and **pathos**, as tools for persuasive language. A lot can be learned about the art of persuasion from these three concepts, and once understood, they can be easily applied to our own persuasive speaking and writing.

ETHOS

Ethos is a Greek word meaning 'character'. In terms of persuasive language, it is **an appeal to authority and credibility**. *Ethos* is a means of convincing an audience of the reliable character or credibility of the speaker/writer, or the credibility of the argument.

It is an important tool of persuasion because if you can get your audience to see you (or your argument) as credible and trustworthy, it will be much easier to persuade them.

As a doctor, I can say that this product will certainly improve your health.



PATHOS

Pathos is a Greek word meaning 'suffering' or 'experience', and it is used in persuasive speech as **an appeal to the emotions** of the audience. *Pathos* is the way of creating a persuasive argument by evoking an emotional response in the audience/reader.

You can use *pathos* when trying to persuade, by appealing to an audience's hopes and dreams, playing on their fears or worries, or appealing to their particular beliefs or ideals.

If you don't buy this life insurance, you are letting your family down.



LOGOS

Logos is a Greek word meaning 'a word' or 'reason'. In rhetoric, it is **an appeal to logic and reason**. It is used to persuade an audience by logical thought, fact and rationality.

Logos can be a useful tool of persuasion because if you can 'prove' an argument through logical and sound reasoning, your audience is more likely to be persuaded.

It's a fact that smoking causes cancer. Therefore, if you don't want cancer, you should not smoke.



If you can include a combination of these three elements in your persuasive speaking and writing, you will appeal to your audience's emotions, sense of reasoning and belief in you, and therefore your writing will be more convincing. Try to subtly weave ethos, pathos and logos into your persuasive writing and speaking.

LET'S FOCUS ON ETHOS

Ethos is an appeal to ethics; it is a means of convincing the audience of the character or credibility of the persuader.

How can you incorporate ethos?

- You can openly remind your audience who you are and why you are an authority on the subject. (*As the leading researcher, I agree...*).
- You can establish authority more subtly through the use of jargon or specialized terms (*My quantitative research in linguistic anthropology has shown...*).
- You can establish credibility by just using correct grammar and language, using solid reasoning and good arguments and therefore sounding credible and trustworthy.

EXAMPLES:

- » I have been married for 58 years and I can tell you that he will not be a good husband to you.
- » Having written ten successful novels myself, I can tell you that this book is worth buying.
- » My friend, who has a PhD in nutritional science, says that we should eat fewer carbohydrates.

Why use ethos? If your audience believe you to be a qualified, authoritative figure, or an expert in a subject, they are more likely to be persuaded by your argument.

TASK ONE: For each of the following, identify whether or not ETHOS is used, and explain your reasoning.

		Ethos?	Explain
	"You should definitely get help with your debt, & I say that as somebody with over 30 years experience of debt counseling."	Yes	The speaker is has referred to their extensive experience in this area, in order to give credit to their opinion. Somebody with over 30 years experience would surely know what he or she is talking about.
1	"As your father, I love you and only want the best for you. Therefore when I ask you not to go, please listen to me."		
2	"We really should try that recipe. Someone told me that it was good."		
3	"The research – conducted by professors at Harvard University – suggests that you should learn a second language."		
4	"Dentists all over the world are telling their patients the same things. You must floss regularly."		
5	"I read somewhere that bicarbonate of soda is really useful for cleaning. You should try it."		

TASK TWO: For each of the following scenarios, write your own persuasive sentences using ethos:

1. You are trying to persuade your mother to let you get a tattoo.

2. You are attempting to convince an audience that animal testing is morally wrong.

3. You are trying to persuade your teacher not to give you homework.

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1	"As your father, I love you and only want the best for you. Therefore when I ask you not to go, please listen to me."	Yes	The speaker is establishing credibility as a father, and stating that their unconditional love is a reason for their trustworthiness, and to give credit to the soundness of their advice.
2	"We really should try that recipe. Someone told me that it was good."	No	There is no real credibility established here. The fact that 'somebody' said it was good, does not make the advice trustworthy. We do not know if that person is an authority on the subject, or if we should believe their opinion.
3	"The research – conducted by professors at Harvard University – suggests that you should learn a second language."	Yes	Harvard is a top University. Therefore, it is believed that the research they do there is trustworthy and reliable. By backing up an opinion with this type of research, the speaker immediately strengthens their argument and makes it more convincing.
4	"Dentists all over the world are telling their patients the same things. You must floss regularly."	Yes	Dentists are specialists when it comes to teeth care. Therefore, saying that dentist recommend flossing, gives credit to the argument. Plus by saying that <i>many</i> dentists do, it makes the advice even more credible.
5	"I read somewhere that bicarbonate of soda is really useful for cleaning. You should try it."	No	This is not very convincing. Where was this advice read? We don't know if it was from a reliable source at all. No credibility is established.

TASK TWO: For each of the following scenarios, write your own persuasive sentences using ethos:

1. You are trying to persuade your mother to let you get a tattoo.

EXAMPLE ANSWER (marking is subjective): I read in "Psychology Today" that teenagers need an outlet for their rebellion, and that getting a tattoo is a safe and common option.

2. You are attempting to convince an audience that animal testing is morally wrong.

EXAMPLE ANSWER (marking is subjective): Research from MIT states that 89% of people are against the idea of animal testing, so why is it still even legal?

3. You are trying to persuade your teacher not to give you homework:

EXAMPLE ANSWER (marking is subjective): We really respect you as a teacher, and by not giving us homework, you will be allowing us the free time which research from Oxford University has shown is vital for teenagers.

LET'S FOCUS ON PATHOS

Pathos is an appeal to emotion; it is a means of convincing the audience by creating an emotional response.

How can you incorporate pathos?

- You can use **descriptive language and imagery**, which evokes emotions. (*'This life-saving dishwasher will enhance your life and lighten your load.'*)
- You can **identify values / emotions** which relate particularly to your audience, and play on them. (*'I know you care for your family, so...'*)
- You can use **personal stories** to appeal to the sympathies and emotions of your audience. (*'When I lost my job, I knew how important it was to...'*)

EXAMPLES:

- » If you don't go on this holiday you will regret it. You don't want to live with regrets, do you?
- » You love your dog; so buy this dog food, as it will help him to get all his nutrients.
- » You have been poorly treated. You have been taken advantage of. Now is the time to take action.

Why use pathos? If your audience is emotionally invested and engaged with your cause or argument, they are more likely to be persuaded.

TASK ONE: For each of the following, explain how pathos is used (you must identify the emotional appeal).

		Explain
	"Don't be the last person to get one. You don't want to be the laughing stock of your school!"	Here the speaker is appealing to the audience's sense of pride by pointing out that they will be laughed at if they don't get the product. This would make the listener/reader feel compelled to get it, in order to maintain their dignity and not hurt their pride.
1	"If you don't purchase this life insurance, and something happens to you, how will your family survive?"	
2	"We have been mistreated, abused and oppressed. They have benefited from our suffering and we must act now!"	
3	"We live in a great democracy. So donate now and support the troops who are protecting our freedom."	
4	"Just eat and don't complain. Children in Africa are starving and would give anything to have that plate of food."	
5	"Caring for the environment may not change your life, but it will change the lives of your children."	

TASK TWO: For each of the following scenarios, write your own persuasive sentences using pathos:

1. You are trying to persuade members of your class to volunteer to tutor underprivileged children.

2. You are attempting to convince a friend to join your sports team.

3. You are trying to persuade an audience that they should buy a particular brand of cereal.

ANSWER KEY

LET'S FOCUS ON PATHOS

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1	"If you don't purchase this life insurance, and something happens to you, how will your family survive?"	The speaker playing on the fear of the listener/reader, and their love for their family, in order to persuade them to buy life insurance. The intention is that the listener/reader will feel frightened at the thought of putting their family at risk (because of their love for them) & will be persuaded.
2	"We have been mistreated, abused and oppressed. They have benefited from our suffering and we must act now!"	Here the speaker is appealing trying to incite the anger of their audience in an attempt to persuade them to act. The speaker is using emotive words ('mistreated', 'abused', 'oppressed') to rally their audience's anger, and thus their desire to do something about it.
3	"We live in a great democracy. So donate now and support the troops who are protecting our freedom."	Words like 'democracy' and 'freedom' are highly emotive, and they create a sense of patriotism and pride in one's country. Therefore, the speaker is appealing to these senses in an attempt to persuade the listener/reader to donate money.
4	"Just eat and don't complain. Children in Africa are starving and would give anything to have that plate of food."	Saying that there are starving children would likely make the listener/reader feel a sense of guilt, and therefore they will be persuaded to eat their food without complaining.
5	"Caring for the environment may not change your life, but it will change the lives of your children."	The speaker is trying to persuade the reader/listener to care about the environment, and they do this by evoking the listener/reader's love for their children and their sense of responsibility. It is intended to make them feel that if they want to do what's right by their children, they should care for the environment.

TASK TWO: For each of the following scenarios, write your own persuasive sentences using pathos:

1. You are trying to persuade members of your class to volunteer to tutor underprivileged children.

EXAMPLE ANSWER (marking is subjective): You are privileged to have a good education. Not everyone is as lucky, therefore give back by tutoring those who are less fortunate.

2. You are attempting to convince a friend to join your sports team.

EXAMPLE ANSWER (marking is subjective): When I joined the track team I felt less lonely, I felt a sense of community and accomplishment and I became fitter; you really should join!

3. You are trying to persuade an audience that they should buy a particular brand of cereal.

EXAMPLE ANSWER (marking is subjective): This cereal is organic and the wheat is fairly traded; if you buy it you will be caring for the environment and caring about people's livelihoods.

LET'S FOCUS ON LOGOS

Logos is an appeal to logic; it is a means of convincing the audience through rational thought and reason.

How can you incorporate logos?

- You can use research and statistics to back-up your arguments. ('87% of students benefit from textbooks, so...')
- You can use logical processes to explain your point – 'if this... then that...' ('If you don't want gum disease, then you should brush regularly.')
- You must give convincing, solid evidence and reasons to support your claims. ('I need a car: it would make me more independent; save me money; improve my life.')

EXAMPLES:

- » I've not eaten meat for 8 years, and I'm fit and healthy; you can't argue that vegetarianism is always unhealthy.
- » We have conducted the experiment 57 times and we get the same results every single time.
- » That is not my wallet. My wallet has a tear in it. This wallet has no tear in it. Therefore, it cannot be mine.

Why use logos? If you can present a logical, rational argument to your audience, which engages their intellect and sense of reason, they are more likely to be persuaded.

TASK ONE: For each of the following, explain whether or not you think that logos is being used effectively.

		Effective?		Explain
		Yes	No	
	"I need new jeans. Everyone in my class has new jeans."		✓	This isn't an effective use of logos as the reasoning is not logical and convincing. Firstly, it's highly unlikely that <i>everyone</i> has new jeans (hyperbole). Secondly, just because other people have new jeans, it doesn't logically follow that the speaker <i>needs</i> them.
1	"All men and women will die. You are a man. Therefore, you will die one day."			
2	"Everyone has children. Therefore, everyone needs to think about the schooling of his or her children."			
3	"You don't need to jump in front of a train to know it's a bad idea; so why do you need to try drugs to know if they're damaging?"			
4	"Cigarette smoke contains over 4,800 chemicals, 69 of which are known to cause cancer. So why start smoking?"			
5	"Every morning the rooster crows, then the sun rises. Therefore the rooster causes the sun to rise."			

TASK TWO: For each of the following scenarios, write your own persuasive sentences using logos:

1. You are trying to persuade your brother to stop eating chocolate.

2. You are attempting to convince your class that they shouldn't drink and drive.

3. You are trying to persuade an audience that they should exercise more often.

ANSWER KEY

LET'S FOCUS ON LOGOS

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1	"All men and women will die. You are a man. Therefore, you will die one day."	✓		The speaker has made true, accurate statements, which logically follow each other. It is a highly convincing argument and would be very difficult to argue against.
2	"Everyone has children. Therefore, everyone needs to think about the schooling of his or her children."		✓	This is not a successful use of logos because the initial premise is untrue – not <u>everyone</u> has children. Therefore, it makes the rest of the argument illogical and not rational.
3	"You don't need to jump in front of a train to know it's a bad idea; so why do you need to try drugs to know if they're damaging?"	✓		The logic is sound and convincing. If you think rationally, your common sense will tell you if something is a bad idea, therefore why do you need to try it to find out? The first statement is true and convincing, therefore it holds that the second one is too.
4	"Cigarette smoke contains over 4,800 chemicals, 69 of which are known to cause cancer. So why start smoking?"	✓		The use of fact and statistics here makes this an effective use of logos. The evidence is logical and convincing and gives weight to the speaker's argument.
5	"Every morning the rooster crows, then the sun rises. Therefore the rooster causes the sun to rise."		✓	This is faulty logic. Just because one thing happens before another, does not mean that it is the cause. Common sense tells us that this is not the case, and therefore the argument is not logical or trustworthy.

TASK TWO: For each of the following scenarios, write your own persuasive sentences using logos:

1. You are trying to persuade your brother to stop eating chocolate.

EXAMPLE ANSWER (marking is subjective): Statistics suggest that teenagers who eat above average amounts of chocolate are more likely to have attention problems in class, which results in lower grades. You don't want lower grades, do you?

2. You are attempting to convince your class that they shouldn't drink and drive.

EXAMPLE ANSWER (marking is subjective): It has been proven that alcohol increases your reaction time and reduces your visual awareness, therefore when driving you are much more likely to have an accident. So don't drink and drive.

3. You are trying to persuade an audience that they should exercise more often.

EXAMPLE ANSWER (marking is subjective): The benefits of exercise are astounding; it will strengthen your bones and muscles; it will improve your mood and mental abilities; it will control your weight gain; it can lower your risk of heart disease.

USING ETHOS, PATHOS & LOGOS

For each of the following situations, write your own persuasive sentence(s) using *ethos*, *pathos* or *logos*. You may even use more than one technique per sentence, but you must use all of them at least once at some point in the exercise. You must also identify which one(s) you have tried to implement. The first one has been done for you as an example.

Example. You are trying to sell a particular brand of toothpaste, called 'ShinyWhite'.

3 out of 4 people surveyed said that they prefer our brand to any other. If you care about your teeth, make the wise choice and buy ShinyWhite before it's too late.

Technique(s) used: Pathos and Logos

1. The principal has cancelled the prom. You are trying to persuade him/her to reconsider his/her decision.

Technique(s) used: _____

2. You are attempting to convince your parents to buy you a pet rabbit.

Technique(s) used: _____

3. You are trying to persuade your aunt to set up a Facebook account.

Technique(s) used: _____

4. Your sister is on a strict diet, but you are trying to persuade her to try one of your freshly baked cookies.

Technique(s) used: _____

5. It is a rainy day; you are trying to persuade your friend to go for a run with you.

Technique(s) used: _____

6. Your mother wants you to go grocery shopping with her and you are trying to persuade her that it's not a good idea.

Technique(s) used: _____

7. Your teacher wants you to handwrite your essay but you want to type it; try to persuade him/her to let you type it.

Technique(s) used: _____

8. You are trying to convince your classmates to each donate \$5 to a charity which rescues abandoned animals.

Technique(s) used: _____

The Devastating Consequences of Distracted Driving

»» by Zoe Franklin »»

A few seconds can change a life forever. It was April 18, 2010, when Aaron Brookens, then age 19, was driving home after spending the weekend with his girlfriend, Kelly. As he sped down Interstate 90 at 75 mph, he decided to send her a quick text. When he looked up from his phone, he saw a towering wall of white zooming toward him as his truck slammed into the rear of a slow-moving semi. His vehicle slid almost entirely underneath the semi and it took first responders nearly an hour to free Aaron from the wreckage. He was airlifted to a local hospital with two broken femurs, a fractured knee and ankle, cuts to his internal organs, and nerve damage to both of his legs. He was told he may never walk again.

According to a new survey released by the National Highway Traffic Safety Administration, approximately

387,000 people were injured in motor vehicle crashes involving a distracted driver. In recent years, many states have banned texting and limited the use of cell phones while driving. However, as our nation's laws are getting tougher on one of the most common sources of driver distraction, distracted driving continues to cause fatalities and permanent injuries.

U.S. Transportation Secretary Ray LaHood (2009–2013) captures the essence of this seeming paradox when he says, "You see it every day: Drivers swerving in their lanes, stopping at green lights, running red ones, or narrowly missing a pedestrian because they have their eyes and minds on their phones instead of the road. Yet, people continue to assume that they can drive and text or talk at the same time." Despite these new driving laws, people's attitudes toward

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660,000 American drivers text, tweet, make phone calls, or otherwise use technology in a way that distracts them from driving. And this is only a fraction of the problem. A 2012 AAA driving study found that while 6.7% of teen drivers drove while distracted by an electronic device, more than twice as many drivers (15.1%) drove while engaged in other distracting activities, including adjusting controls, grooming, eating or drinking, reaching for an object inside the car, communicating with people outside of the car, turning around to see the backseat, and reading. Any activity that takes a driver's eyes off the road and hands off the wheel endangers the driver, passengers, and bystanders.

Driving while distracted can have devastating consequences. In 2011, 3,331 people were killed in crashes involving a distracted driver. An additional

multitasking while driving have yet to change. Clearly, reducing the number of distracted drivers will take more than the efforts of law enforcement alone.

Preventing the hundreds of thousands of life-altering crashes caused by distracted driving begins with each individual deciding to focus on driving safely each time he or she enters a vehicle. And it is the responsibility of passengers, friends, and family members to speak up when they observe distracted driving.

After numerous surgeries and a lengthy rehab, Aaron has regained much of his mobility and considers himself lucky to be alive. "You don't think it's going to happen to you. I heard how many times in my life that texting and driving was dangerous, but obviously I was still doing it," he says. "If the text is that important, pull over. It's not worth your life. You might not be as fortunate as I was."

Use complete sentences!

Elements of Persuasive Writing

Let's examine closely the way this author uses the modes of persuasion (ethos, pathos, and logos) to craft a persuasive article. Use a separate sheet of paper as needed.

1. >>> What is the author's central idea and purpose in writing this article?

2. >>> ETHOS: Establishing your credibility on the topic. How does the author establish credibility in her article? Cite specific examples from the text.

3. >>> PATHOS: Connecting to your audience on an emotional level. How does the author evoke an emotional response from her readers? Cite specific examples from the text.

4. >>> LOGOS: Using logic to persuade your audience. These are the facts and figures used to support a writer's claims or thesis. Effective use of logos also benefits the author's ethos. How is the use of logos demonstrated in the article? Cite specific examples from the text.

5. >>> CRITICAL RESPONSE: Do you think the author's use of ethos, pathos, and logos in her article was effective? Why or why not? How did these techniques strengthen her argument? How did these techniques make her article more engaging? Is there anything you would change about the article to make it even more persuasive?

English IV Vocabulary

Define the following terms. These words have been selected by Editors of the American Heritage Dictionaries as the "Terms Every High School Graduate Should Know."

1. Abjure
2. Abrogate
3. Antebellum
4. Auspicious
5. Belie
6. Bellicose
7. Bowdlerize
8. Chicanery
9. Chromosome
10. Circumlocution
11. Deciduous
12. Deleterious
13. Diffident

14. Enervate

15. Enfranchise

16. Equinox

17. Facetious

18. Feckless

19. Filibuster

20. Gauche

21. Hemoglobin

22. Homogeneous

23. Hypotenuse

24. Incognito

25. Infrastructure

26. Interpolate

27. Irony

28. Kinetic

29. Lexicon

30. Mitosis

31. Nanotechnology

32. Nonsectarian

33. Notarize

34. Oligarchy

35. Paradigm

36. Photosynthesis

37. Parameter

38. Precipitous

39. Reciprocal

40. Reparation

41. Xenophobia

42. yeoman

43. Ziggurat

Correcting Misplaced Modifiers

If a modifier appears in the wrong place in a sentence, the meaning of the sentence may be confusing. A modifier that is incorrectly placed is called a misplaced modifier. In most cases a modifier should be near the word or phrase it modifies.

Example 1: Charles saw a dog on the way to the library.

This sentence seems to say that the dog was going to the library. It's unlikely that a dog would go to the library. It really means Charles was going to the library. The sentence should be rewritten as:

On the way to the library, Charles saw a dog.

It would be even more confusing if there were two humans in the sentence.

Example 2: Charles saw Ava on the way to the library.

This sentence says that Ava was going to the library, which is possible. If it was Charles who was going to the library, the sentence would be clearer this way:

On the way to the library, Charles saw Ava.

Correct the misplaced modifiers in the following sentences.

1. They gave a cat to my sister named Fluffy.

2. The student was punished by the teacher who cheated on the test.

3. Chased by a lion, the photographers saw a terrified gazelle.

4. The pilot wore a uniform to fly the plane that was covered in gold buttons.

5. Three homes were reported burned by the fire department in July.

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Correct the misplaced modifiers in the following sentences.

Answers: Student's answers may vary. Example of correct answers:

1. They gave a cat to my sister named Fluffy.

They gave a cat named Fluffy to my sister.

2. The student was punished by the teacher who cheated on the test.

The student who cheated on the test was punished by the teacher.

3. Chased by a lion, the photographers saw a terrified gazelle.

The photographers saw a terrified gazelle chased by a lion.

4. The pilot wore a uniform to fly the plane that was covered in gold buttons.

To fly the plane, the pilot wore a uniform that was covered in gold buttons.

5. Three homes were reported burned by the fire department in July.

The fire department reported three homes burned in July.

MISSISSIPPI WRITERS ASSIGNMENT

Read Mississippi writer John Grisham's story "BLOOD DRIVE" from his novel *FORD COUNTY*.

Here is an online link to access the story:

https://www.academia.edu/25482877/Ford_County_Stories_-_John_Grisham

Answer the following Questions:

1. Who is injured in the story? How?
2. What is the setting? Explain.
3. Who goes to assist the victim?
4. What happens along the way to those who intend to help?
5. What is ironic about the ending of the story? Explain.

TAKING THE ACT

Tips for Taking Your Test

Information from Stephen Brown (Get 2 College, Mississippi)

Math Section Tips

- Students have 60 minutes to take 60 questions.
- Each math questions give 5 answer choices.
- Math questions are always EASIER at the beginning and HARDER at the end of the section.
- Formulas will NOT be given to students taking the ACT. Students must have these memorized to use on the test.
- Students should always have a working calculator for the test.
- Know the following terminology when taking the math test: **sum** (addition), **quotient** (division), **product** (multiplication), **difference** (subtraction), **integer** (number), **consecutive** (one after the other), **is** (equal to) and **variable** (letter).
- There are usually around 33 algebra problems.
- To solve algebra problems, please remember these two items: “**plugging in**” and “**using your answers.**”
- In a math word problem do not READ the entire problem—go straight to the question. What is the problem asking you to do?
- Look at the answer selections for math problems. Always start at the MIDDLE choice. If you find the answer is less, automatically eliminate the lower answers. Use the first and second answers. Answers are typically in numerical order.
- In geometry, shapes will be drawn to scale. Use your eyes and logic to measure. Draw diagrams if necessary, and STUDY THOSE FORMULAS!
- Use logic—decide which answers are NOT correct first (**POE**), and then you can more easily find the correct one.
- For Geometry, know these formulas: **sine=opposite/hypotenuse**, **cosine=adjacent/ hypotenuse**, and **tangent=opposite/adjacent** for geometry. (“Some Old Hippie Caught Another Hippie Tripping On Acid.”)
- If you can answer about $\frac{1}{2}$ of the math questions correctly, you will score from an 18-20 in that part of the ACT.
- If you simply don't know an answer go to the “**Spot of the Day**” (pick an answer).
- Do not spend an overabundance of time on one question.

Reading Section Tips

- The **greatest mistake** students make on the reading section of the test is to try to “read” entire passages! **DO NOT DO THIS!**
- There are **4** passages on the reading test with **40** questions and **45** minutes to take the test. There are **10** questions per passage.
- This test is designed to not allow students a lot of time to finish.
- The areas of reading are as follows: literary narrative, prose fiction, social sciences, humanities and natural sciences.
- **ALWAYS** look first in a passage for the “blurb.” The blurb is located at the beginning of the passage and contains the author and title of the passage reading.
- If the passage is a **non-fiction** composition (something TRUE or FACTUAL), there are several steps you should follow: **find the blurb** (underline it), **find your thesis** (in the introductions/commonly toward the end of the introduction), and finally **dissect the thesis** (find the theme and overall meaning of the passage).
- If the passage is one of **fiction** (a story that is made up), there are several steps you should follow: **find the blurb** and underline it, **find proper nouns** and mark them, **find dialogue** (passages in quotation marks) and read them, and **watch for figurative language**.
- The easiest questions on the test will ask you about a WORD in the passage and tell you where to find it.
- The hardest questions will ask you about the entire passage.
- **Trap Questions: DO NOT ASSUME anything.**
- Pick out questions about **words or phrases** that have line directions and answer those FIRST.
- Read **parts** of paragraphs and use questions to map out answers on other (harder) questions.

Science Section Tips

- There are **6-7** passages in this section.

- There are **40** questions to be answered in **35** minutes.
- You will be given 5-7 questions per passage.
- Once again, this test is designed to not provide you with an abundance of time.
- **The ACT “science” test is actually NOT a science test. It involves reading charts and graphs.**
- Remember to **SUBSTITUTE TO SIMPLY** (take big words and replace them with smaller ones or cross them out—they do not matter!)
- Ask yourself these questions for charts and graphs: What are the variables? How are they measured? What does the graph tell you?
- **Go straight to the question!** Do not feel the need to read all information in the prompt. Most of it is unnecessary to answer the question correctly.

English Section Tips

- You will have 45 minutes to complete 75 questions.
- There are **5** passages.

- The questions will consist of those asking about **punctuation**, **grammar**, **style**, **sentence structure** and **organization/clarity**.
- YOUR BEST FRIEND on the English test is the **SEMICOLON!**
- Always look for a semicolon **first**.
- Know **subject-verb agreement**.
- Know **parallelism**.
- The **shortest** answer choice that makes sense will be the answer.