

READING AND WRITTEN COMPOSITION

DIRECTIONS

Read the two selections and the viewing and representing piece. Then answer the questions that follow.

My Father Sits in the Dark

by Jerome Weidman

1 My father has a peculiar habit. He is fond of sitting in the dark, alone. Sometimes I come home very late. The house is dark. I let myself in quietly because I do not want to disturb my mother. She is a light sleeper. I tiptoe into my room and undress in the dark. I go to the kitchen for a drink of water. My bare feet make no noise. I step into the room and almost trip over my father. He is sitting in a kitchen chair, in his pajamas, smoking his pipe.

My notes about what I am reading

2 “Hello, Pop,” I say.

3 “Hello, son.”

4 “Why don’t you go to bed, Pa?”

5 “I will,” he says.

6 But he remains there. Long after I am asleep I feel sure that he is still sitting there, smoking.

7 Many times I am reading in my room. I hear my mother get the house ready for the night. I hear my kid brother go to bed. I hear my sister come in. I hear her do things with jars and combs until she, too, is quiet. I know she has gone to sleep. In a little while I hear my mother say good night to my father. I continue to read. Soon I become thirsty. (I drink a lot of water.) I go to the kitchen for a drink. Again I almost stumble across my father. Many times it startles me. I forget about him. And there he is—smoking, sitting, thinking.

8 “Why don’t you go to bed, Pop?”

9 “I will, son.”

10 But he doesn’t. He just sits there and smokes and thinks. It worries me. I can’t understand it. What can he be thinking about? Once I asked him.

11 “What are you thinking about, Pa?”

12 “Nothing,” he said.

13 Once I left him there and went to bed. I awoke several hours later. I was thirsty. I went to the kitchen. There he was. His pipe was out. But he sat there, staring into a corner of the kitchen. After a moment I became accustomed to the darkness. I took my drink. He still sat and stared.

His eyes did not blink. I thought he was not even aware of me. I was afraid.

My notes about what I am
reading

14 “Why don’t you go to bed, Pop?”

15 “I will, son,” he said. “Don’t wait up for me.”

16 “But,” I said, “you’ve been sitting here for hours. What’s wrong? What are you thinking about?”

17 “Nothing, son,” he said. “Nothing. It’s just restful. That’s all.”

18 The way he said it was convincing. He did not seem worried. His voice was even and pleasant. It always is. But I could not understand it. How could it be restful to sit alone in an uncomfortable chair far into the night, in darkness?

19 What can it be?

20 I review all the possibilities. It can’t be money. I know that. We haven’t much, but when he is worried about money he makes no secret of it. It can’t be his health. He is not reticent about that either. It can’t be the health of anyone in the family. We are a bit short on money, but we are long on health. (Knock wood, my mother would say.) What can it be? I am afraid I do not know. But that does not stop me from worrying.

21 Maybe he is thinking of his brothers in the old country. Or of his mother and two step-mothers. Or of his father. But they are all dead. And he would not brood about them like that. I say brood, but it is not really true. He does not brood. He does not even seem to be thinking. He looks too peaceful, too, well not contented, just too peaceful, to be brooding. Perhaps it is as he says. Perhaps it is restful. But it does not seem possible. It worries me.

22 If I only knew what he thinks about. If I only knew that he thinks at all. I might not be able to help him. He might not even need help. It may be as he says. It may be restful. But at least I would not worry about it.

23 Why does he just sit there, in the dark? Is his mind failing? No, it can’t be. He is only fifty-three. And he is just as keen-witted as ever. In fact, he is the same in every respect. He still likes beet soup. He still reads the second section of the *Times* first. He still wears wing collars. He still believes that Debs¹ could have saved the country and that T.R.² was a tool of the moneyed interests. He is the

¹Eugene Debs (1855–1926) was a U.S. socialist, political activist, and five-time presidential candidate.

²Theodore Roosevelt (1858–1919) was the 26th president of the United States, 1901–1909.

same in every way. He does not even look older than he did five years ago. Everybody remarks about that. Well-preserved, they say. But he sits in the dark, alone, smoking, staring straight ahead of him, unblinking, into the small hours of the night.

24 If it is as he says, if it is restful, I will let it go at that. But suppose it is not. Suppose it is something I cannot fathom. Perhaps he needs help. Why doesn't he speak? Why doesn't he frown or laugh or cry? Why doesn't he do something? Why does he just sit there?

25 Finally I become angry. Maybe it is just my unsatisfied curiosity. Maybe I *am* a bit worried. Anyway, I become angry.

26 "Is something wrong, Pop?"

27 "Nothing, son. Nothing at all."

28 But this time I am determined not to be put off. I am angry.

29 "Then why do you sit here all alone, thinking, till late?"

30 "It's restful, son. I like it."

31 I am getting nowhere. Tomorrow he will be sitting there again. I will be puzzled. I will be worried. I will not stop now. I am angry.

32 "Well, what do you *think* about, Pa? Why do you just sit here? What's worrying you? What do you think about?"

33 "Nothing's worrying me, son. I'm all right. It's just restful. That's all. Go to bed, son."

34 My anger has left me. But the feeling of worry is still there. I must get an answer. It seems so silly. Why doesn't he tell me? I have a funny feeling that unless I get an answer I will go crazy. I am insistent.

35 "But what do you *think* about, Pa? What is it?"

36 "Nothing, son. Just things in general. Nothing special. Just things."

37 I can get no answer.

38 It is very late. The street is quiet and the house is dark. I climb the steps softly, skipping the ones that creak. I let myself in with my key and tiptoe into my room. I remove my clothes and remember that I am thirsty. In my bare feet I walk to the kitchen. Before I reach it I know he is there.

39 I can see the deeper darkness of his hunched shape. He is sitting in the same chair, his elbows on his knees, his cold pipe in his teeth, his unblinking eyes staring straight ahead. He does not seem to know I am there. He did not hear me come in. I stand quietly in the doorway and watch him.

40 Everything is quiet, but the night is full of little sounds. As I stand there motionless I begin to notice them. The ticking of the alarm clock on the icebox. The low hum of an automobile passing many blocks away. The swish of papers moved along the street by the breeze. A whispering rise and fall of sound, like low breathing. It is strangely pleasant.

41 The dryness in my throat reminds me. I step briskly into the kitchen.

42 “Hello, Pop,” I say.

43 “Hello, son,” he says. His voice is low and dreamlike. He does not change his position or shift his gaze.

44 I cannot find the faucet. The dim shadow of light that comes through the window from the street lamp only makes the room seem darker. I reach for the short chain in the center of the room. I snap on the light.

45 He straightens up with a jerk, as though he has been struck. “What’s the matter, Pop?” I ask.

46 “Nothing,” he says. “I don’t like the light.”

47 “What’s the matter with the light?” I say. “What’s wrong?”

48 “Nothing,” he says. “I don’t like the light.”

49 I snap the light off. I drink my water slowly. I must take it easy, I say to myself. I must get to the bottom of this.

50 “Why don’t you go to bed? Why do you sit here so late in the dark?”

51 “It’s nice,” he says. “I can’t get used to lights. We didn’t have lights when I was a boy in Europe.”

52 My heart skips a beat and I catch my breath happily. I begin to think I understand. I remember the stories of his boyhood in Austria. I see the wide-beamed *kretchma*,³ with my grandfather behind the bar. It is late, the customers are gone, and he is dozing. I see the bed of glowing coals, the last of the roaring fire. The room is already dark, and growing darker. I see a small boy, crouched on a pile of

³ *Kretchma* is the Yiddish word for inn or tavern.

twigs at one side of the huge fireplace, his starry gaze fixed on the dull remains of the dead flames. The boy is my father.

My notes about what I am
reading

53 I remember the pleasure of those few moments while I stood quietly in the doorway watching him.

54 “You mean there’s nothing wrong? You just sit in the dark because you like it, Pop?” I find it hard to keep my voice from rising in a happy shout.

55 “Sure,” he says. “I can’t think with the light on.”

56 I set my glass down and turn to go back to my room. “Good night, Pop,” I say.

57 “Good night,” he says.

58 Then I remember. I turn back. “What do you think about, Pop?” I ask.

59 His voice seems to come from far away. It is quiet and even again. “Nothing,” he says softly. “Nothing special.”

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Going to America

by Nicholas Gage

In 1949, at the age of twelve, Nicholas Gage left Greece with his sisters to be united with their father in America. Their mother, Eleni Gatzoyiannis, had been killed by invading Communist guerrillas in their mountain village, but her four children had escaped. Prokopi Koulisis, an acquaintance from a neighboring village, helped watch the children on the eighteen-day journey to America. In this selection, Nicholas remembers his first thoughts and emotions as the ship leaves Greece—and eighteen days later when it arrives in America.

1 As the ship began to pull away, I watched the figure of my grandfather shrinking. Suddenly he began to wave the walking stick he always carried, carved from the branch of a cornel tree and polished to a dark sheen by his hands. Finally it was only the frantic waving of his stick that distinguished him from the other dots on the harborside.

2 . . . My fingers touched something cold and smooth, and I pulled it out of my pocket. It was the small black stone that I had picked up outside my house on the night of our escape, because my mother had ordered me to throw one behind me so that I would never return to the place that gave us so much suffering. I had kept that stone in my pocket for eight months, and now it was time to toss it into the sea.

3 My mother had often told us the story of how my father, an itinerant tinker of seventeen, when he boarded the ship for America, triumphantly tossed over the rail the fez¹ that the Turkish occupiers of

northern Greece forced men to wear in those days as a symbol of their subjugation. When the fez disappeared into the waves, she said, my father felt like a free man for the first time in his life.

Now it was my turn to throw this stone from my village into the same sea, to ensure that I would never be pulled back to this land of war and famine, bombs, torture and executions. My mother had said that any one of her children who came back would receive her curse. Throwing the stone was the way to turn my back irrevocably on Greece and my face toward America, where my father waited.



The author, bottom left, and his sisters

But my mother's body was still in Greece, in the church only a few yards below our ruined house. They had called her the *Amerikana*² and all her life she had dreamed of America, but she would never leave our mountains. My sister was still somewhere behind those mountains, too, unless she was dead.

■ see *Going to America*, page 2

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¹ A fez is a cone-shaped hat with a flat top, a tassel, and no brim, worn by men of Turkey and other Middle Eastern countries.

² *Amerikana* means "the American one," a nickname given to the author's mother because her husband had gone to America to work.

6 It was the only country I knew, and I loved the cruel beauty of the mountain peaks, the sound of the goats’ bells in the thin air, the smell of wood smoke, and the annual transfiguration of the gray hillsides when the Judas trees and wildflowers burst into paschal colors in the spring. I wasn’t sorry to be leaving Greece, but despite my mother’s orders, I couldn’t make myself throw that stone overboard and cut myself off from my native land forever. It was the only place I had ever felt I belonged, until the war killed my mother and washed my sisters and me away like the swells of the sea that frightened me so when I first saw its vastness.

7 I slipped the stone back into my pocket and turned to follow my sisters, who were descending the steel stairs into the bowels of the ship, crying out in dismay at the dizzying sway beneath their feet. . . .

8 On the eighteenth day of our journey, I got up before dawn to put on my scratchy woolen suit, then went up to the deck, much too excited to eat breakfast. As soon as the darkness lifted and the haze burned off I saw it—two strips of land reaching out to us, the arms of America pulling us to her bosom.

9 The deck quickly filled as the ship approached New York Harbor. My sisters gathered around me, silent at the rail, and I could feel Prokopi Koullisis’s hands on my shoulders.

10 When I could make out details of the land, I felt an ache of disappointment. There were pockets of dingy gray snow in the hollows and a grim, metallic sky overhead. I couldn’t help thinking that

now, in Greece, oranges and lemons were ripening on the trees under a warm blue sky.

11 “The Statue!” someone cried, and there was a stampede to the other side of the ship toward the immense figure of the woman my father called Saint Freedom. She faced us, holding the torch that had

welcomed millions of refugees from famine, war, poverty, and persecution, each one no doubt as frightened as I was now. Everyone started shouting and pointing, but when we drew close, the throng fell silent, as if in the presence of a miracle.

12 When we neared the dock, I turned toward the crowd of people waiting on land, trying to recognize the father I had never seen. I expected him to tower over



The author, bottom right, and his sisters just before boarding the ship to America

■ see Going to America, page 3

the rest like a colossus, so I paid no attention to a short, portly man in a stylish felt hat and gray chesterfield, standing in the very front of the crowd. But Prokopi Koulisis remembered my father from his visits to our village, and I felt strong arms lift me up off the deck, holding me high above the heads of the crowd like a trophy as Olga shouted, “*Patera!*”³ The stocky man on the dock snatched his hat from his bald head and began waving it.

13 Twenty-five years later, when he was eighty-one years old, my father described the scene in his broken English into a tape recorder. “I was on the dock watching the boat,” he began slowly. “Olga recognize me. And I wave to them. Prokopi Koulisis, he pick Nikola up and show him to me from the deck. First time I see my son. Oh, my tears! My heart broke that minute.”

14 He paused, trying to collect himself while two small grandchildren played at his feet. “They start to come out,” he went on doggedly. “I hugged him, his little arms. They was so cold. My own childrens!”

15 He turned toward the machine that was recording his words. “I think I have to stop now,” he said apologetically, “because I’m going to cry.”

16 His tearful words of remembrance, our cries of greeting across the water, the murmurs of wonder at the sight of the statue who lifts her lamp beside the golden door—all these sounds are part of the chorus of the millions who entered this harbor seeking a place where they would be safe and free. First they came from northern Europe to settle a raw new

nation, then from southern Europe, at the end of the nineteenth century and the beginning of the twentieth, seeking sanctuary from pogroms⁴ and famines, dictatorships, death camps and genocide. Entering this place, each uttered the same hymn of thanksgiving in his own tongue.

Today that chorus has grown faint in our ears, for the old European immigrants have passed away, taking their memories with them. Their children have forgotten what it means not to be American. The new arrivals, fleeing from Asia, Latin America, and the Middle East, are still trying to find homes and jobs, to learn the language and send their children to school. They have not yet found a voice to tell their tale.

[The] story of the children of Eleni Gatzoyiannis in America is the recollection of an immigrant who arrived at mid-century, old enough to be molded by the traditions left behind but young enough to belong in this new world. The particular calamities, heartaches, and triumphs in [our story] are unique to my sisters and me, but our odyssey is as old as the nation: the arduous journey across the bridge that separates an old familiar world from a new and frightening one, to find a place for ourselves on the other side.

From *A Place for Us* by Nicholas Gage. Reprinted by permission of the author. Photographs courtesy of Fotini Bottos.

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18

³ *Patera* means “father.”

⁴ Pogroms are organized massacres of innocent or helpless people.

DR. CARL H. WASHINGTON AUTHOR OF *UNDERSTANDING OTHERS*

Our Fathers,
Ourselves

DR. CARL H. WASHINGTON

Our Fathers, Ourselves

WHAT WE LEARN BY EXAMINING
OUR CHILDHOOD RELATIONSHIPS



Dr. Washington shows us how memories of important moments offer opportunities for insight and personal growth. A powerful book!

—Professor
Tamara Jenks

★★★★
**Inspiring, riveting,
and profound.**

—*New York Tribune*

Illustration courtesy of © Images.com/CORBIS.

Use “My Father Sits in the Dark” (pp. 4–8) to answer questions 1–11.

- 1 The father does not like the kitchen light because —
- A he had no electricity when he was young
 - B his eyes are still adjusted to the dark
 - C he is ashamed of the way he looks to his son
 - D the noise it makes disturbs his thoughts

- 2 Read the following dictionary entry.

even \ˈē-vən\ *adj* **1.** calm, undisturbed
2. having no bumps **3.** equally matched or balanced **4.** fair and impartial

Which definition best matches the meaning of the word *even* as it is used in paragraph 18?

- F Definition 1
- G Definition 2
- H Definition 3
- J Definition 4

- 3 What is paragraph 40 mainly about?
- A The narrator hears a clock, a car, and papers on the street.
 - B The narrator realizes the night is louder than he had thought.
 - C The narrator can hear the sound of his father breathing in the dark.
 - D The narrator has his first experience of the comforting sounds of the night.

- 4 Which of the following is a major conflict for the narrator?
- F His father’s behavior keeps him awake at night.
 - G He must stay quiet when he walks through the house.
 - H He feels that his father’s behavior indicates that something is wrong.
 - J His fear of his father prevents him from understanding the older man.

- 5 In paragraph 59, the father’s voice “seems to come from far away” because —
- A the narrator’s father is lost in thought again
 - B the narrator is in another part of the house
 - C the narrator still doesn’t understand his father
 - D the narrator’s father is beginning to cry

- 6 Throughout the selection, the author’s use of dialogue shows that —
- F the son is persistent in trying to communicate with his father
 - G the son doesn’t usually know what to say to his father
 - H the father still has an accent after so many years in America
 - J the father is afraid to tell his son the truth

- 7 “My Father Sits in the Dark” can best be described as a —
- A news article
 - B tragedy
 - C short story
 - D biography

- 8 The father could be characterized as —
- F tranquil and assured
 - G shy but grateful
 - H troubled and lonely
 - J intelligent but insecure

- 9 The descriptive language in paragraph 44 helps the reader understand —
- A the narrator’s inability to sleep through the night
 - B the challenge of learning from the past
 - C the narrator’s discomfort in the dark
 - D the difficulty of turning on the light

- 10 In paragraph 13, why does the narrator become afraid?
- F He worries that his father is not well.
 - G He thinks his father might not love him.
 - H There is a stranger in the house.
 - J The dark house makes strange noises.

- 11 In paragraph 58, the narrator says, “Then I remember,” because he —
- A is visualizing his father’s childhood in Austria
 - B still wonders what his father actually thinks about
 - C realizes that he is very similar to his father
 - D has forgotten to say good night to his father

Use “Going to America” (pp. 9–11) to answer questions 12–23.

12 Nicholas’s father stopped speaking into the tape recorder because —

- F the tape broke while he was talking
- G he was finished telling his story
- H his grandchildren were distracting him
- J he became too emotional to continue

13 In paragraph 1, which word helps the reader understand the meaning of the word *sheen*?

- A *carved*
- B *branch*
- C *waving*
- D *polished*

14 What is paragraph 6 mainly about?

- F Nicholas decided to disobey his mother.
- G Nicholas still felt connected to his homeland.
- H To Nicholas Greece was a beautiful country.
- J The vastness of the sea frightened Nicholas.

15 How did Prokopi Koullis know the author’s father?

- A He used to live near the author’s village.
- B He helped raise the author.
- C They served together in the army.
- D They escaped together to America.

16 Which of the following is the best summary of the selection?

- F** A young boy found a stone in his pocket as he emigrated from Greece to America. His mother had once told him to throw the stone away, but he kept it as a memory of the war in Greece. Years later the boy's father remembered when his family arrived in New York. The boy reflected on the meaning of immigration.
- G** After a horrible war a young boy and his sisters traveled by ship to be united with their father in America. Since Greece was so beautiful, however, the boy wasn't ready to accept that he would never return to his homeland. The trip took 18 days, and when the children arrived in New York, their father was overcome with emotion.
- H** A young boy thought of his family and homeland as the ship he was on left Greece for America. He and his sisters were under the care of a family friend who had lived in a neighboring village in Greece. Everyone on the ship was thrilled when the Statue of Liberty came into view.
- J** A young boy traveled from Greece to America with instructions from his mother never to return. The boy, however, remained strongly connected to his homeland despite the suffering caused by the war there. Years later his father's tearful memories cause him to reflect on what true freedom has meant to millions of immigrants.

17 In paragraph 16, the description "lifts her lamp beside the golden door" suggests that the statue —

- A** reflects sunlight brightly across the harbor
- B** functions as a lighthouse to guide ships into the harbor
- C** offers the promise of food and shelter
- D** symbolizes freedom and escape from darkness

18 Which of the following best symbolizes the author's primary conflict?

- F** *As the ship began to pull away, I watched the figure of my grandfather shrinking.*
- G** *I couldn't make myself throw that stone overboard. . . .*
- H** *My fingers touched something cold and smooth, and I pulled it out of my pocket.*
- J** *When we neared the dock, I turned toward the crowd of people waiting on land. . . .*

- 19** Why does the author choose the words “cruel beauty” to describe the mountains in paragraph 6?
- A** The mountains were so beautiful that Nicholas often had to look away.
 - B** The landscape was unexpectedly ugly and boring.
 - C** Nicholas’s memory of his home was inaccurate.
 - D** Nicholas’s family suffered hardship in the magnificent setting.

- 20** What can the reader conclude from the description in paragraph 1?
- F** An important separation was happening.
 - G** The grandfather was in danger.
 - H** The author had poor eyesight.
 - J** An exciting adventure awaited the author.

- 21** In paragraph 12, why did Nicholas expect his father to “tower over” the people on the dock in New York?
- A** Most of the crowd was made up of young people.
 - B** He had seen photographs of his father back home.
 - C** He had imagined his father as larger than life.
 - D** His sisters had described their father to him.

- 22** Why did Nicholas’s mother threaten her children with a curse?
- F** They refused to help her.
 - G** They couldn’t stay out of trouble.
 - H** She was jealous of their father.
 - J** She feared for their safety.

- 23** In paragraph 10, what can the reader tell from the author’s use of comparison?
- A** Nicholas realized that he had made a mistake.
 - B** Nicholas suddenly felt homesick for Greece.
 - C** Greece was only a dim memory for Nicholas.
 - D** America was more dangerous than Nicholas expected.

**Use “My Father Sits in the Dark” and “Going to America” (pp. 4–11)
to answer questions 24 and 25.**

- 24** How are the structures of both selections similar?
- F** Both selections are narrated in the present tense.
 - G** The narrators tell their stories from childhood to adulthood.
 - H** Both selections span the fathers’ entire lifetimes.
 - J** The father’s perspective is given near the end of each selection.

- 25** What can the reader conclude about both fathers from their behavior?
- A** They have a hard time understanding themselves.
 - B** Each has a past identical to that of many immigrants.
 - C** They probably can’t know their sons as well as they want to.
 - D** They remain deeply affected by the past.

**Use the visual representation on page 12
to answer questions 26–28.**

26 Along the top of the illustration on the book jacket is a series of smaller drawings of a car, two hands, a ball and glove, and a bicycle. These drawings symbolize —

- F** school days
- G** childhood memories
- H** vacation spots
- J** television shows

27 *Understanding Others* is —

- A** a previous book by Dr. Carl H. Washington
- B** the title of the current book
- C** a theme of the book
- D** the book's subtitle

28 Why does the designer of the book jacket include quotations from a professor and a newspaper?

- F** To explain to potential buyers who the author of the book is
- G** To persuade potential buyers that the book is worth reading
- H** To prove to potential buyers that the book is a national best-seller
- J** To show potential buyers that the book is on sale

DIRECTIONS

Answer the following questions in the space provided on the answer document.

- 29 What does darkness symbolize in “My Father Sits in the Dark”? Explain your answer and support it with evidence from the selection.
- 30 In “Going to America,” what is one way Nicholas is affected by moving to America? Support your answer with evidence from the selection.
- 31 What do the narrators learn about their fathers in “My Father Sits in the Dark” and “Going to America”? Explain your answer and support it with evidence from **both** selections.

BE SURE YOU HAVE WRITTEN YOUR ANSWERS
ON THE ANSWER DOCUMENT.



WRITTEN COMPOSITION

Write an essay explaining how a person can feel connected to a special place.

The information in the box below will help you remember what you should think about when you write your composition.

REMEMBER—YOU SHOULD

- write about the assigned topic
- make your writing thoughtful and interesting
- make sure that each sentence you write contributes to your composition as a whole
- make sure that your ideas are clear and easy for the reader to follow
- write about your ideas in depth so that the reader is able to develop a good understanding of what you are saying
- proofread your writing to correct errors in spelling, capitalization, punctuation, grammar, and sentence structure

USE THIS PREWRITING PAGE TO
PLAN YOUR COMPOSITION.

MAKE SURE THAT YOU WRITE YOUR COMPOSITION ON
THE TWO LINED PAGES IN THE ANSWER DOCUMENT.

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Revising and Editing Sample

DIRECTIONS

Read the introduction and the passage that follows. Then read each question and fill in the correct answer on page 2 of your answer document.

Lydia has written this report for her U.S. history class. As part of a peer conference, you have been asked to read the report and think about what suggestions you would make. When you finish reading the report, answer the questions that follow.

The American Red Cross

(1) The American Red Cross is an organization that aids people all around the world. (2) It started as a result of the efforts of a dedicated woman. (3) That woman was named Clara Barton. (4) It was during the Civil War that Barton began the work that lead to the establishment of the American Red Cross. (5) She assisted on the battlefield by nursing injured soldiers and helping transport supplies. (6) Eventually the Government of the United States selected her to serve as superintendent of nurses for the army.

- S-1** What is the most effective way to combine sentences 2 and 3?
- A** It started as a result of the efforts of a dedicated woman, that woman was named Clara Barton.
 - B** It started as a result of the efforts of a woman who was dedicated and named Clara Barton.
 - C** It started as a result of the efforts of a dedicated woman named Clara Barton.
 - D** It started as a result of the efforts of a dedicated woman she was named Clara Barton.

- S-2** What change, if any, should be made in sentence 4?

- F** Change *was* to **is**
- G** Insert a comma after *Civil War*
- H** Change *lead* to **led**
- J** Make no change

- S-3** What change, if any, should be made in sentence 6?

- A** Change *Government* to **government**
- B** Change *selected* to **select**
- C** Change *her* to **herself**
- D** Make no change



REVISING AND EDITING

DO NOT GO ON TO THE REVISING AND EDITING SECTION.
WHEN YOU FINISH THE READING AND WRITTEN
COMPOSITION SECTION, RAISE YOUR HAND AND WAIT
FOR A TEST ADMINISTRATOR TO ASSIST YOU.



DIRECTIONS

Read the following passages and mark your answers on page 2 of your answer document. Remember that you are NOT permitted to use dictionaries or other reference materials on this section of the test.

In response to a history assignment, Elizabeth wrote this paper about a person she greatly admires. She would like you to read her paper. As you read, think about the corrections and improvements she should make. Then answer the questions that follow.

Oskar Schindler

- (1) It would have been frightening to live in Poland in the early 1940s.
- (2) The Nazis, under the dictatorship of Adolf Hitler, had taken over the country and absorbed it into the German Third Reich. (3) Jewish people were being driven from their homes, and they were being taken to labor camps, and they were being forced into death camps. (4) Many non-Jewish people, afraid to get involved, looked the other way as these horrors fell upon their neighbors. (5) But some took a risk and stood up for what they believed was right. (6) Oskar Schindler was one of these people. (7) He saved the lives of more than 1,300 Jews during World War II.
- (8) Schindler was born into a wealthy family that lost its fortune in the depression of the 1930s. (9) Schindler was looking for a new opportunity.
- (10) He joined the Nazi Party. (11) During this time it would have been hard to imagine that he would ever become anyone's hero. (12) He was described as a womanizer and a heavy drinker. (13) However, he met many important people while he was in the Nazi Party.
- (14) When the Nazis invaded Poland, Schindler gains control of a factory near a Jewish ghetto in Kraków. (15) He began hiring Jews to work in the

factory, primarily because they offered the cheapest source of labor. (16) As time passed, he began to see his factory workers as real people—mothers, fathers, children, and friends.

(17) Schindler decided to risk everything to save those he had the power to protect. (18) He had many connections and was a master at bribing the proper people. (19) When a ghetto near his factory was evacuated and all its Jewish occupants were assigned to a work camp, Schindler arranged for his employees who lived in the ghetto to be moved to a nearby sub-camp. (20) Conditions at this sub-camp were much better, and food and medicine could be smuggled in. (21) Schindler himself spent every night in his office, ready to intervene if the Gestapo, a Nazi police agency, came to take away one of the *Schindlerjuden*, or “Schindler’s Jews.” (22) Eventually the sub-camp near his factory was shut down, and all its workers were assigned to Auschwitz, an infamous death camp. (23) Again Schindler came through, and the Jews on his employee list were delivered from that horrible fate.

(24) In May 1945 the Russians liberated Poland, and the Jews in that country were finally free from the terrors of the Nazi Party. (25) The descendants of those saved by Oskar Schindler honor and remember him even today.

(26) His story proves that one person can take a stand and a difference made.

- 32 What is the most effective way to revise sentence 3?
- F** Jewish people were being driven from their homes, they were being taken to labor camps and forced into death camps.
- G** Jewish people were being driven from their homes. Taken to labor camps and forced into death camps.
- H** Jewish people were being driven from their homes, taken to labor camps, and forced into death camps.
- J** Jewish people, they were being driven from their homes and taken to labor camps and forced into death camps.

- 33 What change, if any, should be made in sentence 7?

- A** Change *lifes* to **lives**
- B** Change *than* to **then**
- C** Insert a comma after *Jews*
- D** Make no change

- 34 What is the most effective way to combine sentences 9 and 10?

- F** Besides looking for a new opportunity, Schindler joined the Nazi Party.
- G** Schindler was looking for a new opportunity, he joined the Nazi Party.
- H** Schindler joined the Nazi Party, which was looking for a new opportunity.
- J** Looking for a new opportunity, Schindler joined the Nazi Party.

- 35 Elizabeth wants to add this sentence to the second paragraph (sentences 8–13).

These relationships became essential to him in the years that followed.

Where is the best place to insert this sentence?

- A** At the beginning of the paragraph
- B** After sentence 11
- C** After sentence 12
- D** After sentence 13

- 36 What change, if any, is needed in sentence 14?

- F** Delete the comma
- G** Change *gains* to **gained**
- H** Insert **it was** after *factory*
- J** Make no change

- 37 Which sentence could follow and support sentence 16?

- A** In time they became mothers, fathers, children, and friends to him.
- B** Schindler's factory supplied the German front with enamel goods and munitions.
- C** He started to understand the impact of the Nazis' brutality.
- D** Germany declared war on the United States in December 1941.

38 What change, if any, should be made in sentence 21?

- F Change *hissself* to **himself**
- G Change *intervene* to **interveene**
- H Delete the second comma
- J Make no change

39 What change, if any, should be made in sentence 23?

- A Change *through* to **threw**
- B Change *was delivered* to **were delivered**
- C Change *horrible* to **horribly**
- D Make no change

40 What change, if any, should be made in sentence 25?

- F Change *desendants* to **descendants**
- G Change *honor* to **honors**
- H Change *him* to **them**
- J Make no change

41 What is the most effective way to revise sentence 26?

- A His story proves that one person can take a stand, a difference can be made.
- B His story proving that one person can take a stand and make a difference.
- C His story proves that one person can take a stand. And make a difference.
- D His story proves that one person can take a stand and make a difference.

After a firsthand experience with an unusual species of fish, Christopher wrote this paper. He would like you to review his paper and think about the corrections and improvements he should make. When you finish reading, answer the questions that follow.



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The One That *Didn't* Get Away

(1) With a fishing pole in my hand, I prowled the banks of Goose Creek one August morning. (2) I was after catfish, the major residents of the neighborhood stream. (3) Suddenly I spied a shadow in the water. (4) I was sure it was the world's biggest catfish!

(5) Shortly after I cast my line, the fish took the bait with a hard strike. (6) It was obvious that I had not caught an ordinary creek fish! (7) I filled my plastic gear box with creek water and toted the red-bellied fish home alive. (8) I gasped as I reeled it in. (9) While my new friend relaxed in the bathtub, I did some research.

(10) First I checked my reference books and the Internet. (11) Then I called Reuben's Reef, a pet store that specializes in exotic fish. (12) I soon realized I had a red piranha, a fish normally found in South America. (13) I learned that many states have outlawed the sale of piranhas because experts worry that people will tire of it and release the fish into local waterways. (14) This is a problem because piranhas in the wild will eat many other kinds of fish, threatening native species.

(15) After checking my piranha's razor-sharp teeth, and after I read about its meat-eating habits, I named it Jaws. (16) My mother hesitantly agreed to let me keep my unusual pet, at least until I could find a suitable home for it. (17) I assured her that the piranha's rap for being bloodthirsty was undeserved. (18) Jaws would not leap from the bathtub and attack us. (19) Piranhas are usually quite shy. (20) Those kept as pets spend most of their time hiding behind aquarium plants. (21) All the same, I treated Jaws with cautious and respect. (22) I knew that an accidental bite from my piranha's teeth would be very painful!

(23) When Jaws refused and turned down the worms I offered, I decided that I needed to find him a new home fast! (24) Luckily, Reuben's Reef offered me 40 dollars in exchange for my exotic pal.

(25) "You saved that animal's life," Reuben told me. (26) "He wouldn't have survived long in that cold creek." (27) Then Reuben showed me the 25-gallon

aquarium where Jaws would be on display. (28) “Piranhas are high-maintenance fish,” Reuben said, “but this ones worth it because he’s a beauty.” (29) Together we admirred the piranha’s flat glossy-black sides and bright belly.

(30) Jaws seemed happy in his new home. (31) My mom was ecstatically to have her bathtub back. (32) And when my story was featured in the newspaper, I became an instant celebrity. (33) A day of fishing had turned into a pretty exciting adventure.

42 What is the most effective way to improve the organization of the second paragraph (sentences 5–9)?

- F Move sentence 5 to the end of the paragraph
- G Delete sentence 6
- H Switch sentences 8 and 9
- J Move sentence 8 so that it follows sentence 5

43 What change, if any, should be made in sentence 13?

- A Change *have outlawed* to **has outlawed**
- B Change *worry* to **worrying**
- C Change *it* to **them**
- D Make no change

44 What revision, if any, is needed in sentence 15?

- F After checking my piranha’s razor-sharp teeth and reading about its meat-eating habits, I named it Jaws.
- G After checking my piranha’s razor-sharp teeth, and I read about its meat-eating habits. I named it Jaws.
- H After checking my piranha’s razor-sharp teeth, I read about its meat-eating habits, I named it Jaws.
- J No revision is needed.

45 What change should be made in sentence 17?

- A Change *rap* to **reputation**
- B Insert **it** after *bloodthirsty*
- C Change *was* to **were**
- D Change *undeserved* to **underserved**

46 Which transition could best be added to the beginning of sentence 19?

- F Eventually,
- G Consequently,
- H For instance,
- J In fact,

47 What change, if any, should be made in sentence 21?

- A Change *I* to **they**
- B Change *treated* to **treat**
- C Change *cautious* to **caution**
- D Make no change

48 What change, if any, should be made in sentence 23?

- F Delete *and turned down*
- G Change *decided* to **decide**
- H Change *him* to **them**
- J Make no change

49 What change, if any, should be made in sentence 28?

- A Change the comma after *fish* to a period
- B Delete the quotation marks before *but*
- C Change *ones* to **one's**
- D Make no change

50 What change, if any, should be made in sentence 29?

- F Change *we* to **they**
- G Change *admirred* to **admired**
- H Insert a comma after *sides*
- J Make no change

51 What change, if any, should be made in sentence 31?

- A Insert **she** after *mom*
- B Change *ecstatically* to **ecstatic**
- C Insert a comma after *bathtub*
- D Make no change

BE SURE YOU HAVE RECORDED ALL OF YOUR ANSWERS
ON THE ANSWER DOCUMENT.

