Read the passage - 'The Genius of Dogs' - and answer the question below:

The Genius of Dogs

(1) A leading researcher sat at a desk with a glass window between her and the aged chimpanzee. (2) There were two holes cut into the thick glass of the window big enough to allow only the chimp’s hand through to the researcher’s side. (3) The researcher hid a fig inside of a cup and then placed that and another, identical cup upside-down on the desk top. (4) The chimp knew a delicious treat was hiding beneath one of the brightly colored cups. (5) The researcher then pointed to a cup so the chimp would choose it first. (6) The researcher repeated the experiment several times to clearly show the chimp that she was always pointing to the cup with the fig. (7) The chimp watched her point with a confused expression then grabbed the wrong cup. (8) Time after time, it appeared as though the chimp had ignored the researcher’s intimation; however, after several trials, the chimp did learn where the researcher had placed the food.

(9) In a related experiment, the researcher sat on the floor of a room. (10) She placed an odorless treat into a box and laid the box on the floor. (11) One of several different breeds of dogs was brought in and instructed to sit. (12) Then, the researcher pointed to the box with the treat. (13) Immediately, the dog ran to the indicated box. (14) After only one treat, the dog remained immobile until the scientist indicated which box to go to.

(15) What is the message of this study? (16) Humans are the only animals that use the pointing gesture, and dogs are the only animals born knowing what it means. (17) This is because dogs were the first animals domesticated by humans, and the two species have spent eons together, learning from
each other and adapting to each other. (18) Dogs can sense human emotions, understand human language, and even count because of both species’ ancestral ties. (19) And, when it comes to “reading,” or picking up unspoken cues, from their owners and trainers, dogs are demonstrably smarter even than chimpanzees. (20) The average dog can learn up to 150 words and can count to five. (21) Their cognitive abilities and complex thought processes are identical to those of a 2- to 3-year-old human child. (22) They can look at a picture of an object and go into another room to retrieve the real thing. (23) Dogs can be trained to lead the blind and hear for the deaf. (24) In addition, they can help police solve crimes and sniff out danger for soldiers. (25) They are such a part of human life that their intelligence is overlooked. (26) However, dogs are one of the most intelligent and socially well-adjusted animals on the planet. (27) And they are most attuned to humans and other dogs, watching for the tiniest clue about how we wish them to act. (28) It will come as no surprise to anyone that they are our best friends.

1. How should sentence 4 be changed so that it is in the passive voice?
   A. The chimp observed as someone placed a delicious treat beneath one of the brightly colored cups.
   B. The chimp watched the researcher place a delicious treat under one of the brightly colored cups.
   C. The chimp would find out that a delicious treat was hiding beneath one of the brightly colored cups.
   D. The chimp knew a delicious treat had been hidden beneath one of the brightly colored cups.

2. How should sentence 11 be rewritten so that it is in the active voice?
   A. One of several different breeds of dogs came in and were instructed to sit.
   B. One of several different breeds of dogs entered and sat in the room.
   C. Several dogs were brought into the room and instructed to sit.
   D. The sentence is already in the active voice.
3. How should sentence 5 be rewritten so that part of it is in the subjunctive mood?

A. The researcher pointed to a cup, consequently the chimp chose that one first.
B. The researcher then pointed to a cup, suggesting the chimp choose it first.
C. The chimp watched the researcher point to a cup and chose that cup first.
D. The sentence is already in the subjunctive mood.

Read the passage - 'In a Class of Her Own' - and answer the question below:

In a Class of Her Own

(1) My dojo* was comprised of six senseis, or teachers, who were headed by sensei Chris, one master, shihan Mike, and one hundred fifty students. (2) Our dojo was among the most different in the region, with many different ethnicities and cultures all coming together to study a fascinating and beautiful ancient Japanese art. (3) Every spring we would attend the regional Karate competition. (4) The competition was coming soon, and it was to have two events: kata* and sparring. (5) My assumption was that our dojo was a microcosm of the larger Karate community. (6) However, when I arrived at the university gymnasium where the competition had taken place, there would have been one woman competing there: me.

(7) My gender didn’t create a ruckus in the kata competition. (8) I was merely placed in a group with boys my age. (9) The key to kata is the movements, not the person making them, so I competed well among the boys and placed fourth in my age class. (10) However I could see it coming before the sparring even began the judges were whispering among themselves as they glanced in my direction. (11) I just knew they would not let me fight!

(12) In a Karate competition, sparring is not like any other form of fighting. (13) Only very light physical contact is allowed to the body and no contact is allowed to the face; in fact, the slightest facial contact disqualifies the fighter who made it. (14) A fighter scores a point not by hurting, however by breaking through the defenses, it is a competition of strategy and not a competition of force. (15) Because I loved sparring, for just the briefest moment, I wished I were a boy. (16) That is why I was shocked when a shihan came to me. (17) “You have a right to compete like all the other students here, but we have no women’s sparring division. (18) Would you be willing to compete with the boys your own age?”

(19) The angry bees that had been stinging my mind and cheeks calmed, and the flush in my face was now one of joy. (20) The foundation of Karate is mutual respect between teacher and student and student and student. (21)
The boys in my age class not only accepted my participation, they were just as competitive as I was. (22) That didn't help them in the end, though. (23) I was the only woman, and the only one in my class who won first place.

*dojo—a school where martial arts is taught.
*kata—a series of Karate movements put together to form a single, elegant demonstration of skill.

4. What change, if any, should be made to sentence 5 to create an active instead of a passive voice?

A. Change “my assumption was” to “I assumed.”
B. Delete the phrase “of the larger community.”
C. Replace “our dojo” with “the dojo.”
D. Make no change.

Read the passage - 'The First Computer Program' - and answer the question below:

The First Computer Program

Have you ever wondered where we get names for computer programs? One program developed by the United States Department of Defense is called "Ada," named after Augusta Ada King.

Augusta Ada King was born in London in 1815. Her father was the famous poet Lord Byron. Anne Isabella Milbanke was her mother. Most girls during this time period were cleaning, cooking, and sewing, but her mother did not want to raise Ada in this traditional manner. Anne Isabella Milbanke saw to it that her daughter was taught all about science and math. In fact, some of the most respected scientists and mathematicians of the time tutored the young woman in her studies.

In 1833, when Ada was 17, she met well-known British mathematician and inventor Charles Babbage. He had invented the "Difference Engine." It was the very first "simple" calculator, although it was large enough to fill a small room. The machine made math charts based on addition and subtraction. Ada was thrilled by the idea of machines doing math problems. She and Babbage became lifelong friends.
At the age of 19, Ada met William King. He was also very interested in science and technology. They married in 1835 and had three children in the following years. He supported her interest in mathematics throughout her lifetime. Because William King was made the Earl of Lovelace in 1838, Ada became known as the Countess of Lovelace.

In 1840, Babbage showed a group of mathematicians his plans for the "Analytical Engine." It could do addition, subtraction, multiplication, and division. It could also repeat a set of orders over and over again. Instructions were put in by punch cards and printed out on paper. Ada was fascinated with this machine. She helped translate a paper about Babbage's plans that had been written in French. In 1843, Babbage encouraged her to add her own ideas to the paper as well. She did, making the final article three times longer than the original and much more complete.

Ada was the first person to describe exactly what a computer could and could not do when the instructions given to it were complicated. She said that it could weave math problems just like a fancy cloth loom weaved beautiful patterns. At the end of her famous paper, she discussed a program for calculating a series of numbers. These were called Bernoulli numbers. This program was far beyond anything Babbage had considered for his machine. Ada's published paper is considered to be one of the first computer programs ever written.

Today, there is a website for women, which is known as The Ada Project (TAP). TAP includes information on conferences, projects, discussion groups, organizations, and fellowships. Surely Augusta Ada King would have approved of such a site for today's young women who are carrying on her work in the field of computer science.

5. Which of the following words means a person who specializes in technology?
   A. technological
   B. technician
   C. technologist
   D. technicality

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**Daedalus**

(1) According to Greek mythology, Daedalus was an ingenious inventor and craftsman. (2) King Minos of Crete approached Daedalus and said, “Will you construct a special building in which to imprison the terrifying Minotaur?” (3) In order to imprison the half-man half-bull creature called Minotaur, Daedalus constructed the labyrinth. (4) It was a maze that was so artfully brilliant that Daedalus himself nearly became trapped inside once he had completed the center. (5) The king placed the Minotaur inside and presumed the beast was trapped.

(6) King Minos was obsessed with keeping the secret of the labyrinth, he imprisoned Daedalus and his son Icarus in a tower on the island. (7) While they were imprisoned, the hero Theseus came to Crete on a mission to
apprehend the Minotaur. (8) Theseus knew about the labyrinth, as well as the incredible brilliance of the inventor who had created it. (9) Instead of trying to match his wits against such a genius, Theseus gathered a ball of yarn and left it at the entrance of the labyrinth. (10) He then made his way through, laying the string behind him so that he could simply follow the string to find his way out. (11) Daedalus had constructed the labyrinth to thwart force, intelligence, bravery, and skill, but simplicity itself did him in.

(12) Daedalus knew King Minos would be upset and that his time for escape was now. (13) Daedalus had been collecting feathers from the seagulls that flew into his tower window for a year. (14) He had already built a large wooden frame that strapped to his body and operated like the bones in a bird’s wing. (15) He now covered that frame with melted wax from his store of candles and applied the feathers to the wax. (16) He tested his wings briefly, and seeing that they worked he quickly strapped a second set to his son Icarus.

(17) Daedalus warned Icarus that it was vital not to fly too high because the sun’s warmth would easily melt the wax in the wings. (18) Daedalus and Icarus leapt from their prison just as the guards were coming to retrieve them. (19) They soared over the ocean waves toward the nearest island. (20) Icarus was enthralled with flying. (21) He rolled and soared and dove and twisted. (22) His father allowed his son the freedom. (23) Icarus climbs higher, flapping his wings as hard as he could. (24) By the time Daedalus noticed what his son was doing, Icarus was too far up to hear his father’s cries. (25) He approached the sun, and the wax in his wings melted. (26) His feathers flitted to the ocean below, and Icarus came crashing down into it as well. (27) Daedalus searched, but he could not find his son.

(28) The inventor who was so smart he had outsmarted himself flew alone to his new home.

6. Read sentence 2 from the passage.

King Minos of Crete approached Daedalus and said, “Will you construct a special building in which to imprison the terrifying Minotaur?”

How can the underlined sentence be rewritten so that it is in the imperative mood?

A. “Construct a special building in which to imprison the terrifying Minotaur!”
B. “Won’t you construct a special building in which to imprison the terrifying Minotaur?”
C. “You will construct a special building in which to imprison the terrifying Minotaur?”
D. “If only you would construct a special building in which to imprison the terrifying Minotaur!”
Read the sentence from the passage.

While they were imprisoned, the hero Theseus came to Crete on a mission to apprehend the Minotaur.

What does the word *apprehend* mean as it is used in the sentence?

A. join
B. assist
C. control
D. capture

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When British scientists were first sent a duck-billed platypus, they thought it was a joke being played on them by their fellow scientists in Australia. It wasn't. The duck-billed platypus has a flat tail and thick fur like a beaver, webbed feet, and a bill like a duck. It is a mammal, but it lays eggs, which makes it one of only two types of monotremes in existence today. (The other is an animal called an echidna.)

The features of the platypus certainly make it one of the oddest of all the strange and unique species that make Australia their home. Like the beaver, the platypus dwells primarily in fresh water. Its webbed feet help the animal move through the water. However, only the front feet are used for propulsion, while the back feet are used for steering. The feet are located at the end of legs that tend to be positioned in a way that is more horizontal to the animal's body, rather than extending underneath the body. This makes the platypus extremely awkward and clumsy on land, but it is a very efficient swimmer and digger. The feet of a male platypus have another unique feature in the sense that they are equipped with spurs attached to a poison gland. These can be used in self-defense against an attacker or to fend off another male during breeding season. The female has no such spur and must rely on the quick-dive method of escaping an enemy.
Like the beaver of North America, the platypus has a thick, flat tail. This tail is primarily useful in helping the platypus to accelerate through the water when avoiding predators. Unlike the beaver, a platypus does not use its tail to "slap" the water to send a sound of alarm. The platypus is a solitary creature, so there is no need for an alarm signal to warn others. The primary function of the tail is fat storage. Scientists have developed a "squeeze test" to determine the health of a platypus by establishing how much fat is being retained by the animal—the more, the better.

The platypus prefers to make its home in burrows underneath overhanging riverbanks. These burrows are dug using the sharp claws on the rear feet, with the assistance of the tail to push dirt out of the way. These burrows can extend up to 15 feet inland from the river and have an entrance located above the water level, unlike those of the beaver that tend to have the entrance to the home beneath the water. Generally, there are two types of burrows dug by the platypus. The first is the simple "resting" burrow, which extends in a straight line from the entrance. The second is a "nesting" burrow, which has numerous side branches. In the nesting burrow, the female platypus will lay from one to three eggs and incubate them, cradling them close with her tail for about two weeks or until they hatch. Once they have hatched, the platypus babies will stay in the burrow with the mother for three to four months.

The platypus spends a lot of time underwater and can remain below the surface for 10 minutes if it is stationary. Remaining still takes quite some effort. The animal's fur is thick and traps a lot of air, which tends to keep the platypus afloat. More often, though, especially when the platypus is actively swimming after food, it remains submerged only for around two minutes.

When the platypus dives below the surface, its eyes and ears close. One might think this would make it difficult for the platypus to find food. Fortunately, the animal's fleshy, duck-like bill has a very functional purpose. A highly sensitive part of the body, the bill can detect minute amounts of electricity produced by the aquatic animals that the platypus eats. The bill is also very attuned to pressure, and those sensors are believed to be useful in underwater navigation. A nocturnal creature, the platypus can eat its own weight in food during its 10 hours or so of nighttime hunting.

The shy platypus has a restricted area, confined primarily to the freshwater streams and lakes of southeastern Australia, but has been found in the high countries of Tasmania and the Australian Alps. The biggest threat to the survival of this unique species is the loss of habitat due to ever-expanding cities and the gradual infringement of people into its territory. Today the platypus is protected by the government, and many conservation groups are trying to preserve the few remaining wild regions it inhabits.

8. Read this sentence from the passage.
   It is a mammal, but it lays eggs, which makes it one of only two types of monotremes in existence today.

What is the meaning of the Greek root "monos" as in the word monotremes?

A. single  
B. individual  
C. monstrous  
D. many

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Read the passage - ‘Platypus’ - and answer the question below:
9. Read this sentence from the passage.
   A nocturnal creature, the platypus can eat its own weight in food during its 10 hours or so of nighttime hunting.
   Which of these best describes the meaning of the Latin root "noct" in nocturnal?

   A. active
   B. night
   C. to be dark
   D. to be harmful

---

Read the passage - "Summer Employment Opportunities" - and answer the question below:
Summer Employment Opportunities
Summer Employment Opportunities
for High School and College Students!

For 100 years the Sumners County Park Service has provided safe, summer fun for the residents of Sumners County. Join us in our centennial year and help the park service grow even bigger and better.

Sumners County Park Service is looking for enthusiastic and experienced people to fill the following positions:

**Lifeguards:** (14 vacancies)
Responsible individuals needed to fulfill lifeguard duties and teach swimming lessons. Applicants must have a lifeguard certificate and be able to work on weekends. Other responsibilities include cleaning pools, decks, and general upkeep of the pool area.

**Landscapers:** (10 vacancies)
Enthusiastic applicants required for gardening. Duties include mowing, weeding, planting, raking, and general cleanup. No experience is necessary, but an interest in plants and gardening is an advantage. Occasional weekend work may be required.

**Painters:** (20 vacancies)
Eager applicants required to complete painting activities on major buildings, signs, and playground equipment. No weekend work required. Experience with mixing paint and color matching is an advantage.

**Carpenters:** (5 vacancies)
Successful applicants will assist master carpenters in restoring the park band shelter and replacing the roof, walls, and stage arena. This historic building is 100 years old and will be returned to its original condition. No weekend work will be required except in weather emergencies.

**Office Staff:** (2 vacancies)
Two individuals needed to work in the main office of Sumners County Park. Applicants should possess skills in word processing and have general computer knowledge, be effective communicators, and have a pleasant phone manner. Weekday and some weekend work will be required.

**Rangers:** (5 vacancies)
Applicants must be 18 years of age or older and have experience working with children in the 4–12 age group. A knowledge of games and nature and craft activities, in addition to experience as a junior ranger, are distinct advantages. Weekend and overnight work may be required.

**Head Rangers:** (2 vacancies)
Applicants must be 21 years of age or older and be capable of coordinating summer programs for children. Experience in planning and implementing day camp programs is an advantage. Weekend and overnight work may be required.

**Junior Rangers:** (10 vacancies)
This voluntary position involves assisting rangers in all children’s programs. Weekend and overnight work may be required.

**Office Hours:**
- **Weekdays:** 8:00 a.m.–5:00 p.m.
- **Saturdays:** 8:00 a.m.–2:00 p.m.
- **Sunday:** Closed

Applications are available at the main office:

- **Sumners County Park**
- 21 Woodbridge Lane
- Hanksale, TX 78209
- Phone: 1-888-293-3151

11. Read this sentence from the passage.

Join us in our centennial year and help the park service grow even bigger and better.

Which definition best describes the meaning of centennial as it is used in this sentence?

A. of or relating to a period of 200 years
B. of or relating to a period of 100 years
C. of or relating to the beginning
D. of or relating to growth
Skate Park Proposed
By Tiffany Lakes

1 HOUSTON COUNTY—The town of Taylor may be joining the ranks of many other American cities and getting a skate park. Plans for the new skate park were announced last night at the Taylor city council meeting. If approved, the skate park would be built in Lincoln Park in the heart of downtown Taylor.

2 Tom Cruz, Taylor City Manager, briefed the city council on the skate park plans. According to Mr. Cruz, the park would occupy 40,000 square feet in the southwest corner of Lincoln Park. This space currently contains six tennis courts, a dog exercise pen, and a walking trail. Most members of the city council were enthusiastic about the new skate park. Brenda Williams thought the park would give local teens something constructive to do and a place to “hang out.” Other council members thought the park would encourage teens to get more exercise and stay physically fit.

3 The new skate park would be built by Skate Free Designs, the largest skate park design and construction firm in the country. According to a spokesman for Skate Free Designs, “the mission of the company is to help communities better serve the booming population of youth involved in skateboarding, in-line skating, and BMX biking. We work closely with cities to create facilities that are unique, challenging, safe, and fun.”

4 After visiting the proposed site last month, the chief designer for Skate Free Designs created a customized plan for the new park. Mr. Cruz shared that plan with members of the city council. Not all council members were convinced that the park should be built. Bruce Rutkowski had serious concerns about the city’s liability for teens who injure themselves while using the park. “I can see the lawsuits coming as disgruntled parents try to get the city to pay for the hospital and medical bills incurred by their kids,” he warned. Councilwoman Monica Anderson questioned whether citizens would be willing to give up the tennis courts and nature trails in exchange for the park. Still other council members wondered aloud whether there was enough interest among teens to justify building the park. “Will they actually use it?” asked councilman Fred Washington.

5 The park would be divided into beginner and advanced sections. The beginner’s section would contain a mini-half pipe (a U-shaped ramp with 4-foot-high walls and a 6-foot-wide flat section), a mini-bank ramp, and a minihandrail. The advanced section would consist of one half pipe, three quarterpipes, and two 10-foot vertical launch ramps with 6-foot-wide platforms. It would also have an 8,000-square-foot flow course in which the terrain would vary from 5 feet to 11 feet, with a variety of hips, boxes, and pyramids serving as obstacles. The centerpiece of the advanced section would be a freeform bowl 6 feet deep in the shallow end and 9 feet in the deep end. Skate Free Designs has vowed to use state-of-the-art technology and top-grade materials in building the park.

6 After a sometimes-heated discussion about whether or not to fund the new skate park, the city council members unanimously agreed to postpone their final decision until their next meeting so that they could talk to members of the community to survey the interest in the park.
12. What is the meaning of the prefix pro- in the word proposed in paragraph 4?

A. above
B. forward
C. together
D. between

Read the passage - 'The Future is Here' - and answer the question below:

The Future is Here

For the past several decades, technology has been changing at a rapid rate. By the time some new products are made available to consumers, they are already out of date. This is especially true in the world of computers, where today's dreams quickly become tomorrow's realities. Often we will see in science fiction films a piece of equipment that does not currently exist. A year or two later, what was only an idea will be available for purchase.

Over the years, computer monitors have gotten smaller and laptops have gotten lighter. These changes have allowed people to have access to a computer anywhere, at any time. It should come as no surprise that the next step in the advancement of computer technology would involve changing the keyboard. One recent development that has captured the interest of many computer users is the virtual keyboard. This invention replaces the traditional plastic keyboard with one made of light created by a laser beam. The laser beam projects a glowing red image of a keyboard on a hard, flat surface. The laser beam keyboard has special sensors, like those in a digital camera. The sensors can determine when a finger is touching the "keys" on the keyboard image. This technology has already been sold to several companies, including one in Japan. So far, the only disadvantage to virtual keyboards is that they do not work well in full sunshine.

Another interesting invention is the digital pen. The digital pen looks and writes like a regular pen. However, the digital pen is far more complicated. The pen contains a tiny camera that can change a person's handwriting into digital images. The pen then takes these digital images and records the pictures to a personal computer. Some digital pens can store up to forty pages of information at a time. By placing the pen in a special transfer cradle, notes taken in classes or meetings can be easily moved from one place to another. Digital pens can even send faxes and emails.
Although the digital pen sounds quite helpful, it does have some problems. The special pen needs a certain type of paper and this paper is very expensive. The pens also have trouble recognizing certain styles of handwriting. The pen cannot successfully read poor handwriting. In addition, some users have complained that the large size of the pen makes it difficult to hold.

Based on recent history, it seems clear that better inventions will continue to be made available to consumers. Some inventions will become an accepted part of technology. Other inventions will never be seen by consumers due to design flaws or inconvenience. In any case, consumers continue to show great interest in the latest developments in the world of technology, and manufacturers do their best to respond to that interest.

13. Read this sentence from the passage.

Another interesting invention is the digital pen.

Which of the following best defines the meaning of the base word "digit" as it is used in the word digital?

A. of or having to do with numbers
B. of or having to do with the fingers
C. of or having to do with digging
D. of or having to do with writing
14. The word “juvenile” is formed from the Latin root “juvenis,” which means “a youth.” Based on this, what is the meaning of the word rejuvenation in paragraph 4?

A. reversal
B. celebration
C. renewal
D. cooperation
By now, most Americans are familiar with the routine. First the headlines announce, "Severe Earthquake Strikes," or "Thousands Are Homeless Due to Massive Flooding." Soon after, stories follow about the efforts of various humanitarian organizations to provide relief and assistance to the victims. Much of this assistance is provided by large groups of volunteers involved with national and international humanitarian relief societies.

It is hard to imagine a time when such assistance was not available, but the history of humanitarian relief societies is not a long one. The idea for such societies can be traced to Henry Dunant. He had a vision to provide aid for victims of war. In 1859, Dunant passed through Solferino, Italy, just after Austrian and French forces had fought a bitter battle. Horrified by the thousands of soldiers left to suffer, he begged the local people to help him tend to the wounded. He insisted on caring for soldiers from both sides.

Dunant returned home and published a small book in 1862 titled AMemory of Solferino. In the book, Dunant described his experience at Solferino. He broached the idea that the nations of the world form relief societies to provide care for the wartime wounded. An international board of each nation's leaders would oversee these societies. They would also appeal for everyone to volunteer time and effort to help care for the victims of war.

The ideas presented by Dunant found support from readers across the world. As a result, a global humanitarian movement was born. On August 22, 1864, twelve nations signed the Geneva Convention. The nations agreed to guarantee protection to volunteers who provide supplies and aid to victims of war.

As the idea for humanitarian aid spread, the mission of these societies expanded to include relief for victims of natural disasters. Each year in the United States alone, relief societies respond to more than 67,000 disasters such as floods, earthquakes, fires, hurricanes, tornadoes, and explosions. These societies also assist military members and their families, and provide blood and tissue supplies. They often help communities with health and safety education programs such as CPR and first-aid training. Many also assist communities in providing homeless shelters and meals for seniors.

What many Americans don't realize is that young people have also contributed to these efforts. In 1917, President Wilson challenged young people to support their country at war by becoming involved with local humanitarian relief societies. Eight million youths responded that first year. Each began a commitment to contribute 25 cents a year. Students from across America also provided vital services. They made and collected clothing for war victims and produced hospital supplies. They even prepared and shipped "Friendship Boxes" for their fellow youths in need because of war overseas. And with their own nation in short supply of food, youths tended to Victory Gardens, growing vegetables to add their own contribution.

Today, many youth service clubs still meet regularly, and membership is open to all. They continue to work closely with adult relief societies. Young people participate in both domestic and international service projects. Their efforts include providing peer instruction in first-aid training, organizing blood drives, and assembling comfort and cleanup kits for disaster operations.

Young people represent the future of our country. By becoming involved in service clubs, they experience firsthand the humanitarian values that inspired Henry Dunant over a century ago.
15. The word international in paragraph 3 includes the Latin prefix inter-. What is the meaning of that prefix?

A. within
B. outside
C. between
D. against

Read the passage - 'Making Amends' - and answer the question below:

Making Amends

Watching her friend storm down the hallway, Cindy wondered what the problem could be. "Well, what did I do?" Cindy pondered the question as she continued watching Stephanie march toward the lockers.

Cindy walked toward Ms. Bullock's classroom where her group of friends routinely gathered before school. As expected, her friends were huddled in a group of desks, not far from Ms. Bullock.

"Hey, guys," Cindy announced, "have you seen Stephanie this morning?" Not getting an affirmative response, Cindy continued, "She made a weird face when I asked her about her weekend. I asked if she finished her algebra project, and she just rolled her eyes and took off. Is she mad at me for something, or what?"

Between shrugged shoulders and questions from the group, Cindy learned nothing, but they decided Jenny would talk to Stephanie during first period. Jenny and Stephanie had Advanced Art together. They would be able to talk, unless Mr. Reyes was lecturing on an artistic period. Jenny promised to find Cindy after art class if she had any information.

After her math class, Cindy hurried to get to the usual meeting place. She saw Jenny rush up the stairs, moving fast toward her and their group standing by the water fountain. Cindy knew that Jenny had the answer. "So, what did she say?" Cindy inquired.

Jenny, slightly out of breath from the trek up the stairs, replied, "You're … not going to … believe this." She paused before adding, "We forgot Steph's birthday."

In a frozen moment of panic, the pack of girls stopped. No one moved or made a sound—it was as if
they were all flashing back to a mental calendar, trying to remember Stephanie's exact birth date and today's date on the calendar.

"Oh no!" one of them cried. "We talked about it all last week, but we never decided on anything, and then we had the holiday last weekend, and …"

Jenny added, "I felt horrible. I mean, I flat out asked her what was wrong, and she asked me if I'd checked the calendar. I totally missed her hint. I didn't know. Then Steph told me that she at least expected her BEST friend to remember her birthday."

Cindy rolled her eyes and countered, "Well, you'd think she'd give me a break since I AM her best friend. I mean, I wasn't even in town this past weekend. She knew that, so how was I supposed to plan anything?" Cindy announced, "We'll have a cake for her tomorrow, and she'll get over it." All at once, the girls turned to one another with jaws dropped. Cindy couldn't understand half of what they were saying. Just when she was about to add her voice, the tardy bell rang, scattering the girls to their classes.

Upset that the entire forgotten-birthday mess had somehow fallen on her shoulders, Cindy sat at her desk and slammed open her U.S. History binder. But somewhere amid the pounding cannons and boring narration coming from the Civil War video, Cindy's mind drifted back through the year. Memories of birthdays celebrated at school filled her head: Jenny's locker decorated in pink and green balloons—her favorite colors; Samantha's birthday cake, a long line of green cupcakes made to look like a caterpillar—Samantha had a thing about drawing caterpillars on everything she owned; and on her own birthday, the group wore goofy hats throughout lunch while eating a huge brownie to celebrate.

Cindy didn't have to think about it too hard to remember that Stephanie was mostly responsible for making the birthdays special. Irritated with herself for not doing the same for Stephanie, Cindy started brainstorming ways to make it up to her best friend. Under the dim lights, as the video played on, Cindy documented her ideas. Within 15 minutes, she had written several notes to friends, filling them in on how they would celebrate Stephanie's birthday all week long instead of just one day. Satisfied her plan would at least partly make up for their forgetfulness, Cindy grabbed another piece of paper. Cindy tapped her pen on the desk as she gazed at the ceiling. She looked back down at her desk and began a note to Stephanie:

Dear Steph,

Meet us in front of school right after dismissal.
We really need your help.

She thought to herself, I know Steph is disappointed, but she can't resist a call for help, which really isn't a lie under the circumstances. And when she shows up with that look on her face, we'll take her away and begin the first day of her birthday week. She's not the only one who can make birthdays special. Besides that, she deserves it!

Read this sentence from the passage.

Cindy pondered the question as she continued watching Stephanie march toward the lockers.

Which of the following best defines the meaning of the Latin root "ponderare" as in the word pondered?

A. to continue
B. to weigh
C. to pursue
D. to calculate

Read the passage - 'One Summer Day' - and answer the question below:

One Summer Day
One Summer Day

The Sea murmurs sleepily in the cool morning dawn,
Tossing and turning under her blanket of fog,
Which thins and then vanishes as the Sun rises.
The Sea awakens, wondering what the day will bring.

5 Then the Sun begins to warm the ivory sand,
And cars arrive, spilling out their catch
Like glittering fish at the water’s edge.
The Sea runs to meet and greet them.

Umbrellas burst open like flowers in the Sun.
10 Children with shovels and pails race along the shore
And build turreted castles with gull-feather flags.
The Sea supervises their work and fills the castle moats.

Couples stroll along the beach, heads bent,
Searching for shells and other treasures.
15 The Sea strings polished glass on a necklace of kelp
And tosses the colorful gift for them to find.

Surfers in wetsuits paddle through low waves,
Sleek seals paddling ever outward into the deep.
The Sea hoists them onto her strong back, rises tall,
20 And lets them ride in a twisting arc toward the shore.

Finally Dusk closes umbrellas with a chilly touch,
And Wind, like a broom, sweeps all the visitors to their cars.
The Sea stretches foamy fingers toward them in farewell,
And murmurs good night to the departing Sun.

18. Which word from the poem has a prefix meaning “over”?

A. departing
B. awakens
C. supervises
D. outward
"Mae! Come quick. It's Dr. Ellsworth."

Mae froze. She had been putting away jars of green beans. She’d spent yesterday afternoon picking them, snapping the inedible ends off, and throwing them in a bucket for the hogs. The edible portion she broke into bite-sized pieces. Today, she had put the beans in glass jars. She and her family would have the fresh taste of summer to help fill their stomachs all winter.

Mae, her sister, and four brothers lived on a farm just outside of Webster, a small town in Iowa. Visitors were few and far between.

When her sister called again, Mae almost dropped the jar. She ran out of the kitchen and jumped off the front porch. She saw her sister halfway down the lane, peering at the road that ran past the farm. There was no one in sight.

"Which way did he go?" Mae asked, slightly out of breath.

"That way," her sister Ellie replied, pointing down the road that led away from town. "I bet he's going to visit the Brewers again." The Brewers were one of the founding families of Webster. They lived on a prosperous farm east of town, next to the river. The Brewers owned one of the biggest farms in the county. Mr. Brewer and Dr. Ellsworth were the two wealthiest men in the area.

"Do you think we can do it this time?" Mae asked. "Last time Momma wouldn't let us."

"Let's go ask her," Ellie responded, and the girls went running into the living room.

"Momma," they said, "may we walk into town?"

"That must have been Dr. Ellsworth I heard go by a few minutes ago," Momma said as she looked up from her knitting. "You girls know better than to pester him. He's a busy man and doesn't need a couple of kids like you begging for a ride in the middle of the road."

"Please, Momma! Please?" Ellie pleaded. They were so excited they could hardly breathe. "We promise not to beg. We'll just start walking into town. If he stops, he stops. We'll wave, but we won't beg. Please, Momma?"

"OK," Momma sighed. She had given up. Almost every week for the past month, Mae and Ellie had asked for permission to walk the three miles into town. At first they had told their mother they wanted to look in the windows of the downtown stores, but—to their dismay—that didn't work. Their mother figured out that somehow their pleading always happened right after Dr. Ellsworth had driven past their house.
"Be back by supper, and you'll have to finish those beans tonight."

For the past two months, the girls had watched Dr. Ellsworth pass by their farm. It was usually about two hours before he made his return trip back toward town from the Brewers'. This time Momma was going to let them walk to town.

"Thank you, Momma," the girls called as they ran down the lane. They had a plan. They would walk down to the next farm. The road went over a hill at that point. There they would sit on a log and wait. When they saw Dr. Ellsworth, they would resume walking toward town.

"Here he comes!" Ellie shouted, almost as soon as they'd settled themselves on the log. She jumped up, grabbing her sister's hand as they headed to the road. "Act casual," she told Mae, letting go of her hand. Ellie's heart was thumping like a bass drum.

The girls strolled along the side of the road, listening intently to the clatter and chug of the only motorcar ever to make its way along their road. It was the only car in the county. Dr. Ellsworth had driven by every week, and they'd watched from a distance. Momma had never before allowed them to walk down the road when they knew Dr. Ellsworth would be driving back to town. Maybe, just maybe, Dr. Ellsworth would stop, offer them a ride into town, and then they'd have such a story to tell their brothers!

Nobody had a car in Webster in 1909, except Dr. Ellsworth, and he had had it for only three months. He'd given others a ride, but the girls hadn't been that lucky yet.

"Chug-a-chug," the sound behind them came closer. Neither girl turned around. Mae scrunched her eyes up and wished hard. Ellie giggled, as she often did when the butterflies in her stomach took flight, tickling her insides. They clutched hands and tried to walk with as much poise and self-control as they could muster.

"Why, hello, girls," Dr. Ellsworth said as he stopped his slate-gray automobile right next to them. "On your way to town, are you?"

Ellie was speechless; her tongue, a stone. Finally she regained her voice. "Why, yes, sir!" she said with gusto, suddenly feeling as if her world had grown brighter.

Mae broke in with, "My, that's a very nice motorcar, sir!" The girls knew from their father that the Winton Company had made the car and that it was a "touring automobile." Not that they cared. They just wanted to ride inside of it.

"Would you girls like a ride into town?" Dr. Ellsworth finally asked.

Mae and Ellie looked at each other with wide eyes. Ellie would later insist that the car's headlights had merrily winked at her.

"Yes!" My goodness, what a story they would have to tell.
19. Read this sentence from paragraph 20.

"Why, hello, girls," Dr. Ellsworth said as he stopped his slate-gray automobile right next to them.

What is the meaning of auto- in the word automobile?

A. vehicle
B. travel
C. gray
D. self

20. Which root in the examples below means "people"?

A. vers, as in reverse
B. dem, as in democracy
C. duct, as in conduct
D. extra, as in extraordinary

21. What does the word binocular mean?

A. involving both eyes
B. visual enlargement
C. event in cycles of two
D. relating to biography

22. Which affix should be added to the word familiar to make a word that means "to make familiar"?

A. un-
B. -ity
C. re-
D. -ize

Read the passage - 'Simple Orders' - and answer the question below:

Simple Orders

Simple Orders
In December 1909, Lieutenant Benjamin Foulois received a message from his commanding officer. It read as follows: "Your orders are simple, Lieutenant. You are to evaluate the airplane. Just take plenty of spare parts and teach yourself how to fly."

By March 2, 1910, Foulois was ready to begin his career as a pilot at Fort Sam Houston in Texas. Foulois, obviously a brave man, made four flights on his first day of training. The longest of the four flights lasted 21 minutes. In addition to experiencing his first flight, Foulois also had his first takeoff and first crash on that day. The crash may have been partly because of his flying lessons. He received the lessons by mail from Orville and Wilbur Wright, inventors of the airplane.

Benjamin D. Foulois was born in the small town of Washington, Connecticut, in 1879. In 1898, he joined the U.S. Army, where he proved to be a natural leader. Within a few years, he was promoted to the rank of second lieutenant. In 1905, he entered a military school. Foulois may have been a leader, but he was no scholar. He graduated near the bottom of his class.

One day when he was flying, Foulois lost control of the plane. A strong gust of wind caused the plane to drop suddenly. Foulois was held in the plane by only two wires attached to the front of his seat. He landed the plane but suffered a painful blow to his head. The next day, he visited the saddle shop on the grounds of the military base. He obtained a saddle strap and used it on future flights to strap himself into the pilot's seat. This was possibly the world's first aircraft safety belt.

Lieutenant Foulois continued to be the first to do many things. In 1911, he designed the first air-to-ground radio system. That same year, he became the first pilot to fly more than 100 miles nonstop while exploring the Texas-Mexico border. He was also the first to use a radio while in flight.

Foulois had one goal in mind. He wanted to prove to the U.S. Army that airplanes were of practical use. In spite of his intentions, "Benny" Foulois often did things that left the army with a negative opinion of airplanes. Early one morning at Fort Sam Houston, he flew his plane about ten feet above the tents where officers were sleeping. He ended the flight with a dive over the officers' bathroom. This did nothing to improve the officers' impression of military aviation.

In 1919, the general staff of the War Department controlled what was known as the Air Service. Foulois and many others felt that the Air Service should be separate from other branches of the military. He pleaded this case before congressional committees including the Senate Military Affairs Committee. In 1931, he had an opportunity to demonstrate to the War Department his leadership and flying skills.

Foulois' commanding officer decided to use 670 airplanes in demonstrations over cities in the eastern United States. He selected Foulois to command this exercise. Foulois' force flew nearly 38,000 hours without a single serious accident. The operation was an outstanding success. This remarkable record proved his leadership ability. He received an award from the National Aeronautic Association for the most praiseworthy flight of the year.
In December 1931, Benny Foulois, by then a general, became acting chief of the Air Corps. Over the next four years, he led the corps through many changes. In 1933, the War Department officially decided there should be an air force operating in peacetime. By then, however, many Washington officials disliked Foulois. He was not allowed to lead the newly organized Air Corps. In December 1935, Benny Foulois went for his final flight as an Air Corps pilot. At the age of 56, his career as a military officer had come to an end.

During World War II, Foulois directed New Jersey's civil defense program. After the war, he returned to private life. He traveled more than a million miles, devotedly telling the story of military aviation and explaining the importance of air power as a defense for the United States.

Benjamin D. Foulois, known as "the father of U.S. military aviation," died on April 25, 1967, at the age of 87. Among his other accomplishments, he is remembered as the only man to ever take flying lessons by mail.

24. Read this sentence from paragraph 7.
   In 1931, he had an opportunity to demonstrate to the War Department his leadership and flying skills.
   What is the meaning of the Latin root "demonstrare" from which the word demonstrate is derived?
   A. show
   B. demote
   C. prove
   D. chance

25. The base word "claim" means "to state to be true." Using this base, what does the word proclamation mean?
   A. a newspaper publication
   B. a public announcement
   C. a false statement
   D. a public discussion

26. What is the meaning of the Latin root "liber" in the words liberate and liberty?
   A. love
   B. fight
   C. free
   D. read

Read the passage - 'The River' - and answer the question below:

The River
The Latin root "liber" means "free." Using this Latin root, what does the word deliberation mean?

A. lack of knowledge
B. care in decision or action
C. selfish resistance
D. physical force and courage

The River

I sit on the bank in my special place,
Feel the breeze that lifts my hair,
And watch the ripples run across the river.
It is so peaceful here.

Deep enough to justify a fishing pole,
Quiet enough for my every thought,
The perfect place to contemplate
The world and my place in it.

Downstream, though, the river changes
From the one I know.
Its calm flow reaches rocky shallows
And starts to caper like a kitten,
Darting and chasing shadows among the stones.

The river leaves the shallows at a run,
Rushing faster and faster—
A wildcat roaring past steep banks
And wild, wet rocks.
It claws and crashes in a furious flood,
Foaming and spitting as its fury is subdued

In the soothing depths of dark, still pools.

Tired and tamed by the journey,
The river transforms itself again.
Its power abates and it seems to move
With deliberation, slower and wiser,
Past towns that mark its passing and then
Go about their business.

One by one the towns pass by,
And the banks give way
To borders of salt-smelling mud marsh.

Without need for senseless shows of strength,
The river relaxes like an aging lion,
Done with the hunt and ready for rest.

The water slows until it reaches its destiny,
A place not too different from mine,
Where the water stretches to meet the sky—
Where others just like me use the mirrored stream
To fish and to contemplate
The world and their place in it.

27. The Latin root "liber" means "free." Using this Latin root, what does the word deliberation mean?

A. lack of knowledge
B. care in decision or action
C. selfish resistance
D. physical force and courage
28. Look at these words.
   extraordinary extracurricular extraterrestrial
   What does the prefix extra- most likely mean?
   A. again
   B. beyond
   C. new
   D. inside

25. Read these words.
   promote propel progression
   What does the prefix pro- mean in these words?
   A. support
   B. professional
   C. move
   D. forward