

Compare and Contrast

Question 1 .

Passage 1

The Dodo and the Great Auk

The dodo was an unusual bird, found only on the tropical island of Mauritius until the early part of the 16th century. It was as large as a turkey, with tiny wings and a short, curly tail. It nested on the ground and ate the fruit that fell from trees. The dodo weighed about 500 pounds and was unable to fly. Dodo means "simpleton" in Portuguese. People believe that the Portuguese sailors named the bird so because it had no fear of humans and hence did not protect itself from them. However, by the end of the 17th century, the dodo bird became extinct. It appears that the last dodo was sighted in 1681. Researchers think that this could possibly be because it could not protect itself from the sailors, settlers, and other animals that later inhabited the island.

Like the dodo, the great auk was also a flightless sea bird that became extinct in the late nineteenth century. It inhabited the islands and coasts off the North Atlantic. The body of the great auk was about 30 inches long and its wings 15 inches long. The bird had a large black bill, a black head and back, and its front was white with a large white spot between its eyes and its bill. During the early 1800s, hunters destroyed the great auks for bait and food. The bird was last spotted at Eldey Island in 1844. Now many of the bird's eggs are preserved in museums.

Passage 2

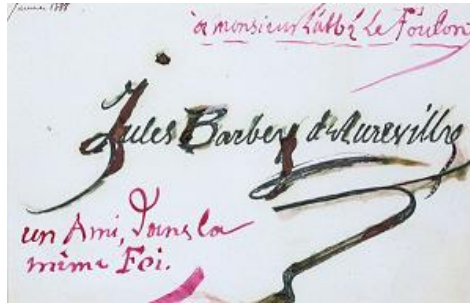
Saving the Calvaria

The calvaria or tambalacoque tree is native to the island of Mauritius. In the 1970s researchers discovered that there were only around 13 calvaria trees left on the island of Mauritius, while a century or two earlier a large number of the trees had thrived there. The surviving trees were about 300 years old. Researchers found it surprising that there were no new trees springing up. The old trees were healthy and produced good seeds, but surprisingly the seeds never germinated. When researchers delved into this mystery, they found a coincidence. It appeared to them that the number of calvaria trees had started dwindling around the same time that the dodo bird became extinct. The dodo was also native to Mauritius.

Researchers guessed that the dodo bird's digestive system cracked the tough skin of the seed of the calvaria fruits when it ate those fruits. This helped in releasing the seed from its tough skin and making it ready for germination. Researchers thus concluded that the absence of the dodo led to the lack of new seeds that were ready for germination and hence the lack of new calvaria trees. To save the trees from extinction, scientists began feeding domestic turkeys with calvaria seeds. As the digestive process of turkeys was similar to the dodo's, the seed would then get the same treatment as it did when fed to the dodo and so become ready to germinate. Though some scientists were skeptical about the process, it appeared to work. Gradually, new calvaria trees started growing after this experiment. Today many researchers believe that this experiment saved the trees from extinction.

How are the overall structures of the two passages different?

- ☐ A. Passage 1 has a problem/solution structure. Passage 2 has a compare and contrast structure.
- ☐ B. Passage 1 has a cause/effect structure. Passage 2 has a chronological structure.
- ☐ C. Passage 1 has a compare and contrast structure. Passage 2 has a problem/solution structure.
- ☐ D. Passage 1 has a chronological structure. Passage 2 has a cause/effect structure.

Question 2 .**Passage 1****Graphology**

The study and analysis of handwriting has intrigued people for centuries. One such branch of knowledge that approaches handwriting from the view of human psychology is known as graphology. Graphology is also used in medicine to help in the diagnosis and tracking of brain and nervous system diseases. However, the term "graphology" is not used in the same sense in forensic science.

Graphology is based on the study of writing forms as affected by the central nervous system. Since a person's muscular movements are controlled by the central nervous system, the writing changes based on his or her state of mind. For example, when a person is finding it difficult to write, he or she uses simpler forms of letters. Graphologists claim that things that affect a person's life contribute to the variations in his or her writing.

Graphology is a controversial field of study. Much of the supporting evidence comes from people's accounts of personality evaluation. However, studies have not been able to prove the supporters' claims.

Passage 2**Notes at the Senior Center**

by A. Gautam

Every evening after school, as Tina stopped by the senior center to check on one old lady or the other, she found an interesting note stuck on the common fridge. Tina always studied the notes with utmost curiosity. The women had the most beautiful handwriting, and they often forgot to sign their name on the yellow sticky note. Tina could tell by now who had written to her this time based on the content of the message.

Tina started with the longest note, "Don't worry about the book from the library. My son will bring something to read this Saturday." Mrs. Rosenbaum, as Tina had discovered, gave her Y's a long cursive tail. The commas were almost too thin to be noticeable. The next note read, "Some cake for you inside the fridge. You'll love it Tinisha." Only Mrs. Manisha called Tina by that name and always baked something sweet for the other ladies. Besides, Mrs. Manisha gave her alphabets the roundest shapes. One could never tell that she was as skinny as a report card paper.

Which of these **best** describes how both passages are alike?

- ☐ A. Both offer an analysis of handwriting.
- ☐ B. Both describe muscular movements.
- ☐ C. Both show the importance of evidence.
- ☐ D. Both share a similar setting and plot.

Question 3 .**Passage 1****The Revival of Stephen Crane**

Although Stephen Crane was an important literary figure in American literature at the time of his death, he was nearly forgotten for the next two decades. When critics revived interest in his life and work, Stephen Crane was rediscovered. The vividness of description and intensity found in Stephen Crane's fiction and poetry intrigued many writers and critics alike. Many related to the themes of fear, spiritual crisis, and isolation found in his works. Crane's *The Red Badge of Courage* became an American classic. He became renowned for his unconventional and ironic poetry and short stories, such as "The Open Boat," "The Blue Hotel," "The Monster," and "The Bride Comes to Yellow Sky." Not only did Stephen Crane leave a deep impression on twentieth century writers such as Ernest Hemingway, but he also inspired the Modernist and the Imagist writers and artists.

Passage 2**A MAN SAID TO THE UNIVERSE**

by Stephen Crane

A man said to the universe
"Sir, I exist!"
"However," replied the universe,
"The fact has not created in me
A sense of obligation."

Which statement **best** compares the author's purpose in *The Revival of Stephen Crane* and the poet's purpose in the poem?

- ☐ A. The first passage describes many people's lives; the poem only describes the poet's life.
- ☐ B. The first passage instructs the reader to read more about the poet; the poem shows an opinion.
- ☐ C. The first passage informs about the poet's works; the poem reveals the poet's emotions.
- ☐ D. The first passage narrates a story about the poet; the poem shows a universal point of view.

Question 4 .**Passage 1****Global News**

This year's Nobel Peace Prize was given to Bangladeshi economist Muhammad Yunus and his pioneering Grameen Bank. Yunus was awarded the prize for providing seemingly insignificant loans, known as microcredit, and helping millions come out of poverty.

It is to be noted that Yunus's efforts have made it possible for many poor people to buy cattle or mobile phones they needed to get ahead in life and in small business. Grameen Bank has especially proved helpful to impoverished people who do not qualify to get big loans from banks.

Mr. Yunus has announced that he will use part of the 1.4 million dollars of the prize money to create a company that makes low-cost, high-nutrition food for the poor. The rest of the money will be used to set up and an eye clinic for the poor in Bangladesh.

Passage 2**A Citizen's Blog**

It is not every day that we hear about uplifting things that actually make a difference in this world. Today, I read about an economist who lifted millions out of poverty. Sounds good in a political campaign speech, right? Well, it actually happened.

Mohammad Yunus of Bangladesh established a bank that makes it possible for many poor people to take out loans. His work and vision were rewarded with the Nobel Prize. I have to say, the money is going to the right place. This man can use the prize money for other cool projects like his bank and maybe lift an entire country.

Next time I come up with a great idea, I am going to at least give it a shot. Who knows, I just might come up with a solution to end global warming or pollution or world hunger?

Which idea is found in the blog but not in the news article?

- ☐ A. lifting people out of poverty
- ☐ B. using money for good causes
- ☐ C. disillusionment with politicians
- ☐ D. medical facilities for the poor

Question 5 .**Passage 1****Back to the Future**

Heath had come clean. The way of life he had led until now couldn't satisfy him. The day he decided to mend his mistakes was the day his mother said she still loved him. Heath knew, no doubt, that his family was waiting for him to turn around. Even in the darkest hours of the disappearance, Heath had not lost his faith in his family. Then, he had lost faith in himself and had walked out in anger. Heath had become lonely for the love that he had found smothering. After nights on the footpath, Heath knew what it took for his father to put a roof over his head. Suddenly, it all made sense. Heath was himself again. He felt newer and surer of himself like never before.

Passage 2**Not Drowning, but Waving**

The day I almost drowned had saved my life.
I saw the world inside the waters' sphere.
Submerged I thought that I had lost it all,
and things had ended after one fateful fall.
But then, two hands reached for my shaky limbs.
I was pulled up; I made it to the shore.
I thank my life, more than I thanked before.

How is the poem similar to the passage?

- ☐ A. It is about family values.
- ☐ B. It is narrative in style.
- ☐ C. It is written to inform.
- ☐ D. It is written to persuade.

Question 6 .

Passage 1**Memories of Digging Gold**

Santiago was not going to play in his backyard today. His mother could not be home to take care of him. Santiago was big enough to understand things but not old enough to be left without supervision. So, Santiago held on to his mother's index finger and tried to catch up with her fast-paced steps. They were going to the gold fields to take lunch to his father who had been mining day and night.

Santiago's family had traveled for days on foot to get to California. During the journey, he wished his mother carried him on his back like his father used to. When Santiago finally made it to the fields he saw swarms of men, women, and children who were busy digging. Before his mother knew it, Santiago was already far away from her. He was pulled by a strange force to a group of kids. Each of the kids spoke a different language so one could not understand the other. It was years before Santiago understood that he had met kids who belonged to China, Chile, and many Native American tribes.

Passage 2**A Star Rises**

Jesse Owens was used to a tough life. He was born in rural Alabama to sharecroppers who struggled to fight hunger each harvest season. When Jesse was a child, he ran around the farm in his spare time. He said it was something that made him feel powerful, and it was something he could do alone. Jesse also learned to read and write in a one room school house.

When Jesse's family moved to Ohio seeking a better life, he learned how to survive in the ghetto. He delivered groceries, loaded freight cars, and worked in a shoe repair shop while he still attended school. Jesse's luck was about to change when he met Coach Riley. Riley saw that Jesse could run like magic. The making of a legend began in Cleveland East Technical High School's humble athletic department when America was fighting the Great Depression.

Which of these **best** compares the difference between the historical settings of the passages?

- ☐ A. Passage 1 takes place during America's discovery; Passage 2 takes place during the slavery of Native Americans.
- ☐ B. Passage 1 takes place during the California Gold Rush; Passage 2 takes place during the Great Depression.
- ☐ C. Passage 1 takes place when most people were farmers; Passage 2 takes place when people explored other jobs.
- ☐ D. Passage 1 takes place when America was prosperous; Passage 2 takes place when America ended a war.

Question 7 .**Passage 1****Celebrating a Leader**

Mao Zedong is considered a highly regarded founding leader of the People's Republic of China. He was a great revolutionary and strategist who transformed China. Mao led China to victory in the Chinese Civil War and turned the country into a major power. Mao put an end to two decades of international and civil war and lifted China through his policies. When China became a republic on 1 October 1949, Mao became the Chairman of the People's Republic of China. Mao is also considered one of the most influential poets of modern China. An avid poet and calligrapher, Mao wrote traditional Chinese verses. His poetry is part of mandatory reading in Chinese elementary schools.

Passage 2**The Truth behind Mao**

Many historians and academics criticize Mao Zedong's political career. They claim his social and political programs only harmed China's domestic progress. Mao's "The Great Leap Forward" program and the Cultural Revolution only led the country backwards. Critics argue that these programs hurt China's culture, society, and economy. Mao's land reform movement took away life-savings from many landowners. Mao ran numerous campaigns to suppress his political enemies. Historians remind us that Mao ordered mass killings of many people who did not support his revolution. Many of Mao's enemies were publicly executed. Mao also damaged China's relations with the rest of the world.

Which of these **best** describes the similarities between the two passages?

- ☐ A. Both passages discuss Mao's influence in China.
- ☐ B. Both passages show China's foreign relations.
- ☐ C. Both passages portray Mao as a literary figure.
- ☐ D. Both passages describe the Chinese Civil War.

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Which of these is a universal idea found in both passages?

- ☐ A. an unfair world
- ☐ B. a beloved leader
- ☐ C. a stable economy
- ☐ D. a changing nation

Question 9 .**Passage 1**

from Cinderella
Grimm's Fairy Stories

The wife of a rich man fell sick: and when she felt that her end drew nigh, she called her only daughter to her bedside, and said, "Always be a good girl, and I will look down from heaven and watch over you." Soon afterwards she shut her eyes and died, and was buried in the garden; and the little girl went every day to her grave and wept, and was always good and kind to all about her. And the snow spread a beautiful white covering over the grave; but by the time the sun had melted it away again, her father had married another wife. This new wife had

two daughters of her own: they were fair in face but foul at heart, and it was now a sorry time for the poor little girl. "What does the good-for-nothing thing want in the parlor?" said they; and they took away her fine clothes, and gave her an old frock to put on, and laughed at her and turned her into the kitchen.

Then she was forced to do hard work; to rise early, before daylight, to bring the water, to make the fire, to cook and to wash. She had no bed to lie down on, but was made to lie by the hearth among the ashes, and they called her Cinderella.

It happened once that her father was going to the fair, and asked his wife's daughters what he should bring to them. "Fine clothes," said the first. "Pearls and diamonds," said the second. "Now, child," said he to his own daughter, "what will you have?" "The first sprig, dear father, that rubs against your hat on your way home," said she. Then he bought for the two first the fine clothes and pearls and diamonds they had asked for: and on his way home, as he rode through a green copse, a sprig of hazel brushed against him, so he broke it off and when he got home he gave it to his daughter. Then she took it, and went to her mother's grave and planted it there, and cried so much that it was watered with her tears; and there it grew and became a fine tree, and soon a little bird came and built its nest upon the tree, and talked with her and watched over her, and brought her whatever she wished for.

Passage 2

***from Cinderella, Or The Little Glass Slipper* The Tales of Mother Goose**

Once upon a time there was a gentleman who married, for his second wife, the proudest and most haughty woman that ever was seen. She had two daughters of her own, who were, indeed, exactly like her in all things. The gentleman had also a young daughter, of rare goodness and sweetness of temper, which she took from her mother, who was the best creature in the world.

The wedding was scarcely over, when the stepmother's bad temper began to show itself. She could not bear the goodness of this young girl, because it made her own daughters appear the more odious. The stepmother gave her the meanest work in the house to do; she had to scour the dishes, tables, etc., and to scrub the floors and clean out the bedrooms. The poor girl had to sleep in the garret, upon a wretched straw bed, while her sisters lay in fine rooms with inlaid floors, upon beds of the very newest fashion, and where they had looking-glasses so large that they might see themselves at their full length. The poor girl bore all patiently, and dared not complain to her father, who would have scolded her if she had done so, for his wife governed him entirely.

When she had done her work, she used to go into the chimney corner, and sit down among the cinders, hence she was called Cinderwench. The younger sister of the two, who was not so rude and uncivil as the elder, called her Cinderella. However, Cinderella, in spite of her mean apparel, was a hundred times more handsome than her sisters, though they were always richly dressed.

Directions: Select all the correct answers.

The Tales of Mother Goose, published in 1697, was one of the first books that included the folk story about Cinderella. Another version of the story was included in *Grimm's Fairy Stories* in 1812. Which of the following states ways in which the two works are similar?

- ☐ Both stories bring attention to Cinderella's physical beauty.
- ☐ In both stories, Cinderella has to endure hardships in her life.
- ☐ Both stories imply that Cinderella's father fails to protect her from abuse.
- ☐ In both stories, Cinderella is treated poorly by her stepsisters.
- ☐ Both stories provide background information about Cinderella's mother.

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When Jesse's family moved to Ohio seeking a better life, he learned how to survive in the ghetto. He delivered groceries, loaded freight cars, and worked in a shoe repair shop while he still attended school. Jesse's luck was about to change when he met Coach Riley. Riley saw that Jesse could run like magic. The making of a legend began in Cleveland East Technical High School's humble athletic department when America was fighting the Great Depression.

Which idea is found in both passages?

- ☐ A. a young boy learning to read
- ☐ B. the making of a famous person
- ☐ C. a glimpse of a struggling family
- ☐ D. a person fighting discrimination

Question 11 .**Passage 1****The Emerging of Kasia**

Kasia could not believe she was actually boarding a flight to America. Only yesterday, she was sitting on the floor in the attic with dust all over her hands and the white cotton dress. The dress was her grandmother's last gift to Kasia. As Kasia moved her fingers around the old, greasy, and dusty globe, she thought of her grandmother who had put it there.

"Darling, one day you shall see the world," Kasia's grandmother, Justina, had said, "It is your fate." She had stood in the same attic with Kasia years ago. "Be sure to go to America, and write to me in English," Justina would say dreamily. Now, America was Kasia's dream. She thought about her university in New York.

"How will people understand me there?" Kasia spoke her fear out loud. From that moment, Lublin and everything Polish was always dearest to Kasia's heart.

Passage 2**What was Ahead?**

Unable to ignore his mother's routine plea, Deepak decided to seek an astrologer. He had little trouble finding one because there was a fortune-teller of some sort in every nook of the city. He decided to visit a man with the most curious-sounding name.

"Son, do not seek after what your heart desires the most," the man said as Deepak entered the room that smelled of incense and saffron. "It is not your destiny," he continued without asking Deepak any questions. "You have great athletic abilities. Why don't you play cricket?" the astrologer asked, "Don't you want to be famous?"

Deepak's eyes were focused on the view outside the window. He had forgotten all about the days when he used to play cricket. Deepak did not care about the astrologer's prophecies. He only wanted to become a scientist.

Which universal theme is most apparent in both passages?

- ☐ A. contemplating over the future
- ☐ B. the effects of scientific progress
- ☐ C. a person's struggle with nature
- ☐ D. a person's loss of innocence

Question 12 .**Passage 1****Unpopular: A Love Story****CHARACTERS:**

Mandy, the most popular girl in school
 Alice, Mandy's friend
 Roberta, the most unpopular girl in school
 Paul, a popular boy
 Max, Roberta's friend
 Mrs. Carter, a teacher

Stage Set: The cafeteria of a school. There are posters all around the room with the slogan, "Mandy for Class President!" Students are gathered around the cafeteria in groups, and they all seem to be talking about and pointing to one girl. She is seated by herself at a table eating her lunch. She doesn't seem to notice the students all around her.

(Students are chattering all around the stage.)

Mandy: Can you believe that Roberta? *(points to the girl sitting alone)* She doesn't even try to fit in with the rest of us. Have you seen her clothes?

- Alice:** I know. It's almost like she is from another planet. I was miserable every day when I was unpopular. In fact, I wouldn't let myself feel happy until I was accepted into the popular crowd. But she looks happy all the time!
- Paul:** I don't know, Mandy. I think Roberta must be very popular because she's so nice. Who wouldn't like her? I see her helping people with math problems all the time. She must be popular if she helps so many people. Well, I'll see you guys after school! (*exits*)
- Mandy:** Can you believe that? Paul was actually sticking up for Roberta. I don't care how many people she helps with math. She's only popular if we say so. Alice, we can't let this go on. Everybody in school likes Paul. If he and Roberta are friends, other people might start to like her, too.
- Alice:** What can we do?
- Mandy:** I have a plan, Alice. We can use our status in this school to make sure that Paul and Roberta stay far away from each other from now on. . . .

Passage 2

Zero-Sum Game

Roberta sat in her usual seat in the cafeteria and thought about math. It was an unusual hobby, to be sure. She was certain that no one else in the cafeteria—and maybe the world—used their free time to obsess over numbers and equations. Roberta found math soothing, and she needed it now more than ever. Her mother was sick again. This was her mom's third round of cancer and chemotherapy. *Mom bounces back every time, stronger and feistier than ever*, Roberta reassured herself.

A tall boy walked across the cafeteria and exited through the doors that led to the outside courtyard. Roberta smiled when she saw him. Paul was one of the few people in school who was nice to her. Most people seemed offended by her distracted air. *Maybe they think I'm stuck up*, she thought sadly. She tried to reach out and make friends by tutoring others in math, but that just led to people calling her "Math Dork" behind her back. Despite her best efforts to be friendly, she was always standing on the edges of the popular crowd. The very things that made her happy, things like studying math and sewing her own clothes, also made her miserable because they increased her unpopularity.

All my problems would be solved if only people thought my hobbies were cool, she thought. *Then I'd be popular*. She looked across the cafeteria at Mandy and Alice, two of the popular girls in school. They were huddled together talking and laughing. She envied their lighthearted chatter and wished she could join them.

Directions: Select all the correct answers.

Which statements **best** describe how both passages address the concept of popularity?

- ☐ Both passages emphasize the emotional effects of being unpopular.
- ☐ Both passages reveal that people define popularity in different ways.
- ☐ Both passages show that popularity never lasts long.
- ☐ Both passages describe the physical effects of stress on students.
- ☐ Both passages explain why popularity is less important than academic achievement.

Question 13 .**Passage 1****Soil Erosion: Causes and Effects**

Soil erosion is the process in which the top layer of soil is washed away due to several external factors. Rainwater and wind are the most common factors that contribute to soil erosion. During rains, the force of rainwater causes soil to disintegrate. Rainwater collects in small, muddy ponds and begins to flow with more rain falling from above. As this muddy water flows, it carries the topmost layer of soil away with it. This topsoil is rich in minerals and nutrients. Continuous soil erosion by rainwater can cause land to become infertile.

Similarly, strong winds also carry soil away. Trees hold soil in its place as their roots penetrate deep into the ground. If there are no trees, soil becomes loose and can be easily washed away by rain or wind. According to the Center for Science, the problem of soil erosion becomes acute if there is no vegetation along the banks of rivers and waterways to hold the soil. Now there is one more reason to stop or reduce the cutting of trees.

Other causes of soil erosion include overgrazing by cattle and faulty farming techniques.

Soil erosion leads to the loss of the most fertile layer of soil. In addition, blowing wind and flowing water can cause sown seeds to be shifted, buried, or washed away from their place. Pesticides too get washed away, and the texture and quality of the soil worsens. This in turn affects the quality of crops and leads to economic problems.

Passage 2**Use of Cell Phones in School**

Can any of us imagine a day without cell phones? Considering our overdependence on mobile phones, not many people can think of going "mobile free" even for a day. In the fast-paced world of our cities, mobile phones have become an integral part of peoples' lives. With features such as email, shopping, videos, and music on smartphones, people use them not only to stay connected, but also like personal computers that they can carry around. Many parents are in favor of letting their kids use cell phones in school. Differently-abled students can use mobile phones to communicate and interact with others in school. Parents can quickly reach their kids in times of urgency or emergency. Similarly, children can also contact their parents easily. With so many teenagers spending a lot of their time on smartphones and other devices these days, cell phones are being optimized for education as well. Many education apps are being developed to enhance learning. The visual and interactive features of these apps can also help students learn concepts better.

However, not everyone is happy about the use of cell phones in schools. Most teachers have expressed their displeasure on this issue. Despite instructing students to keep their phones on silent, students sometimes forget to do so, and end up disturbing the entire class with a beep or ring. Access to Internet at all times, at the touch of a button, tempts students to chat with their friends during class. Constant chatting and texting have also affected the writing skills of most teenagers. According to a survey on Edutopia, 54% of students felt that texting was affecting their writing habits. Often, students are also seen to avoid sports and other extracurricular activities because connecting to friends through social media or playing games on their cell phones seems more attractive to them.

While the benefits of cell phones are plenty, their side effects cannot be ignored and their usage needs to be monitored and restricted.

How are the overall structures of the two passages different?

- ☐ A. Passage 1 has a cause/effect structure. Passage 2 has a claim/counterclaim structure.
- ☐ B. Passage 1 has a cause/effect structure. Passage 2 has a chronological structure.
- ☐ C. Passage 1 has a chronological structure. Passage 2 has a cause/effect structure.
- ☐ D. Passage 1 has a problem/solution structure. Passage 2 has a comparison structure.

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Soil erosion leads to the loss of the most fertile layer of soil. In addition, blowing wind and flowing water can cause sown seeds to be shifted, buried, or washed away from their place. Pesticides too get washed away, and the texture and quality of the soil worsens. This in turn affects the quality of crops and leads to economic problems.

Passage 2**Use of Cell Phones in School**

Can any of us imagine a day without cell phones? Considering our overdependence on mobile phones, not many people can think of going "mobile free" even for a day. In the fast-paced world of our cities, mobile phones have become an integral part of peoples' lives. With features such as email, shopping, videos, and music on smartphones, people use them not only to stay connected, but also like personal computers that they can carry around. Many parents are in favor of letting their kids use cell phones in school. Differently-abled students can use mobile phones to communicate and interact with others in school. Parents can quickly reach their kids in times of urgency or emergency. Similarly, children can also contact their parents easily. With so many teenagers spending a lot of their time on smartphones and other devices these days, cell phones are being optimized for education as well. Many education apps are being developed to enhance learning. The visual and interactive features of these apps can also help students learn concepts better.

However, not everyone is happy about the use of cell phones in schools. Most teachers have expressed their displeasure on this issue. Despite instructing students to keep their phones on silent, students sometimes forget to do so, and end up disturbing the entire class with a beep or ring. Access to Internet at all times, at the touch of a button, tempts students to chat with their friends during class. Constant chatting and texting have also affected the writing skills of most teenagers. According to a survey on Edutopia, 54% of students felt that texting was affecting their writing habits. Often, students are also seen to avoid sports and other extracurricular activities because connecting to friends through social media or playing games on their cell phones seems more attractive to them.

While the benefits of cell phones are plenty, their side effects cannot be ignored and their usage needs to be monitored and restricted.

How do the authors use evidence to support their points?

- ☐ A. Both passages claim and then counterclaim an idea or a statement.
- ☐ B. Both passages have listed the pros and cons.
- ☐ C. Both passages list causes and effects.
- ☐ D. Both passages have opinions cited by experts or based on a survey.

Question 15 .**Passage 1**

An Introduction to Robert Frost

Robert Lee Frost was an American poet who used simple language to examine complex philosophical themes. Although he was born in San Francisco, he lived most of his life in New England and wrote about rural life in early 1900s. It was the command of American colloquial speech to write universal truth that made Frost an important national figure. By the 1920's, Frost had become the most celebrated poet in America. Frost was considered the American lyric voice. He was honored as a Poet Laureate, and awarded four Pulitzer Prizes, among other recognitions. Although Frost suffered in life and lost his important family members, he left verses that continue to give joy to readers.

Passage 2

My November Guest

by Robert Frost

My Sorrow, when she's here with me,
Thinks these dark days of autumn rain,
Are beautiful as days can be;
She loves the bare, the withered tree;
5 She walks the sodden pasture lane.

Her pleasure will not let me stay.
She talks and I am fain¹ to list:
She's glad the birds are gone away,
She's glad her simple worsted² gray
10 Is silver now with clinging mist.

The desolate, deserted trees,
The faded earth, the heavy sky,
The beauties she so truly sees,
She thinks I have no eye for these,
15 And vexes me for reason why.

Not yesterday I learned to know
I gazed—and gazed—but little thought
What wealth the show to me had brought:
But it were vain to tell her so,
20 And they are better for her praise.

¹willing

²woolen fabric made from twisted yarn

Which statement **best** compares the author's purpose in "An Introduction to Robert Frost" and the poet's purpose in the poem?

- ☐ A. The first passage offers views of many people's lives; the poem describes one person's life.
- ☐ B. The first passage persuades readers to accept opinions; the poem shows a historical moment.
- ☐ C. The first passage informs with real-life details; the poem appeals to the reader's emotions.

- ☐ D. The first passage relates universal experiences; the poem reveals universal truths.

Question 16 .

Passage 1

Lessons from My Grandfather

Much of what I learned about life was from my grandfather. He was an old man who told stories and asked questions. When I went to visit him, he would ask me about my dreams and fears. He would spit a little as he had started to lose a few teeth. Then, my grandfather looked into the horizon and spoke to me. His voice seemed to drift from the clouds, and it carried words of ancient wisdom. My grandfather taught me about believing in self. "What you are most afraid of," he once said, "is the fear of failure."

Passage 2

An Expert

Miss Nina Kaminski was on a vacation on the beach when she spotted Alisa. It was a beautiful day, and Alisa was fighting the unruly waves on her surfboard. Nina had never seen anyone else who could maneuver on the water like this young girl. And Nina knew how good Alisa was, as she had surfed professionally for years. Nina saw her long lost youth and energy in Alisa. She knew it was time to help someone maneuver their way into the world of athletics.

Which is a universal theme found in both passages?

- ☐ A. People often lose their sense of wonder with age.
- ☐ B. It is easier to lose than to keep on working hard.
- ☐ C. The young can always learn from their elders.
- ☐ D. When in doubt, always listen to your heart.

Question 17 .**Passage 1****Acid Rain**

Before factories were built and cars were invented, the air was much cleaner. Today, our roads are packed with millions of vehicles that emit fumes as black as soot into the clean air. Some of the chemicals from the fumes rise up into the air, mix with water vapor in the clouds, and turn into acidic compounds. The rain or snow that falls from these polluted clouds may appear pure or clean, but is corrosive like acid. When this acid rain falls to the ground, it affects the leaves, which slowly wither like hay. The acid rain also seeps into the soil and damages plants and crops. It runs into lakes and rivers, killing the fish, plants, and other life forms that live there. It even contaminates the water that people drink.

It is a well-established fact that forests around the world are feeling the effects of acid rain, especially the pine forests of northern Europe. Acid rain can be so potent at times that substances as tough as leather become as brittle as glass. Even though some forests are far away from big cities, the pollution is carried there by the wind, sometimes as far as 700 miles. Hence, pollution from a city may fall as acid rain on a forest in another country.

Passage 2**Marie Curie**

Marie Curie shivered as she ran like lightning across the icy streets of Paris. Her heart was pounding like a drum, but it wasn't because of the biting cold or fear. She was thinking about an experiment she had just finished—one that she had done probably hundreds of times before. Each time the result had been identical, and Marie could not wrap her mind around it.

She was working on a rock that gave off mysterious rays of energy so strong that even the energy rays of uranium and thorium paled in comparison. Marie decided that perhaps the signals from the rock came from an element that no one knew about. The thought was pure gold to her. So, she and her husband Pierre worked day and night to decode the mystery behind the curious rock. Despite several failed attempts, Marie's determination to uncover the truth was as hard as steel, and her hard work finally paid off when she found that she had discovered a new element, now known as radium. The element gave off so much energy that it glowed like a firefly in the dark. The discovery by Marie Curie opened the doors to the study of radioactive substances, and for women to become scientists.

Read the following simile from each passage.

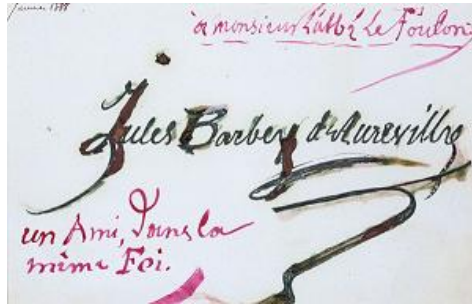
Passage 1: Acid rain can be so potent that even substances as tough as leather become as brittle as glass.

Passage 2: Marie Curie shivered as she ran like lightning across the icy streets of Paris.

How does the use of simile in each passage impact the description of the topic or event differently?

- ☐ A. The simile in passage 1 describes the potency of acid rain while the simile in passage 2 describes Marie Curie's excitement at discovering something new.
- ☐ B. The simile in passage 1 describes how acid rain can impact forests while the simile in passage 2 describes Marie Curie's ability to run.
- ☐ C. The simile in passage 1 describes the difference between leather and glass while the simile in passage 2 describes the streets of Paris.
- ☐ D. The simile in passage 1 describes how leather can be changed to glass while the simile in passage 2 describes the cold climate of Paris.

Question 18 .**Passage 1**



Graphology

The study and analysis of handwriting has intrigued people for centuries. One such branch of knowledge that approaches handwriting from the view of human psychology is known as graphology. Graphology is also used in medicine to help in the diagnosis and tracking of brain and nervous system diseases. However, the term "graphology" is not used in the same sense in forensic science.

Graphology is based on the study of writing forms as affected by the central nervous system. Since a person's muscular movements are controlled by the central nervous system, the writing changes based on his or her state of mind. For example, when a person is finding it difficult to write, he or she uses simpler forms of letters. Graphologists claim that things that affect a person's life contribute to the variations in his or her writing.

Graphology is a controversial field of study. Much of the supporting evidence comes from people's accounts of personality evaluation. However, studies have not been able to prove the supporters' claims.

Passage 2

Notes at the Senior Center

by A. Gautam

Every evening after school, as Tina stopped by the senior center to check on one old lady or the other, she found an interesting note stuck on the common fridge. Tina always studied the notes with utmost curiosity. The women had the most beautiful handwriting, and they often forgot to sign their name on the yellow sticky note. Tina could tell by now who had written to her this time based on the content of the message.

Tina started with the longest note, "Don't worry about the book from the library. My son will bring something to read this Saturday." Mrs. Rosenbaum, as Tina had discovered, gave her Y's a long cursive tail. The commas were almost too thin to be noticeable. The next note read, "Some cake for you inside the fridge. You'll love it Tinisha." Only Mrs. Manisha called Tina by that name and always baked something sweet for the other ladies. Besides, Mrs. Manisha gave her alphabets the roundest shapes. One could never tell that she was as skinny as a report card paper.

When comparing the purpose of these passages, which of these **best** describes the difference?

- ☐ A. Passage 1 describes the testimonial of many people; passage 2 presents the point of view of one person.
- ☐ B. Passage 1 instructs on how to read handwriting; passage 2 teaches the reader how to read senior citizens.
- ☐ C. Passage 1 narrates the account of a handwriting reader; passage 2 describes the tale of a wrong analysis.
- ☐ D. Passage 1 informs the reader about graphology; passage 2 entertains the reader with a story about notes.

Question 19 .

Passage 1

Slipping
by A. Gautam

She slips from my lap
with her silky frock,
Hurries closer to the beach
the sand slips
through her tiny fingers.

I watch her make a bowl
of palms to store water.
It drips to her delicate feet.
She returns
with hands wet,
but nothing remains
to pour over
her make-believe castle.

My child questions me
with eyes full of surprise.
Why do things slip away
from the grasping hands?
She soon learns to master the water.

I grieve as I watch her growing,
adapting to every newly learned idea,
and my youth
slipping
from my grasping hands
with every grain
of gray sands.

Passage 2

The River

Briana Paulsen woke before dawn and dressed quickly. She wanted to leave just as the sun rose. Somehow, beginning her canoe journey at sunrise seemed like a good omen.

Briana soothed her nerves by checking and rechecking her equipment and by rehearsing her route in her mind. She was taking Tippy, her beloved canoe, up the Inish-Fael River to Ysarberg, where her mother and father were anxiously waiting for her. It would be an impossible route for an inexperienced paddler—the river was unpredictable this time of year. Briana, however, had been paddling canoes since she was five years old. Despite the fact that her father used to joke that she was part mermaid, it had taken her almost a year to convince him to let her make the trip. He had wept silently when they parted.

Briana settled into her canoe and shoved off. She balanced herself carefully and dipped her paddle into the calm blue water. As the miles passed, Briana fell into an easy rhythm: paddle left, paddle right, check the map, paddle left, paddle right.

She had calculated every aspect of the trip, right down to the time she would stop for lunch. But her stomach churned when she realized that the river looked very different in person than it had on the map. She had trouble recognizing important landmarks. The river became more difficult to navigate. Her arms ached with the strain of keeping the canoe from spinning out of control. After hours of hard work, she finally came to a calm stretch of river that signaled that

her journey was nearly complete. All of her carefully laid plans had been wrenched out of her hands by the river's untamed power. Despite the problems, she had survived and become a more capable navigator.

Briana knew she would arrive a different person because of the challenges she had overcome. She wondered if this was why her father had agonized over her trip. His "little girl" had begun the journey, but a strong, independent teenager would complete the journey.

Directions: Select all the correct answers.

Which of the following themes are addressed in both passages?

- ☐ It is unwise for children to question their parents.
- ☐ Children have a closer connection to nature than adults have.
- ☐ It can be painful for parents to watch their children grow up.
- ☐ Unexpected challenges can lead to growth.
- ☐ People must adapt to the forces of nature.

Question 20 .

Passage 1

The Emerging of Kasia

Kasia could not believe she was actually boarding a flight to America. Only yesterday, she was sitting on the floor in the attic with dust all over her hands and the white cotton dress. The dress was her grandmother's last gift to Kasia. As Kasia moved her fingers around the old, greasy, and dusty globe, she thought of her grandmother who had put it there.

"Darling, one day you shall see the world," Kasia's grandmother, Justina, had said, "It is your fate." She had stood in the same attic with Kasia years ago. "Be sure to go to America, and write to me in English," Justina would say dreamily. Now, America was Kasia's dream. She thought about her university in New York.

"How will people understand me there?" Kasia spoke her fear out loud. From that moment, Lublin and everything Polish was always dearest to Kasia's heart.

Passage 2

What was Ahead?

Unable to ignore his mother's routine plea, Deepak decided to seek an astrologer. He had little trouble finding one because there was a fortune-teller of some sort in every nook of the city. He decided to visit a man with the most curious-sounding name.

"Son, do not seek after what your heart desires the most," the man said as Deepak entered the room that smelled of incense and saffron. "It is not your destiny," he continued without asking Deepak any questions. "You have great athletic abilities. Why don't you play cricket?" the astrologer asked, "Don't you want to be famous?"

Deepak's eyes were focused on the view outside the window. He had forgotten all about the days when he used to play cricket. Deepak did not care about the astrologer's prophecies. He only wanted to become a scientist.

How does the idea of fate differ in each of the passages?

- ☐ **A.** Kasia learns about her fate in a prophecy; Deepak's fate is shown to him by his mom.
- ☐ **B.** Kasia does not believe in destiny and fate; Deepak believes in astrology and fortune-telling.
- ☐ **C.** Kasia's fate is leaving her home country forever; Deepak's fate is staying in his country.
- ☐ **D.** Kasia follows what she thinks is her fate; Deepak does not want to follow his foretold fate.

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Answers

1. C
2. A
3. C
4. C
5. B
6. B
7. A
8. D
9. --
10. C
11. A
12. --
13. A
14. D
15. C
16. C
17. A
18. D
19. --
20. D

Explanations

1. Comparison structures explore the similarities and differences between two or more things or ideas. Passage 1 compares the birds dodo and the great auk. Though both the birds are extinct and are similar in some ways, they have different physical characteristics. Problem/solution structures provide details about a specific problem and a solution to solve it. In Passage 2, the problem is the threat of extinction that the calvaria tree faced. The solution is to use the turkey as a substitute for the dodo to germinate calvaria seeds.
2. An analysis of handwriting is the central focus of both passages. While the nonfiction passage deals with graphology as the field of studying handwriting, the story presents handwriting as an important part of the character portrayal.
3. The first passage is nonfiction. It provides biographical details about the works of Stephen Crane, an American literary figure. The poem expresses Stephen Crane's observations on the relations between a man and the universe. Notice how the biographical information helps the reader understand Crane's poetry.
4. Compare the information in both passages. Only the blog reflects the author's view on political campaign speeches. Thus, it is fair to say that the blog writer expresses his or her disbelief in the ideas presented by politicians. The idea of medical facilities for the poor is not found in the blog. The ideas of "lifting people out of poverty" and "using money for good causes" are implied in both passages.
5. This question asks you to compare the poem to the passage. Think about the content, style, and purpose of the passages. The poem is a narrative because it tells a story. Thus, it is similar to the first passage. The purpose of most fiction and poetry is to entertain, not to inform or persuade. Only the first passage is about family values.
6. These passages are set in significant historical times in America. Passage 1 is set during the California Gold Rush, as suggested by the title, the location of the plot, and the details of the story. Passage 2 is set during the Great Depression when Jesse Owens, the famous star athlete, was about to begin his legendary career.
7. This question requires the reader to analyze the content of both passages. Only the second passage mentions Mao Zedong's diminished international relations. The information about Mao's literary achievements and the Chinese Civil War is present only in the first passage. Both passages discuss Mao Zedong's tremendous influence in China.
8. Although each passage presents Mao in a different light, both present an idea of a nation that changed because of Mao's leadership. Only the first passage favorably describes Mao. Only the second passage talks about a "hurt" economy. There is not enough information to make a universal claim about an "unfair" world based on the passages.
9. Although the version from *Grimm's Fairy Stories* is not identical to the version from *The Tales of Mother Goose*, the two works do have some commonalities. In both versions of the story, Cinderella lives a difficult life with her stepfamily. Cinderella's father fails to protect her from his new wife's abuse. He allows his wife to treat Cinderella poorly. The stepmother forces Cinderella to perform grueling work, while her daughters live a privileged life.
10. Both passages show the main character's family going through a struggle. While Santiago's family walks for days on foot and digs day and night, Jesse's family members are sharecroppers. Only Jesse learns to read and write and is a famous person. Santiago's future is not clear from the first passage. There is no direct reference to discrimination in the passages.
11. In both passages, the main characters contemplate over the future. Deepak thinks about becoming a scientist in the future, and Kasia contemplates over her academic future in New York. Toward the end of both passages, the main characters are thinking about what is yet to come. Notice how the titles of the passages help the reader understand the theme.

- 12.** Both passages center on the concept of popularity. Roberta wants to be popular, but Mandy and Alice want to prevent her from being accepted by the other students. Both passages show the emotional effects of being unpopular. In Passage 1, Alice says, "I was miserable every day when I was unpopular. In fact, I wouldn't let myself feel happy until I was accepted into the popular crowd." Passage 2 states, "The very things that made [Roberta] happy, things like studying math and sewing her own clothes, also made her miserable because they increased her unpopularity." Both passages also show that people define popularity differently. In passage 1, Paul believes Roberta must be popular because she helps so many people with math, but Mandy says, "She's only popular if we say so." Passage 2 reveals that Roberta thinks she will be popular if other people think her hobbies are "cool."
- 13.** Cause/effect structures provide details about a specific event or idea and the effect resulting from it. Passage 1 details how soil erosion is caused and the damage resulting from it. Claim/Counterclaim structures provide details by asserting something and then contradicting it. In Passage 2, the claim is the utility of cell phones and the counterclaim is that if not used carefully, they can cause harm to students' learning ability.
- 14.** A passage requires a statement or data from a reliable source to support the points mentioned. Passage 1 uses the observation made by the Center for Science and Passage 2 uses statistics from a survey by Edutopia.
- 15.** The first passage is nonfiction. It provides biographical details about poet Robert Frost. The poem expresses the poet's feelings on the rainy days of fall. Notice how the biographical information in the first passage helps the reader understand Frost's poetry.
- 16.** A common theme in both passages is the idea of knowledge passing from the older characters to the younger characters. In the first story, the grandfather counsels his grandchild. The second passage foreshadows a professional surfer teaching a young girl about athletics. A theme that shows a universal pattern is called an archetypal theme. Thus, the passages exemplify a common archetypal theme.
- 17.** Authors use literary devices to highlight the purpose of their text or to emphasize a point in the text. In passage 1, the author uses the similes "tough as leather" and "brittle as glass" to emphasize the dangers of acid rain. In passage 2, the author uses the simile "ran like lightning" to show Marie Curie's excitement at having discovered something new and previously unseen.
- 18.** The first passage is nonfiction. Its purpose is to inform the reader about the field of graphology. The second passage, a story, is written to entertain the reader. Although the passages share common elements, they have different purposes based on the genre group to which they belong.
- 19.** Both passages explore the idea that parents can find it painful to watch their children grow up. In passage 1, the narrator says, "I grieve as I watch [my daughter] growing." Passage 2 states that Briana's father weeps when his daughter decides to make a dangerous journey by herself. Another common theme between the passage is "unexpected challenges can lead to growth." The narrator of the first passage notes that the daughter "adapt[s] to every newly learned idea." In passage 2, Briana adapts to the unexpected challenges of the river to "become a more capable navigator." In both passages, people must adapt to the forces of nature. The daughter in passage 1 learns to "master the water" that at first escaped her hands. In passage 2, Briana finds that her careful plans are "wrenched out of her hands by the river's untamed power" and she must adapt in order to survive.
- 20.** Fate is something that unavoidably happens to a person. In the first passage, Justina tells Kasia what her fate is, and Kasia follows it. In the second passage, Deepak goes to an astrologer unwillingly and does not seem to want to follow the prophecy. The idea of fate differs in the actions and the inclinations of the characters.