

Common Core

Benchmark Assessment

See what they know. Teach what they need.

Practice Example:

Which of the following sentences is written correctly?

- A. The group of students are giving a gift to the school.
- B. A group of students is giving a gift to the school.
- C. A group of students did gives a gift to the school.
- D. A group of students done give a gift to the school.

(A) (B) (C) (D)

Test A
English I
Items 1-32



CCRC-E1HSAG-501

Questions 1 through 32 are reading and language arts questions. Read each question carefully. Choose the best answer and then go on to the next question. Do not skip any questions.

Read the following story and then answer questions 1 through 5.

Jungle Tales of Tarzan (paraphrased excerpt)
Edgar Rice Burroughs

Chapter VIII: The Lion

Numa, the lion, crouched behind a thorn bush close beside the drinking pool where the river eddied just below the bend. There was a ford there, and on either bank a well-worn trail broadened far out at the river's brim, where, for countless centuries, the wild things of the jungle and of the plains beyond had come down to drink, the carnivora with bold and fearless majesty, the herbivora timorous, hesitating, fearful.

Numa, the lion, was hungry, very hungry, and so he was quite silent now. On his way to the drinking place he had moaned often and roared not a little; but as he neared the spot where he would lie in wait for Bara, the deer, or Horta, the boar, or some other of the many luscious-fleshed creatures who came hither to drink, he was silent. It was a grim, terrible silence, shot through with yellow-green light of ferocious eyes, punctuated with undulating tremors of sinuous tail.

It was Pacco, the zebra, who came first, and Numa, the lion, could scarce restrain a roar of anger, for of all the plains people, none are more wary than Pacco, the zebra. Behind the black-striped stallion came a herd of thirty or forty of the plump and vicious little horse-like beasts. As he neared the river, the leader paused often, cocking his ears and raising his muzzle to sniff the gentle breeze for the tell-tale scent spoor of the dread flesh-eaters.

Numa shifted uneasily, drawing his hind quarters far beneath his tawny body, gathering himself for the sudden charge and the savage assault. His eyes shot hungry fire. His great muscles quivered to the excitement of the moment.

Pacco came a little nearer, halted, snorted, and wheeled. There was a pattering of scurrying hoofs, and the herd was gone; but Numa, the lion, moved not. He was familiar with the ways of Pacco, the zebra. He knew that he would return, though many times he might wheel and fly before he summoned the courage to lead his harem and his offspring to the water. There was the chance that Pacco might be frightened off entirely. Numa had seen this happen before, and so he became almost rigid lest he be the one to send them galloping, waterless, back to the plain.

Again and again came Pacco and his family, and again and again did they turn and flee; but each time they came closer to the river, until at last the plump stallion dipped his velvet muzzle daintily into the water. The others, stepping warily, approached their leader. Numa selected a sleek, fat filly and his flaming eyes burned greedily as they feasted upon her, for Numa, the lion, loves scarce anything better than the meat of Pacco, perhaps because Pacco is, of all the grass-eaters, the most difficult to catch.

Slowly the lion rose, and as he rose, a twig snapped beneath one of his great, padded paws. Like a shot from a rifle, he charged upon the filly; but the snapped twig had been enough to startle the timorous quarry so that they were in instant flight simultaneously with Numa's charge.

1. When Numa rises from a crouched position, he breaks a twig, causing the zebras to flee.

This shows that zebras _____.

- A. depend on their senses to alert them to danger
 - B. have far superior hearing than lions
 - C. put themselves in extreme situations when they are thirsty
 - D. are faster than lions, especially when predators are in sight
2. How does the author most clearly convey a sense of tension in the story?
- A. by listing the animals that go to the water
 - B. by writing in the first-person point of view
 - C. by narrating the two main characters' thoughts
 - D. by describing the actions of the characters
3. What words does the author use to give Pacco the characteristics of gentleness and vulnerability?
- A. halted, snorted, and wheeled
 - B. pattering of scurrying hoofs
 - C. dipped his velvet muzzle daintily
 - D. flaming eyes burned greedily

4. Read this sentence from the story.

Like a shot from a rifle, he charged upon the filly; but the snapped twig had been enough to startle the timorous quarry so that they were in instant flight simultaneously with Numa's charge.

The word **simultaneously** means "happening _____."

- A. very often
 - B. at a rapid speed
 - C. at the same time
 - D. very loudly
5. Which of the following accurately states the meaning of the story?
- A. Families often create additional conflict.
 - B. The world may look dangerous, but it is not.
 - C. Animals do not have to worry about food shortages as humans do.
 - D. It takes strength, speed, and caution to survive in the wild.

Read the following student draft. Then answer questions 6 and 7.

College

¹ It is important for students who are going to college to make the most of their high school education.

² Some students want to focus on dating, sports, or jobs instead they should really try to learn as much as possible before going on to college. ³ In fact, taking advanced courses in math, English, and science will help to ensure success in higher education. ⁴ In order to get the most out of each semester, students should spend time each night studying the material they learned during the day. ⁵ If a student really puts some effort into it, high school can be a rewarding experience that provides the basis for continued learning.

6. Read sentence 2 from the draft.

Some students want to focus on dating, sports, or jobs instead they should really try to learn as much as possible before going on to college.

What is the correct way to rewrite the run-on sentence?

- A. Some students want to focus on dating, sports, or jobs and instead; they should really try to learn as much as possible before going on to college.
- B. Some students want to focus on dating, sports, or jobs; instead, they should really try to learn as much as possible before going on to college.
- C. Some students want to focus on dating, sports, or jobs; and instead they should really try to learn as much as possible before going on to college.
- D. Some students want to focus on dating, sports, or jobs instead they should really try to learn; as much as possible before going on to college.

7. Where is the **best** place to add the following sentence?

Reading over notes taken in class and making an outline of chapter content are two ways students should study on their own.

- A. after sentence 1
- B. after sentence 2
- C. after sentence 4
- D. after sentence 5

Go on to the next page.

Read the following student draft. Then answer questions 8 through 11.

Border Collies: Not for the Faint of Heart

¹ The border collie is one of the most intelligent dogs. ² It is also one of the most demanding breeds to own. ³ It is not a breed with a distinct appearance and has always been recognized more by its work ability than for any genetic purity. ⁴ Because the border collie's ancestry is a mixture of many breeds and retains the characteristics of all of them, every puppy that is born can be a surprise that might look like its mother, father, or no dog ever seen before.

⁵ Border collies are not for the first-time dog owner. ⁶ These dogs are extremely energetic, show high intelligence, and owners report that they respond fearlessly to challenges. ⁷ However, they also have certain characteristics that must be channeled in positive ways. ⁸ Chasing and nipping are two characteristics of the breed that are advantages when working with cattle or sheep. ⁹ However, these characteristics must be controlled in pets in the home. ¹⁰ Their high energy level means they require a great deal of exercise in the form of walking, ball chasing, obstacle course training, etc.

¹¹ The high intelligence of border collies means they can be trained easily, often learning a new command after only a few minutes. ¹² However, the high intelligence level also means they are easily bored. ¹³ A bored dog is a dog that is likely to get into trouble. ¹⁴ For that reason, owners must be as concerned with the mental stimulation of border collies as with their physical exercise program.

8. Read sentences 1 and 2 from the draft.

The border collie is one of the most intelligent dogs. It is also one of the most demanding breeds to own.

The writer wants to combine the sentences to show that it is the intelligence level of the border collie that makes it a demanding breed.

Choose the correct way to combine these sentences and show the connection between these ideas.

- A. The border collie is one of the most intelligent dogs, because of that fact it makes it one of the most demanding breeds to own.
- B. The border collie is one of the most intelligent dogs; however, it is also one of the most demanding breeds to own.
- C. The border collie is one of the most intelligent dogs, so, therefore, which is why it is one of the most demanding breeds to own.
- D. The border collie is one of the most intelligent dogs, which makes it one of the most demanding breeds to own.

9. Read sentence 5 from the draft.

Border collies are not for the first-time dog owner.

Which word could replace **first-time** to make the sentence more precise?

- A. inexperienced
- B. knowledgeable
- C. dishonest
- D. childlike

10. Read sentence 6 from the draft.

These dogs are extremely energetic, show high intelligence, and owners report that they respond fearlessly to challenges.

How should this sentence be revised to have parallel structure?

- A. These dogs are extremely energetic, highly intelligent, and they respond fearlessly to challenges.
 - B. These dogs have extreme energy levels, they are highly intelligent, and fearless when they respond.
 - C. These dogs are extremely energetic, highly intelligent, and fearless when responding to challenges.
 - D. These dogs are energetic in the extreme, more intelligent than most other dogs, and respond without fear.
11. Which statement could be added to the draft to support the idea that border collies need dedicated owners?
- A. Owners must accept that border collies are aggressive dogs.
 - B. Owners must provide border collies with enough exercise and training so that the dogs won't be bored.
 - C. Owners must be willing to identify and address only the physical needs of the dog.
 - D. Owners must realize that the border collie can be brown, white, black, or a combination of these colors.
-

Read the following story and then answer questions 12 through 14.

The Story of a Bad Boy (paraphrased excerpt)

T.B. Aldrich

My dramatic career was brought to a close by an unfortunate circumstance. We were playing the drama of *William Tell, the Hero of Switzerland*. Of course I was William Tell, in spite of Fred Langdon, who wanted to act that character himself. I wouldn't let him, so he withdrew from the company, taking the only bow and arrow we had. I made a cross-bow out of a piece of whalebone and did very well without him. We had reached that exciting scene where Gessler, the Austrian tyrant, commands Tell to shoot the apple from his son's head. Pepper Whitcomb, who played all the juvenile and women parts, was my son. To guard against mischance, a piece of pasteboard was fastened by a handkerchief over the upper portion of Whitcomb's face, while the arrow to be used was sewn up in a strip of flannel. I was a capital marksman, and the big apple, only two yards distant, turned its russet cheek fairly towards me.

I can see poor little Pepper now, as he stood without flinching, waiting for me to perform my great feat. I raised the cross-bow amid the breathless silence of the crowded audience, consisting of seven boys and three girls, exclusive of Kitty Collins, who insisted on paying her way in with a clothes pin. I raised the cross-bow, I repeat. Twang! went the whipcord; but, alas! instead of hitting the apple, the arrow flew right into Pepper Whitcomb's mouth, which happened to be open at the time and destroyed my aim.

I shall never be able to banish that awful moment from my memory. Pepper's roar, expressive of astonishment, indignation, and pain, is still ringing in my ears. I looked upon him as a corpse, and, glancing not far into the dreary future, pictured myself led forth to execution in the presence of the very same spectators then assembled.

Luckily, poor Pepper was not seriously hurt.

12. The incident with Fred Langdon shows the narrator to be _____.

- A. flexible and attentive
- B. courteous and sympathetic
- C. authoritative and resourceful
- D. athletic and spirited

13. What causes the narrator to miss his target?

- A. Pepper Whitcomb opens his mouth.
- B. The arrow is covered in soft fabric.
- C. The crossbow is made of whalebone.
- D. Kitty Collins only brings a clothespin.

14. What is the main idea of the story?

- A. A stage career is brought to an abrupt end.
- B. A life is too short to spend it on the stage.
- C. An actor has a long, fascinating career.
- D. A life is cut short by an arrow.

Read the following student draft. Then answer question 15.

Endangered Species

1. At some points in history, humans qualified for the endangered species list.
2. Carnivorous species were larger, swifter, and stronger than humans.
3. In the long run, this brainpower enabled them to outthink the other species and ultimately triumph over them.
4. Humans have not always been a powerful species on this planet.
5. Beginning as hunter-gatherers, our early ancestors were often more hunted than hunter.
6. The one advantage our ancestors had was brain power.

15. Choose the **best** order for the sentences.

- A. 1-2-3-4-5-6
- B. 1-5-2-6-3-4
- C. 4-5-2-6-1-3
- D. 4-1-5-2-6-3

Read the following poem and then answer questions 16 and 17.

Fame Is a Fickle Food

Emily Dickinson

Fame is a fickle food
Upon a shifting plate
Whose table once a
Guest but not
The second time is set.

Whose crumbs the crows inspect
And with ironic caw
Flap past it to the
Farmer's Corn—
Men eat of it and die.

16. What warning does this poem give to the reader?

- A. Fame can make one very hungry.
- B. Fame can be very hard to acquire.
- C. Fame can come from unexpected places.
- D. Fame can cost far more than one expects.

17. Read this line from the poem.

Fame is a fickle food

Now look at these synonyms for **fickle**.

fickle: impulsive, cheating, variable, picky

Place these synonyms in order from the **most positive** connotation to the **most negative**.

- A. variable, impulsive, picky, cheating
- B. impulsive, picky, variable, cheating
- C. picky, cheating, impulsive, variable
- D. cheating, variable, picky, impulsive

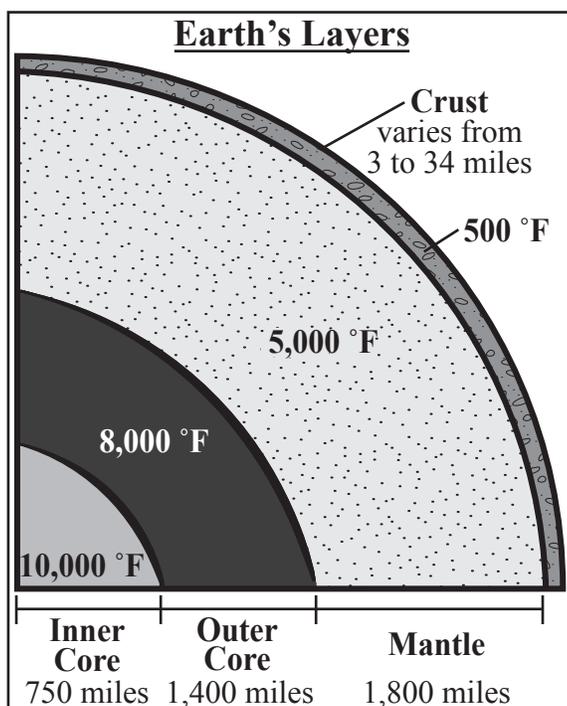
Read the following article and then answer questions 18 through 20.

Earthquakes

Each year the United States experiences about 3,000 earthquakes. What causes this phenomenon? What makes the earth tremble and quake, sending shock waves that can be felt for thousands of miles? The answer is plate tectonics.

In order to understand plate tectonics, we need to know that the earth is made up of four layers:

- The center of the earth is the inner core, which is comprised mainly of iron. This innermost layer is under extreme pressure, so much so that it remains a tightly packed, solid core.
- The next layer, which is scorching hot, is called the outer core. Like the inner core, the outer core is made up mostly of iron. However, because of the incredible heat, the outer core remains in liquid form.
- Beyond the outer core lies the largest layer—the mantle. The mantle, a thick, solid layer of molten rock, is in constant motion. This movement, or convection, allows the earth to release some of its internal heat. The hot mantle rises and spreads beneath the crust.
- The outermost layer, the crust, is the thinnest and coolest layer of the earth, which makes it relatively weak and brittle. The crust is comprised of massive, irregular slabs of hard rock—called plates—which have been floating slowly along the surface of the mantle for billions of years.



The plate tectonic theory suggests that a fault line exists along the boundary where two plates meet. As plates float on the mantle, pressure from within the earth continues to build. Eventually, the pressure will exceed the strength of the rock, causing the underground rock to break suddenly along the fault. The plates then grind and scrape against each other, or one may slip underneath the other. This sudden shift in the earth's crust sends shock waves, known as seismic waves, from the epicenter in all directions. This is what we know as an earthquake.

In 1935, the Richter scale was developed by Charles F. Richter as a method to measure the seismic waves created by earthquakes. According to the Richter scale, a quake with a magnitude of 4.0 or less is expected to do little damage. However, a quake measuring 7.0 or greater can cause widespread damage and numerous fatalities. In 1989, the San Andreas fault system in California experienced a 7.1 magnitude earthquake, which resulted in 63 deaths and \$5.9 billion in damage. The earthquake was felt over an area of 54,000 square miles.

Unfortunately, despite intense study, scientists have been unable to predict with any precision when and where an earthquake will occur; however, they can estimate the likelihood that an event will occur along a certain fault within a number of years. Because of this unpredictability, the best defense that science can offer is preparedness and education. Many communities have earthquake response plans already in place to prevent or reduce injury, death, and property damage if an earthquake were to happen.

18. Read this excerpt from the article.

According to the Richter scale, a quake with a magnitude of 4.0 or less is expected to do little damage. However, a quake measuring 7.0 or greater can cause widespread damage and numerous fatalities.

What is the meaning of the word **magnitude**?

- A. movement
- B. vibration
- C. size or extent
- D. great injury or death

19. How does the author support the idea that earthquakes are dangerous events?

- A. by describing an earthquake that occurred in California
- B. by identifying the temperature deep within the earth
- C. by illustrating the different layers of the earth
- D. by explaining how many earthquakes occur in the United States

20. Read this paragraph from the article.

The plate tectonic theory suggests that a fault line exists along the boundary where two plates meet. As plates float on the mantle, pressure from within the earth continues to build. Eventually, the pressure will exceed the strength of the rock, causing the underground rock to break suddenly along the fault. The plates then grind and scrape against each other, or one may slip underneath the other. This sudden shift in the earth's crust sends shock waves, known as seismic waves, from the epicenter in all directions. This is what we know as an earthquake.

How does the author present his thoughts in this paragraph?

- A. by explaining the causes that contribute to an earthquake and the effects that occur as a result
- B. by listing the catastrophic events of earthquakes in order from most important to least important
- C. by describing the problems that earthquakes pose and then offering possible solutions
- D. by comparing the plate tectonic theory with other earthquake theories being proposed today

Read the following article and then answer questions 21 through 24.

Geography's Way West

United States history began on the east coast, and its beginnings were shaped by geography. The first permanent English settlement was Jamestown, Virginia, which was established in 1607. The history of that settlement was tragically set by the colony's location. It was built on a peninsula up the James River to conceal its presence from passing Spanish ships. The colony chose an unhealthy swamp. The drinking water was brackish and spread diseases, causing the first settlers to die in droves.

Eventually, the capital of Virginia was moved inland to Williamsburg. Later, it was moved to Richmond. Once the drinking water problem had been solved, the James River proved to have as many advantages as it earlier had disadvantages. It was navigable for many miles inland. Affected by the ocean tides, its current flowed in both directions depending on the time of day. Once the tobacco economy began, plantations were built on the river with private docks. Ocean-going ships traveled up the river and loaded tobacco at the private docks, then easily reversed course – a time-saving luxury during the era of ocean transport – for shipment to England. These early plantations were built on the flat coastal plain. Tobacco was planted in the rich alluvial (water-deposited) soils.

The rivers of Virginia were navigable all the way to the waterfalls, where the high elevation of the interior piedmont dropped to the level of the coastal plain. Boats traveling inland had to unload at the falls, and goods had to be transferred to another boat. If the boats were small enough, they were portaged overland to the other side of the falls. The red clay soils of the piedmont were fertile, but transporting the tobacco to market was more difficult.

Beyond the piedmont was a massive geographical region made up of fertile valleys separated by the Appalachian Mountains. This valley and ridge system runs from Maine to northern Georgia. It served as a barrier to American settlement west. There were animal paths through the mountains that were used as walking paths, but there were no roads. Without roads, settlers could only take along possessions they could carry. A pass through the mountains into Kentucky was not even discovered until 1750, when Thomas Walker located the Cumberland Gap. Daniel Boone led a party through the gap in 1775 on what became known as the Wilderness Road. This led to the settlement of Kentucky and then Tennessee. The movement west from those humble beginnings on the James River was then underway.

21. What was the greatest advantage of the James River for shipping Virginia tobacco to the coast to send to England?
- A. The James River had peninsulas which hid the tobacco plantations.
 - B. The water of the James River was brackish.
 - C. The tobacco plantations on the James River had many types of soil.
 - D. The current of the James River flowed both ways.

22. The article says, “The history of that settlement was tragically set by the colony’s location.”

Which of the following details supports this statement?

- A. The first permanent English settlement was Jamestown, Virginia, which was established in 1607.
- B. It was built on a peninsula up the James River to conceal its presence from passing Spanish ships.
- C. The drinking water was brackish and spread diseases, causing the first settlers to die in droves.
- D. Eventually, the capital of Virginia was moved inland to Williamsburg.

23. Why was tobacco farming **less** profitable in the interior piedmont?

- A. Getting tobacco to market was much more difficult.
- B. The red clay of the interior piedmont was less fertile.
- C. The Appalachian Mountains blocked entrance to the piedmont.
- D. No one was willing to travel that far upriver at the time.

24. Read these sentences from the article.

Boats traveling inland had to unload at the falls, and goods had to be transferred to another boat. If the boats were small enough, they were portaged overland to the other side of the falls.

Which sentence uses a form of **portage** correctly?

- A. Portaging the bales of donated clothing from the airplane to the distribution center was tedious, but Marcia was grateful for the chance to help people in need.
- B. The portaged stereo system offered a way for us to listen to our favorite music even when we were far from a source of electricity.
- C. The last time I encountered Mickey, he was busy portaging his artwork to eager buyers in his upscale gallery on Monteleone Avenue.
- D. It was tempting to purchase the portaged vehicles at a deep discount, but Paula knew that their extensive flood damage rendered them worthless.

Read the following article and then answer questions 25 and 26.

West Virginia: Green Power Pioneer

Residents of Greenbrier County, West Virginia, have something about which to cheer. Strip mining for coal has long been hated for its harmful effect on the environment. Burning coal for power pollutes our atmosphere. Thankfully, strip mining is on its way out. Clean, safe, wind power is on its way in. It's a breath of fresh air for West Virginia!

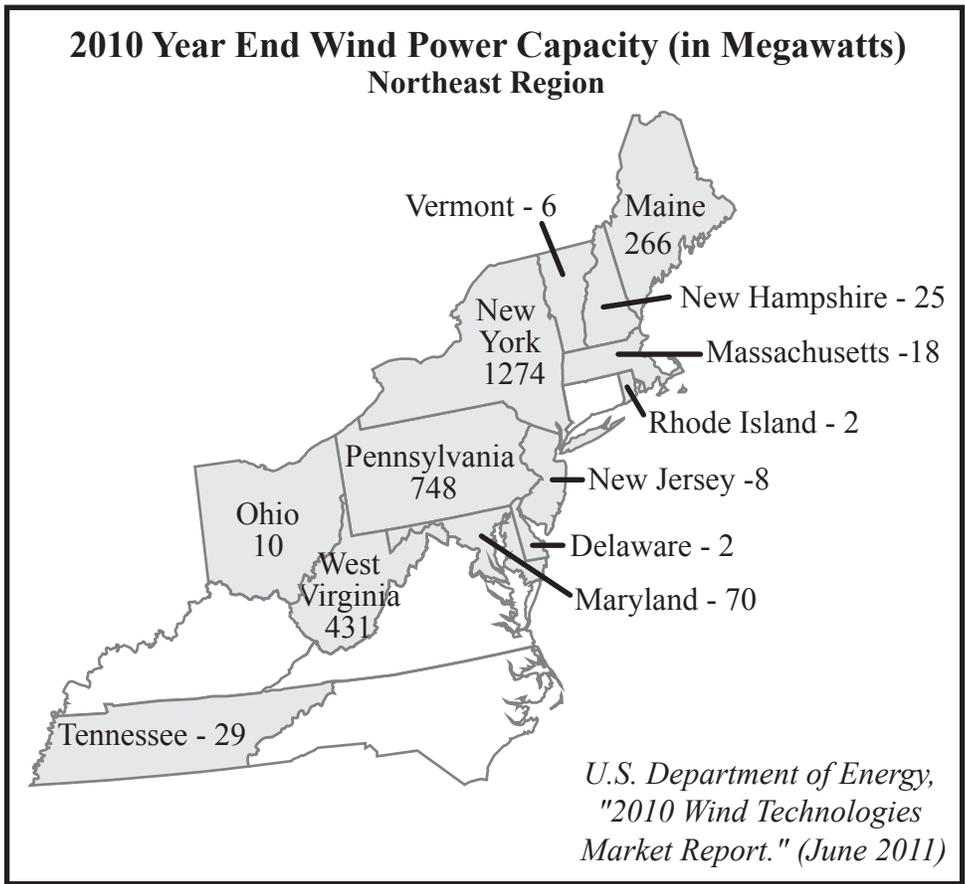
The Beech Ridge Wind Farm is partially constructed. The project is an undeniable success. Instead of ugly, noisy mining equipment, graceful wind turbines dot the landscape. Wind causes the blades of the turbines to spin, which creates electricity. Residents and national park visitors can admire the impressive wind turbines for miles around.

Even though they look much smaller atop a mountain ridge far away, each wind turbine stands roughly 400 feet tall. That means that each turbine is about one-third the size of the Empire State Building. Each of these massive, yet elegant, turbines produces more than one megawatt (MW) of electricity and is able, in theory, to power well over one hundred homes.

The construction and maintenance of the turbines has provided an economic boost to the area. The new technology created permanent jobs. Curious tourists and environmental scientists now come to see the turbines in action. These visitors also help the local economy. When each observer returns home, he or she plants the seeds for a nationwide switch to greener power.

Of course, the transition to wind power has not been entirely smooth. Some area residents have complained about having the elegant turbines nearby. Some species of wildlife have been harmed. No growth is painless, however. Nothing of import was ever achieved without sacrifice. Responsible property holders and business owners must be willing to compromise. Only by working together can we turn from fossil fuels to renewable, clean energy sources. Fossil fuels such as coal and oil won't be around forever, but there's no limit to the wind!

When you are next in southeastern West Virginia, you will enjoy the lovely scenery and local attractions. Please also take some time to admire the wind turbines in Greenbrier County. If you meet a representative of the wind turbine project, shake his or her hand. Thank that person for his or her role in the green power revolution. It's the way of the future!



25. The map supports the information in the article by showing _____.

- A. where the boundaries of each state lay at the end of 2010
- B. how many wind turbines exist in each Northeastern state
- C. how much energy is produced by wind turbines in various states
- D. where the U.S. Department of Energy research facilities are located

26. After reading the article, a student wants to find out more about the negative effects of wind turbines.

In order to learn more about the negative effects of wind turbines, the student should explore which question?

- A. How does a wind turbine generate electricity?
- B. What happens to the wind captured by a turbine?
- C. What elements can reduce a wind turbine's effectiveness?
- D. How are animals harmed by wind turbines?

Read the following article and then answer questions 27 through 29.

Wind Turbines: Spinning toward Disaster

We all know that we should look toward cleaner power sources. Our world is being polluted by vehicles, factories, and trash every second. At first glance, wind power seems like a great idea. After all, the wind is free, clean, and never-ending. Wind turbines produce no nasty pollutants. Why not harness the wind for our electrical needs?

Wind power is now the fastest growing form of electricity generation in our country. More and more of these 200-300-foot-tall turbines are popping up across the United States. In some areas, wind turbines do make sense. However, here in Greenbrier County, West Virginia, wind turbines are a terrible idea. Wind power companies have already installed twenty turbines here; we must work together to stop them before more are put in place.

One problem with turbines seems unavoidable: they are placed where they will encounter the most wind. In Greenbrier County, this means they are at the tops of the mountain ridges. Also, trees, which break the wind, cannot be close by. The unfortunate result is that some of our lushly forested mountaintops are bare and ugly because their trees have been removed for windmill placement. Residents who moved to southeastern West Virginia to enjoy the forested countryside are now subjected to the sight of space-age windmills. Tourists who visit to ski, hike, and camp do not want to see the tall metal sentinels. Our visitors come to see nature at its finest.

Some proponents of wind power state that it will reduce our reliance on fossil fuels. They also claim that the addition of a new industry in our area will force out other industries such as mining and lumber harvesting. Because our area is rich in resources such as coal and trees, the creation of a wind turbine project will not halt mining and deforestation. Wind farming is simply another unwanted form of industry. There is no reason why coal mining or logging will slow simply due to the addition of wind turbines. Now in Greenbrier County, we have logging, coal mines, *and* wind turbines.

Apart from insulting our eyes, wind turbines cause significant environmental problems. The tall, swiftly turning blades on each turbine kill countless bats and birds in flight and disturb the habitats of all the creatures in the vicinity. Bare mountaintops cause soil erosion. The addition of more turbines would increase further the damage to our fragile ecosystem.

Some local activists call for a slower, gentler approach to green energy in the area. Placing turbines on rooftops is one proposed solution. The amount of harvested energy would be decreased, but the environmental damage would also be significantly less. Exploring other green energy sources, such as solar power, is another great idea.

It takes a lot of windmills to produce the energy created by one coal-burning power plant. Perhaps when wind turbines become more efficient, we should reconsider them. Right now, however, we don't need more technology in West Virginia. We love our state because of its natural beauty. Let's keep it that way. We currently have a small number of wind turbines in our area, but the placement of many more is already planned. Please say, "No!" to more wind turbines in our area.

27. The author of “Wind Turbines: Spinning toward Disaster” disagrees with the author of “West Virginia: Green Power Pioneer” regarding which point?
- A. Traditional energy sources create pollution.
 - B. Wind power is a clean energy source.
 - C. Alternative power sources should be explored.
 - D. Wind turbines are attractive additions to the landscape.

28. Read this sentence from the article.

Because our area is rich in resources such as coal and trees, the creation of a wind turbine project will not halt mining and deforestation.

In this sentence, the word **resource** means _____.

- A. natural material that can be used for profit
- B. the ability to receive goods before payment is made
- C. the clearing away of trees and other vegetation
- D. an abundance of money or possessions

29. The negative effect of installing wind turbines is emphasized in which sentence from the article?

- A. One problem with turbines seems unavoidable: they are placed where they will encounter the most wind.
- B. The unfortunate result is that some of our lushly forested mountaintops are bare and ugly because their trees have been removed for windmill placement.
- C. They also claim that the addition of a new industry in our area will force out other industries such as mining and lumber harvesting.
- D. Right now, however, we don't need more technology in West Virginia.

Read the following story and then answer questions 30 through 32.

Roughing It! (excerpt)

Mark Twain

Mark Twain based this book on his own experiences. He went west to work for his brother, who was the new Secretary for the Nevada Territory. This excerpt starts immediately after he has told his brother that he will go with him to Nevada.

Chapter I

At the end of an hour or two I was ready for the journey. Not much packing up was necessary, because we were going in the overland stage from the Missouri frontier to Nevada, and passengers were only allowed a small quantity of baggage apiece. There was no Pacific railroad in those fine times of ten or twelve years ago—not a single rail of it. I only proposed to stay in Nevada three months—I had no thought of staying longer than that. I meant to see all I could that was new and strange, and then hurry home to business. I little thought that I would not see the end of that three-month pleasure excursion for six or seven uncommonly long years!

I dreamed all night about Indians, deserts, and silver bars, and in due time, next day, we took shipping at the St. Louis wharf on board a steamboat bound up the Missouri River.

We were six days going from St. Louis to “St. Jo.”—a trip that was so dull, and sleepy, and eventless that it has left no more impression on my memory than if its duration had been six minutes instead of that many days. No record is left in my mind, now, concerning it, but a confused jumble of savage-looking snags, which we deliberately walked over with one wheel or the other; and of reefs which we butted and butted, and then retired from and climbed over in some softer place; and of sand-bars which we roosted on occasionally, and rested, and then got out our crutches and sparred over.

In fact, the boat might almost as well have gone to St. Jo. by land, for she was walking most of the time, anyhow—climbing over reefs and clambering over snags patiently and laboriously all day long. The captain said she was a “bully” boat, and all she wanted was more “shear” and a bigger wheel. I thought she wanted a pair of stilts, but I had the deep sagacity not to say so.

Chapter II

The first thing we did on that glad evening that landed us at St. Joseph was to hunt up the stage-office, and pay a hundred and fifty dollars apiece for tickets per overland coach to Carson City, Nevada.

The next morning, bright and early, we took a hasty breakfast, and hurried to the starting-place. Then an inconvenience presented itself which we had not properly appreciated before, namely, that one cannot make a heavy traveling trunk stand for twenty-five pounds of baggage—because it weighs a good deal more. But that was all we could take—twenty-five pounds each. So we had to snatch our trunks open, and make a selection in a good deal of a hurry. We put our lawful twenty-five pounds apiece all in one valise, and shipped the trunks back to St. Louis again. It was a sad parting, for now we had no swallow-tail coats and white kid gloves to wear at Pawnee receptions in the Rocky Mountains, and no stove-pipe hats nor patent-leather boots, nor anything else necessary to make life calm and peaceful. We were reduced to a war-footing. Each of us put on a rough, heavy suit of clothing, woolen army shirt and “stogy” boots included; and into the valise we crowded a few white shirts, some under-clothing and such

things. My brother, the Secretary, took along about four pounds of United States statutes and six pounds of Unabridged Dictionary; for we did not know—poor innocents—that such things could be bought in San Francisco on one day and received in Carson City the next. I was armed to the teeth with a pitiful little Smith & Wesson's seven-shooter, which carried a ball like a homoeopathic pill, and it took the whole seven to make a dose for an adult. But I thought it was grand. It appeared to me to be a dangerous weapon. It only had one fault—you could not hit anything with it....

We changed horses every ten miles, all day long, and fairly flew over the hard, level road. We jumped out and stretched our legs every time the coach stopped, and so the night found us still vivacious and unfatigued.

After supper a woman got in, who lived about fifty miles further on, and we three had to take turns at sitting outside with the driver and conductor. Apparently she was not a talkative woman. She would sit there in the gathering twilight and fasten her steadfast eyes on a mosquito rooting into her arm, and slowly she would raise her other hand till she had got his range, and then she would launch a slap at him that would have jolted a cow; and after that she would sit and contemplate the corpse with tranquil satisfaction—for she never missed her mosquito; she was a dead shot at short range. She never removed a carcass, but left them there for bait. I sat by this grim Sphynx and watched her kill thirty or forty mosquitoes—watched her, and waited for her to say something, but she never did. So I finally opened the conversation myself. I said:

“The mosquitoes are pretty bad, about here, madam.”

“You bet!”

“What did I understand you to say, madam?”

“You BET!”

Then she cheered up, and faced around and said:

“Danged if I didn't begin to think you fellers was deaf and dumb. I did, b'gosh. Here I've sot, and sot, and sot, a-bust'n muskeeters and wonderin' what was ailin' ye. Fust I thot you was deaf and dumb, then I thot you was sick or crazy, or suthin', and then by and by I begin to reckon you was a passel of sickly fools that couldn't think of nothing to say. Wher'd ye come from?”

The Sphynx was a Sphynx no more! The fountains of her great deep were broken up, and she rained the nine parts of speech forty days and forty nights, metaphorically speaking, and buried us under a desolating deluge of trivial gossip that left not a crag or pinnacle of rejoinder projecting above the tossing waste of dislocated grammar and decomposed pronunciation!

How we suffered, suffered, suffered! She went on, hour after hour, till I was sorry I ever opened the mosquito question and gave her a start.

30. Read this sentence from the story.

No record is left in my mind, now, concerning it, but a confused jumble of savage-looking snags, which we deliberately walked over with one wheel or the other; and of reefs which we butted and butted, and then retired from and climbed over in some softer place; and of sand-bars which we roosted on occasionally, and rested, and then got out our crutches and sparred over.

As used in this sentence, the word **retire** means _____.

- A. to go to bed
- B. to withdraw
- C. to give up working after a certain age
- D. to go away from others for privacy

31. Read Twain's description of the boat's passage on the river.

In fact, the boat might almost as well have gone to St. Jo. by land, for she was walking most of the time, anyhow—climbing over reefs and clambering over snags patiently and laboriously all day long.

Twain's description of the boat conveys the image of _____.

- A. an old wagon repeatedly breaking down
- B. a woman walking with great difficulty
- C. a sailboat sailing freely on water
- D. an old man climbing up a steep hill

32. Read this sentence from the story.

I thought she wanted a pair of stilts, but I had the deep sagacity not to say so.

The author's tone in this sentence can **best** be described as _____.

- A. sarcastic
- B. helpful
- C. generous
- D. hateful