

It's Up to You!

- **Section 1: Reading and Language, pages 46–54**
- **Section 2: Writing, pages 55–58**

Section 1: Reading and Language

VOCABULARY

DIRECTIONS Read each item carefully. Then choose the best answer. Mark your answer.

- 1 An alternative is —
 (A) a choice
 (B) a promise
 (C) an answer
 (D) an argument
- 2 Someone who is capable is —
 (F) willing to help
 (G) able to do things well
 (H) determined to succeed
 (J) slowed down by illness
- 3 When you consider something, you —
 (A) think it over
 (B) argue about it
 (C) refuse to do it
 (D) change it for the better
- 4 A decision is —
 (F) a choice that is made
 (G) a doubt about something
 (H) an assignment to complete
 (J) an issue with several sides
- 5 A diplomat is someone who —
 (A) hides from the law
 (B) manages a telegraph office
 (C) presents diplomas to graduating students
 (D) represents a government in another country
- 6 When you issue something, you —
 (F) plan it
 (G) outline it
 (H) provide it
 (J) describe it
- 7 Something that is ordinary is —
 (A) large
 (B) typical
 (C) serious
 (D) ancient
- 8 Someone who is punished is —
 (F) prepared to begin something over again
 (G) made to suffer for doing something wrong
 (H) happy to do something new and interesting
 (J) interested in helping someone less fortunate
- 9 To reason is to —
 (A) act according to the law
 (B) insist on the correct answer
 (C) accuse someone of something
 (D) think about the facts and draw conclusions
- 10 A refugee is someone who —
 (F) directs large armies
 (G) pilots boats and ships
 (H) works for the government
 (J) leaves a country to escape danger
- 11 To regret something is to —
 (A) return it quickly
 (B) ask for it angrily
 (C) feel sorry about it
 (D) wait for it patiently
- 12 Someone who is rewarded is —
 (F) concerned about something left undone
 (G) interested in something about to happen
 (H) given something in return for something done
 (J) asked questions about his or her background
- 13 To take a risk is to —
 (A) take a break
 (B) take a chance
 (C) refuse an offer
 (D) solve a problem
- 14 A setback is something that —
 (F) stops progress
 (G) closes meetings
 (H) supports change
 (J) increases opportunities
- 15 A survivor is someone who —
 (A) strives for wealth and fame
 (B) captures the enemies of a country
 (C) lives through a dangerous situation
 (D) takes a risk to help people in trouble

GO ON 

VOCABULARY, *continued*

DIRECTIONS Read the sentence in each box. Then read the item carefully. Choose the best answer. Mark your answer.

16

We traveled hundreds of miles to many different localities damaged by the storm.

The root *loc* means “place.” The word *localities* probably means —

- (F) events
- (G) regions
- (H) neighbors
- (J) restaurants

17

I had empathy for all the people injured in the storm.

The root *path* means “feel” or “suffer.” The word *empathy* probably means —

- (A) bad news
- (B) medicine
- (C) no solution
- (D) a feeling of sadness

18

The voice of one injured girl was so weak that her words were barely audible.

The root *aud* means “to hear.” The word *audible* probably means —

- (F) sweet
- (G) interesting
- (H) loud enough
- (J) pronounced correctly

19

We had to transfer her to a bigger hospital, because she needed an operation.

The root *fer* means “carry.” The word *transfer* probably means to —

- (A) gather
- (B) give away
- (C) put in a room
- (D) move from one place to another



READING AND LITERARY ANALYSIS

DIRECTIONS Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

Free the Children

Craig Kielburger, a Canadian teenager, is the founder of *Free the Children*. This organization is involved in an ongoing, worldwide effort. Its mission is to free children from abuse and exploitation. In the few years since it started, the *Free the Children* organization has also freed children from the idea that they are too young or too powerless to make a difference in the world. This has been largely through the work of Craig Kielburger himself. Craig began *Free the Children* in response to an article he read about the murder of a child in Pakistan.

Two Children

One morning, Craig picked up a copy of the Toronto newspaper. He planned to read the comics, as usual, for a laugh before school. But what he saw on the front page of the paper was far from funny. The picture showed a young Pakistani boy who had been murdered for speaking against child labor. The child, Iqbal Masih, had labored from the age of 4. He had been shackled to a loom and forced to tie strings into tiny knots, hour after hour, day after day, to make carpets. When he died, Iqbal was the same age as Craig: just 12 years old. He had been killed for trying to fight the system that enslaved him.

Child Slavery

All that day, Craig could think of nothing but the article about Iqbal. He had studied the American Civil War, learned about the terrible lives of enslaved people, and how those people had been freed. But that had all taken place

more than a century ago. Surely slavery had been abolished throughout the world by now. Yet, here was a story about child slavery, happening in the world today. Craig had never even heard of it. When he investigated, he found out that there were 250 million child laborers in the world. Craig could feel the suffering of these children. He had to try to help—but as a child himself, what could he do?

Into Action

Craig got a group of friends together—most of them also 12 years old—and they founded an organization called *Free the Children*. The group identified several goals:

- to expand awareness of the problem of child labor
- to convince world leaders to work for the protection of children
- to create programs designed to help free child laborers from abuse
- to work toward cooperation among children all over the world

The Group Today

Though it started with a garage sale, *Free the Children* has grown into an international children's organization, with large amounts of funding coming from a variety of labor groups and individuals. Together, the children and the adults they have inspired have built schools, helped poor families fight poverty, led campaigns against child labor, and raised funds to promote the participation of children all over the world in bettering their own lives and the lives of others.



READING AND LITERARY ANALYSIS, *continued*

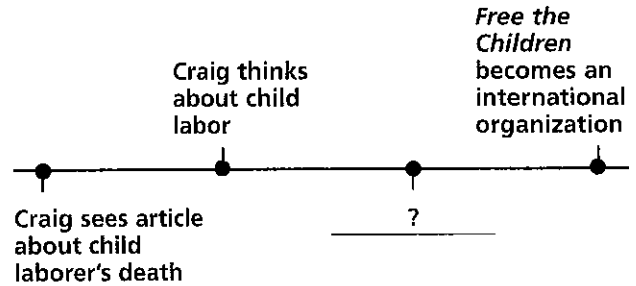
- 20 Craig began to organize *Free the Children* after he —
- (F) held a garage sale
 - (G) took a trip to Pakistan
 - (H) learned about the American Civil War
 - (J) read an article about the murder of a boy

Study this chart.

Problem	Solution
21 _____	Craig's organization raised money to help free the children.
People did not know about child labor.	22 _____

- 21 Which of these goes on the blank line in column 1?
- (A) People made children work as slaves.
 - (B) Countries fought wars because of slavery.
 - (C) Organizations could not decide how to spend their money.
 - (D) There were not enough children to do all the work in the world.
- 22 Which of these goes on the blank line in column 2?
- (F) *Free the Children* urged people to read newspapers.
 - (G) *Free the Children* worked to expand awareness of child labor.
 - (H) *Free the Children* found better jobs for children around the world.
 - (J) *Free the Children* raised funds to help children move to other countries.

- 23 Study the time line.



Which of these best completes the time line?

- (A) Craig studies the American Civil War
 - (B) Slavery is abolished all over the world
 - (C) Craig forms a group to protect children
 - (D) Iqbal Masih is forced to tie strings into tiny knots
- 24 Read this sentence from the passage:

This organization is involved in an ongoing, worldwide effort.

Which of these best paraphrases the sentence?

- (F) Worldwide efforts help this organization.
 - (G) This organization always goes around the world.
 - (H) This organization is involved in efforts in a world that never ends.
 - (J) This organization is currently involved in projects all around the world.
- 25 Read this sentence from the passage:

But what he saw on the front page was far from funny.

Which of these best paraphrases the sentence?

- (A) He thought the front page was not funny enough.
- (B) He saw something very serious on the front page.
- (C) He saw something kind of funny on the front page.
- (D) He is very serious when he looks at the front page of a newspaper.



READING AND LITERARY ANALYSIS, *continued*

DIRECTIONS Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

Part of the Community

My name is Nicole. Victor and I have been friends since elementary school. My mom calls us Nic and Vic. We have always agreed on things, until now.

You see, two candidates are running in the election for class president, Ricky and Serena. Both are popular and smart, but I think Serena is the better candidate. She has many ideas for improving the school, such as extending the library hours, setting up tutoring for students, and earning money to build a trophy case in the main hall to display awards. She is a good student and she believes school is a place to learn.

Ricky is great, too. I've known him since kindergarten. He has promised to plan dances and intramural sports. He says the class will be stronger if people are good friends and enjoy doing things together. That's a good point.

The problem with Victor and me is not the campaign. It comes down to the people. As I said, Ricky has gone to school with us since Dawes Elementary. He is the one smiling in all our class pictures. We grew up together—we're almost family.

Serena moved here last year. At first, she was shy and seemed a little snobby. When we got to know her, we were glad she was in our class. She has such good ideas, and she is always interested in doing well in school and helping others succeed, too. Victor agrees that Serena could be a good president, but he doesn't want a "newcomer" to be class president. I disagree with Victor. I think people

should be able to move into our school and become part of the community.

The longer Victor and I disagree, the meaner our argument gets. Victor has begun to say things about Serena that have nothing to do with the campaign. Yesterday, I walked up to him and a group of our old friends. He was saying negative things about the house Serena lives in and what her father does for a living. I didn't think this was fair at all. I asked Victor why he was saying those things. He just said, "She isn't like us."

I walked home from school alone, and thought about Victor. I knew he would agree with me if he really looked at what he was saying. I decided to ask him over for dinner. He was quiet when he arrived, but soon we were talking around the table like we always have when he has eaten with us.

Then I put my plan into action. I asked my dad to tell about when he first moved to our town. I didn't think Victor had heard this story. Dad likes to tell about the old days, and he told how people first treated him when he bought the old neighborhood grocery store. Mr. Brown had run the store for 50 years, and no one wanted to buy vegetables from a new person. What did he know about carrots and squash? Before Dad was finished, I could see Victor understood why I had invited him to dinner.

Today I saw a group of kids talking and laughing together. In the middle were Victor, Ricky, and Serena. They were making plans for next year.

READING AND LITERARY ANALYSIS, *continued*

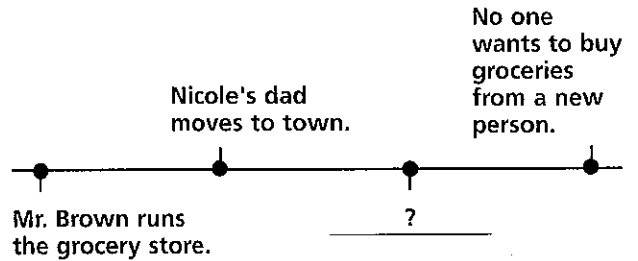
- 26** Nicole has a problem with Victor. Victor does not want —
- (F) to gossip
 - (G) to accept Serena
 - (H) to come for dinner
 - (J) to argue with Nicole
- 27** The problem is solved after Victor —
- (A) becomes friends with another newcomer
 - (B) considers what it's like to be a newcomer
 - (C) experiences what it is to be a newcomer himself
 - (D) realizes how many newcomers there are at school
- 28** Read this sentence from the passage:

The longer Victor and I disagree, the meaner our argument gets.

Which of these best paraphrases the sentence?

- (F) I disagree with Victor when he argues in a mean way.
- (G) Victor and I disagree for a long time when we get mean.
- (H) The more time Victor and I argue, the meaner our words get.
- (J) Victor and I may disagree for a long time, but we are not mean.

- 29** Study the time line.



Which of these best completes the time line?

- (A) Serena moves to town.
 - (B) Nicole's dad buys the grocery store.
 - (C) Nicole's dad has a successful business.
 - (D) Nicole's dad tells Victor a story about his life.
- 30** How does the story end?
- (F) Victor is having dinner with Serena.
 - (G) Victor is saying good things about Serena.
 - (H) Victor and Serena are making plans together.
 - (J) Victor and Serena are running for class president.
- 31** Suppose that someone who is not in the story is telling it. Which of these sentences would be in the story?
- (A) I put my plan into action.
 - (B) We were glad to meet Serena.
 - (C) Nicole found a solution to the problem.
 - (D) People should be able to move to our school.

READING AND LITERARY ANALYSIS, *continued*

DIRECTIONS Read the passage. Then read each item carefully. Choose the best answer. Mark your answer.

Not So Funny

It was the funniest volleyball game I'd ever seen. Instead of six players on each team, there were nine on one and ten on the other! Aunts, uncles, brothers, sisters, and cousins clustered on each side of the net like rag dolls.

It was the yearly family picnic, and everyone was out on the court.

My kid brother was ready to serve. Eighteen pairs of eyes swung toward Toby, and his face beamed with pride. *Bam!* The ball sailed in a wobbly arc over the net.

Uncle Peter slammed it back.

"I want to serve again!" Toby cried.

"No," I said, tossing the ball under the net. "We lost the serve."

Toby's face grew as red as a beet. He puffed like a locomotive. "I want to serve!" he screamed.

"Don't act like that," I said.

When our team got the ball back, Toby grabbed it like a raccoon attacking a garbage bag.

"Wait a minute," I said. "It's not your turn to serve. It's Aunt Rachel's turn."

"I want the ball! I want the ball!" Toby yelled, jumping up and down. Everyone laughed, but I frowned. I didn't like the way Toby was acting. He was just a little kid, and the game was just for fun, but still . . .

"Time out," I whispered to Toby. I made him sit under a tree near the court. "If you're going to play sports, you have to know how to act."

"Oh, come on, Alex, let him play," everyone shouted. "It's just a silly game."

"No," I said. "He may be cute now, but if he acts like this in the future, it won't be so funny!"

32 If Toby had told the story, you might —

- (F) learn more about volleyball
- (G) know more about the picnic
- (H) understand his actions better
- (J) find out about other silly games

33 Suppose that someone who is not in the story is telling it. Which of these sentences might be in the story?

- (A) Toby was acting badly during our game.
- (B) My family saw the way Toby was acting.
- (C) My brother Toby didn't know how to act.
- (D) Alex didn't like the way Toby was acting.

34 Which sentence best shows Alex's point of view about Toby's behavior during the game?

- (F) Toby was just acting silly.
- (G) Toby was not playing sports the right way.
- (H) Toby made everyone laugh, which was nice.
- (J) Toby was not a good player, but he was trying.

35 Which of these is the best paraphrase of "Eighteen pairs of eyes swung toward Toby"?

- (A) Toby looked at many pairs of eyes.
- (B) All the other players looked at Toby.
- (C) Eighteen people looked back and forth.
- (D) Many pairs of people came toward Toby.

GO ON

READING AND LITERARY ANALYSIS, *continued*

DIRECTIONS Alicia is reading a magazine article. Read each section. Then read each item carefully. Choose the best answer. Mark your answer.

Read the first section of the article.

Tourists Endanger Delicate Wilderness

Tourism and photo safaris have become big business because visitors have the chance to see rare and exotic animals and plants. Tourists from all over the world pay local guides to take tours of these natural areas. However, tourism endangers the very land that the tourists have come to see.

- 36** When you clarify the meaning of a word, you —
- (F) find out the meaning of the word
 - (G) ask a question with the word in it
 - (H) find a word that means the opposite
 - (J) think of a better meaning for the word
- 37** What question can Alicia ask herself to help her understand what she reads?
- (A) Where do the tourists come from?
 - (B) How does tourism endanger the land?
 - (C) Which animals can be seen on the tours?
 - (D) How much money do the tourists spend?

Now, read the next section.

In Eastern Africa, photographic safari guides and their customers follow cheetahs and lions too closely. The animals are unable to hunt.

In Mexico, local farmers and wilderness guides gather firewood, which endangers the habitat of the monarch butterflies.

The land and the animals need to be left alone so they can remain wild. Conservationists have a difficult choice: how can tourism—and the benefits it brings—continue, while at the same time allowing the wilderness to remain wild?

- 38** Which statement best summarizes the article?
- (F) Some animals are endangered by tourists.
 - (G) Tourism in wilderness areas is a growing pastime.
 - (H) The preservation of wilderness areas is funded by tourism.
 - (J) Tourism in wilderness areas brings both benefits and problems.

- 39** Read Alicia's notes in this chart.

Notes	Prediction
<ul style="list-style-type: none"> • Wilderness tours have become very popular. • Foreign tourists help local economies • Tourism endangers the land. • Conservationists are faced with difficult choices. 	

Based on her notes, which of these predictions should Alicia make?

- (A) Tamed animals will not hurt tourists.
- (B) Concerned governments will hire new guides.
- (C) New rules will be made to protect wilderness areas.
- (D) Tourists will not be allowed to visit the wilderness.

GO ON 

LANGUAGE SKILLS

DIRECTIONS Below is part of a story Kimiko wrote. Read the story. Then read each item carefully. Choose the best answer. Mark your answer.

I thought I had studied so hard for finals, but it wasn't enough. I had looked at my notes before I have left my house. That's when I knew—¹none of it had get² into my head! Now it was time for the test. If I flunked the test, I failing the course.

If I had tried, I could have copied³ Antonio's answers. "If I copied even half his answers, I would passed,"⁴ I thought.⁵

But no matter how much I wanted to pass, I wanted even more to be an honest person.

"Kimiko, you will succeeded today if you choose to fail this test,"⁶ I told myself. But the choice was still difficult. If I did the wrong thing, I knew, I feel terrible. I gathered my courage . . . and turned away⁷ from Antonio's paper. "I have make the right decision,"⁸ I thought. I felt proud.

40 In number 1, before I have left is best written —

- (F) before I left
- (G) before I leave
- (H) before I will have left
- (J) as it is written

41 In number 2, it had get is best written —

- (A) it have got
- (B) it had gotten
- (C) it will have got
- (D) as it is written

42 In number 3, I failing is best written —

- (F) I am fail
- (G) I would fail
- (H) I would failing
- (J) as it is written

43 In number 4, I could have copied is best written —

- (A) I could copied
- (B) I will have copied
- (C) I would have copied
- (D) as it is written

44 In number 5, I would passed is best written —

- (F) I will passed
- (G) I would pass
- (H) I might have pass
- (J) as it is written

45 In number 6, you will succeeded is best written —

- (A) you had succeeded
- (B) you will had succeeded
- (C) you will have succeeded
- (D) as it is written

46 In number 7, I feel is best written —

- (F) I will feel
- (G) I would feel
- (H) I might have feel
- (J) as it is written

47 In number 8, I have make is best written —

- (A) I have made
- (B) I will have make
- (C) I would have make
- (D) as it is written

STOP

Section 2: Writing

PROCESS AND STRATEGIES

DIRECTIONS Read about Abdul's journal. Then read each item carefully. Choose the best answer. Mark your answer.

Abdul has started keeping a journal as a way to improve his schoolwork. He writes journal entries about the steps he can take to get better grades. Through his writing, he will look at the problems he has had and figure out what changes he can make to improve his grades in the future.

1 In journal writing, a writer most often expresses —

- (A) advice to friends
- (B) facts learned in class
- (C) persuasive arguments
- (D) personal thoughts and feelings

2 Which pair of sentences from Abdul's journal shows the best transition?

- (F) I watch too much TV. As a result, I get poor grades.
- (G) It would be fun to study with Metin. Finally, we take different classes.
- (H) I should organize my desk. However, I should clean out the drawers.
- (J) I don't pay attention when I read. On the other hand, I don't concentrate.

3 Which of these shows a consistent point of view?

- (A) I know I can improve my grades if I study every night.
- (B) He knows he can improve his grades if Abdul studies every night.
- (C) We know we can improve our grades if he studies every night.
- (D) People know they can improve their grades if you study every night.

4 Abdul plans to share his journal with other students who are trying to improve their grades. Which of these steps should Abdul include in his edit and proofread stage?

- (F) talking to a peer reviewer
- (G) taking notes on cards and putting them in order
- (H) writing a rough draft of his journal entries to get his ideas on paper
- (J) checking for mistakes in spelling and capitalization, and fixing them in a final copy

GO ON 

PROCESS AND STRATEGIES, *continued*

DIRECTIONS Read the draft of the journal entry that Abdul wrote. Then read each item carefully. Choose the best answer. Mark your answer.

My Big Problem

- (1) The big red mark stared back at me like an accusing eye.
- (2) I felt terrible. (3) I knew right then and there that my low grades were a problem that I had to solve. (4) Last month, I got a D on a social studies test.
- (5) That night, I sat in my room and thought about my study habits. (6) I came to the conclusion that I didn't have any! (7) He stares gloomily at his desk. (8) It was so cluttered it looked like a mountain of paper. (9) "I could start by organizing my desk," I thought.
- (10) The next day, at school, I noticed that I was hardly paying attention to assignments. (11) I wasn't even writing them down.
- (12) No wonder I was getting bad grades.
- (13) My worst habit, though, was watching too much TV. (14) If I continued to sit in front of the tube each night, I always get bad grades.
- (15) So I decided to make a schedule showing when I would study.
- (16) I felt great when I taped it to the wall by my desk.
- (17) A few weeks ago, I realized that I had not followed my plan very well. (18) It had been hard to pull myself away from my favorite TV shows, although I had tried.
- (19) I'm glad that I decided to think about my grades and how I could improve them.

PROCESS AND STRATEGIES, *continued*

5 Abdul wants to move sentence 4 to improve the organization of his ideas. The best place to put it is —

- (A) before sentence 1
- (B) before sentence 3
- (C) after sentence 5
- (D) after sentence 10

6 How should Abdul revise sentence 7?

- (F) I stare gloomily at my desk.
- (G) I stared gloomily at my desk.
- (H) He stared gloomily at his desk.
- (J) Abdul stares gloomily at his desk.

7 What change, if any, should be made in sentence 10?

- (A) Change *paying* to *payng*
- (B) Change *noticed* to *notticed*
- (C) Change *atention* to *attention*
- (D) Make no change

8 What change, if any, should be made in sentence 14?

- (F) Insert *would* before *always*
- (G) Delete the comma after *night*
- (H) Change *continued* to *will have continued*
- (J) Make no change

9 What change, if any, should be made in sentence 15?

- (A) Add a comma after *showing*
- (B) Change *schedule* to *Schedule*
- (C) Change the period to a question mark
- (D) Make no change

10 Which word or phrase should be added to the beginning of sentence 17?

- (F) However,
- (G) As a result,
- (H) Eventually,
- (J) In addition,

11 What change, if any, should be made in sentence 18?

- (A) Change *It* to *It did*
- (B) Change *had been* to *is been*
- (C) Change *had tried* to *has tried*
- (D) Make no change

12 Abdul wants to tell how he solved his problem. Which of these should he add before sentence 19?

- (F) Besides watching TV, I like to swim, play football, and go to the movies.
- (G) Some of my friends are really good at making schedules and sticking to them.
- (H) Now, though, I am back on track. I listen carefully in class and I study two hours every night at home.
- (J) Sometimes it's hard to change. For example, I had to start walking to school when my family moved here last year.

STOP

WRITTEN COMPOSITION: MEMOIR

DIRECTIONS Read the writing prompt, then write your memoir on a separate sheet of paper.

WRITING PROMPT

Write a memoir to share with your teacher and classmates. Tell about a time you chose to make a change in your own life or to help change something at your school or in your community. In your memoir, tell about the events and express your feelings.