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ABSTRACT

This document presents a sample test form for high school reading and comprehension proficiency. The first section of the exam consists of 27 questions taken from 7 selections, which included 4 literature and poetry selections and the following nonfiction titles: Procedures for Answering a Call, Just the Facts, Garlic, and Pot Roast with Vegetables (a recipe). The second section is comprised of 23 questions from eight selections of historical, informative, literary, and poetic passages including the titles: Creative People, Riders Wanted, Pollution, Parking a Car, Applying to a Community College, The Noise of the City, Nonverbal Communication, and Aunt Rosie's Words of Advice. Directions are provided in the beginning, and the answer key to the test is provided at the end. (EF)

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STATE OF NEVADA



# Nevada High School Proficiency Examination

## Reading

Form E Released

Part 1

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**Part - 1      Part - 1      Part - 1      Part - 1**  
*Procedures for Answering a Call*

Do you know what to say when you answer the phone? Follow these guidelines:

- Identify yourself. State your workplace and your name. Say something like, "Apple Appliances, Sam speaking."
- Speak clearly and slowly because the caller cannot see you.
- Be polite. You are trying to make a good impression on the caller.
- Give the caller your full attention. Stop what you are doing before you answer the phone. Don't work and talk on the phone at the same time.
- Listen carefully to what the caller says.
- Take notes on your message pad. Write the caller's name and why he or she is calling.
- Ask questions if you aren't sure what the caller wants.
- At the end of your call, summarize what the caller has said. You can use your notes.

From Communication  
Steck-Vaughn Company

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1. According to the passage, the *first* thing you should do when you answer the phone or make a call is
    - A. summarize what the caller said.
    - B. identify the caller.
    - C. apologize to the caller.
    - D. identify yourself.
  2. Because your caller cannot see you, you need to
    - A. speak slowly and clearly.
    - B. ask a question.
    - C. take notes.
    - D. make a good impression.
  3. If you continue to work on another task while speaking on the phone, the caller may feel that
    - A. he or she is being helped.
    - B. you are paying attention.
    - C. he or she is being ignored.
    - D. you are very efficient.
  4. The best reason to have guidelines for answering a *business* call is to
    - A. monitor the phone etiquette of employees.
    - B. increase business through customer satisfaction.
    - C. summarize a caller's request for assistance.
    - D. practice taking notes over the phone.

**Part - 1      Part - 1      Part - 1      Part - 1**

***Just the Facts***

A good rule to abide by: Never argue about a fact that can readily be verified. Arguing in the office—about anything—should be avoided where possible, of course. But there are times when honest and, hopefully, restrained arguments over points of opinion or matters of judgment or taste are necessary and inevitable. But to argue about what city is the capital of Florida or who wrote *Of Mice and Men* is simply ridiculous.

Use reference sources to answer such questions of fact. Don't waste time guessing and arguing the merits of your guess against the guesses of co-workers in your office. When a question of fact arises, look the answer up at once and let the reference tool speak for itself.

To help stick to the facts, we suggest that you supply the office with the following reference tools:

- A dictionary
- A telephone book
- A current almanac of general information
- An atlas
- A handbook of English usage
- A ZIP code directory
- A Red Cross first aid manual

From *Reading: Skill Enhancement*  
Paradigm

**Part - 1      Part - 1      Part - 1      Part - 1**

5. The purpose of this article is to prevent
- A. arguments about facts that can be verified.
  - B. all arguments.
  - C. the use of resource tools in the office.
  - D. using outdated information.
6. If a co-worker asked how to spell a word and you did not know, what does the article imply you do?
- A. Look in the dictionary.
  - B. Try to spell it.
  - C. Ask a third person.
  - D. Say you do not know.
7. Which of the following is NOT included in the suggested reference tools?
- A. telephone book
  - B. atlas
  - C. employee manual
  - D. ZIP code directory
8. According to the article, making guesses about factual information and then arguing with co-workers is
- A. essential.
  - B. wasteful.
  - C. helpful.
  - D. necessary.
9. Based on this article, if someone suddenly fell and injured herself, a co-worker should
- A. consult the Red Cross first aid manual for treatment.
  - B. guess the nature of the injury and treat it.
  - C. ask a co-worker what the best course of action is.
  - D. argue with a co-worker about what should be done.

*Mama Makes Up Her Mind and Other Dangers of Southern Living*

Worms

My mother was sitting in the kitchen, dammed in by stacks of old Natural History magazines. Behind her a bowl of giant worms, night crawlers, was suspended from the ceiling. She uses worm castings as an ingredient in her garden compost, and she keeps the worms in the kitchen so she can feed them food scraps.

My sister and I didn't say anything for a while. I watched the worms. Every now and then one of them would come up to the edge of the bowl, loop himself out, swag down—where he would hang for an instant, his coating of iridescent slime gleaming—and then drop down like an arrow into another bowl on the floor. My mother had an idea that the worms missed the excitement of a life in the wild, and she provided this skydiving opportunity as an antidote for boredom.

From *Mama Makes Up Her Mind* by Bailey White  
Vintage Books

**Part - 1      Part - 1      Part - 1      Part - 1**

10. Mother keeps worms in the kitchen so that she can
- A. study them.
  - B. feed them.
  - C. entertain them.
  - D. compost them.
11. Mother has two bowls, one below the other, in order to
- A. keep the worms from escaping.
  - B. feed the worms in different places.
  - C. keep the worms from being bored.
  - D. exercise the worms.
12. This passage is intended to be
- A. humorous.
  - B. informative.
  - C. persuasive.
  - D. serious.
13. In this passage, **antidote** means
- A. pressure.
  - B. cause.
  - C. cure.
  - D. story.



***Garlic***

Garlic gives many foods a distinctive, delicious flavor without adding fat—making it a popular choice with health-conscious cooks. This aromatic seasoning is also of considerable interest to researchers for its potential to fight cancer. Garlic's effects on breast cancer are being explored by John A. Milner, Ph.D., at Penn State University's Department of Nutrition. Supported by a grant from the American Institute for Cancer Research, Dr. Milner was among the first to investigate garlic's cancer-preventing potential; now a new AICR grant is helping him find out how garlic may inhibit the development of breast cancer, as well as how other dietary factors may influence garlic's effectiveness.

Dr. Milner's work shows that garlic may suppress tumor development in two ways: by inhibiting the metabolism of carcinogens in the body and by stopping them from binding to the genetic material. In his studies, laboratory rats fed garlic powder had far fewer breast tumors than their counterparts who were not fed garlic powder when both were exposed to cancer-causing agents.

Results of Dr. Milner's research also show that garlic seems to be most effective at preventing cancers in rats fed high-fat diets—particularly diets high in corn oil and other unsaturated fats. "However, this should not be seen as an endorsement of high-fat diets," he cautions. "Garlic seems to have little effectiveness when the diet is high in saturated fat." He adds that excessive amounts of protein in the diet may also suppress garlic's ability to act against carcinogens.

From *American Institute for Cancer Research Newsletter (Summer 1995)*

**Part - 1**

**Part - 1**

**Part - 1**

**Part - 1**

14. Garlic is not effective in fighting breast cancer when
- A. other types of cancer are present.
  - B. it is cooked with high-fat foods.
  - C. it binds to genetic material.
  - D. an excessive amount of protein is in a diet.
15. The main point of this passage is that garlic
- A. adds a distinctive flavor to foods.
  - B. may help to fight certain types of cancer.
  - C. is particularly high in fat content.
  - D. may help researchers identify the cause of cancer.
16. The purpose of this passage is to
- A. inform.
  - B. persuade.
  - C. entertain.
  - D. narrate.
17. The word **carcinogens** in this passage means
- A. cancer-causing.
  - B. cancer-preventing.
  - C. cancer-treating.
  - D. cancer-detecting.
18. This passage would be of professional interest to all of the following EXCEPT
- A. a scientist.
  - B. a doctor.
  - C. a mechanic.
  - D. a chef.

**Part - 1**

**Part - 1**

**Part - 1**

**Part - 1**

*Pot Roast with Vegetables*

***Pot Roast with Vegetables***

- 1 (4 - to 5 - pound) beef chuck roast
- Salt and pepper
- All-purpose flour
- 3 teaspoons shortening
- \_ teaspoon thyme or marjoram
- \_ cup chopped onions
- \_ cup water
- 8 medium carrots
- 8 small onions
- 4 medium potatoes, quartered

Sprinkle roast with salt and pepper and dredge in flour. Melt shortening in heavy skillet, and brown roast slowly and thoroughly. Sprinkle meat with thyme and chopped onions. Add water, cover tightly, and cook slowly over low heat for 2\_ hours, or until meat is almost tender. Turn meat two or three times during cooking, and add small amounts of water when necessary. Add vegetables, and sprinkle with salt and pepper. Cover, and cook until meat and vegetables are tender—about 20 minutes. To make gravy, dilute drippings with water, and thicken with a flour and water paste. Yield: 6 to 8 servings.

From *Reading for Survival In Today's Society* by Elsa Woods & Beverly Lancaster  
GoodYearBooks

**Part - 1**

**Part - 1**

**Part - 1**

**Part - 1**

19. The total amount of cooking time for this recipe is
- A. 2 hours 20 minutes.
  - B. 2 hours 30 minutes.
  - C. 2 hours 40 minutes.
  - D. 2 hours 50 minutes.
20. According to the instructions, which ingredient is added most often during preparation?
- A. flour
  - B. salt
  - C. water
  - D. onions
21. In the last sentence of the instructions, the word **dilute** means to
- A. thin.
  - B. flavor.
  - C. thicken.
  - D. increase.

*Mrs. Neville*

Tick...tick...tick.

Time, the king of cruelty.

From the hallway we heard a stirring and rustling, followed by laughter and shouts of pure, bubbling joy. Some other teacher had decided to let her class go early. My insides quaked at the injustice of it. Still, Mrs. Neville, who wore a hearing aid and had orange hair though she was at least sixty years old, talked on, as if there were no noise of escape beyond the door at all. It hit me, then; she didn't want to let us go. She wanted to hold us as long as she possibly could, not out of sheer teacher spite but maybe because she didn't have anybody to go home to, and summer alone is no summer at all.

From *Boy's Life* by Robert R. McCammon  
Pocket Star Books

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22. The **king of cruelty** is

- A. Mr. Neville.
- B. some other teacher.
- C. summer vacation.
- D. time.

23. The attitude of the narrator changes from

- A. impatience to understanding.
- B. joy to spite.
- C. irritation to cruelty.
- D. nervousness to indifference.

24. The narrator's attitude by the end of the passage might cause him to

- A. throw rocks at her house.
- B. visit her during the summer.
- C. avoid her from now on.
- D. return to the empty school.

**Part - 1      Part - 1      Part - 1      Part - 1**

*Winter*

1     Cold lies the lifeless earth,  
      the birds are gone, and through  
      the naked trees the shrill wind  
      whistles. Though the world  
5     outside be chill and dead, may the  
      world within us resound  
      with gleeful songs, and our hearts  
      be warm with hope and love.  
      And may many an evening's  
10    merriment, beside the  
      hearthstone's cheerful glow, make  
      sweet the passing time.

From *The Desiderata of Happiness* by Max Ehrmann  
Blue Mountain Arts, Inc.

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25. The trees in the poem are described as naked because they
- A. have been charred by a forest fire.
  - B. are wearing only new buds.
  - C. have lost their leaves.
  - D. are dead.
26. The tone of the poem begins to change in line
- A. seven.
  - B. four.
  - C. ten.
  - D. eight.
27. The **hearthstone's cheerful glow** refers to
- A. a warm heart.
  - B. a reflection of moonlight.
  - C. a smiling face.
  - D. a fire in a fireplace.

# Reading

Form E Released

Part 2

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**Part - 2      Part - 2      Part - 2      Part - 2**

*Creative People*

I've found that the hallmark of creative people is their mental flexibility. Like race-car drivers who shift in and out of different gears depending on where they are on the course, creative people are able to shift in and out of different types of thinking depending on the needs of the situation at hand. Sometimes they're open and probing; at others they're playful and off-the-wall. At still other times, they're critical and fault-finding. Finally, they're doggedly persistent in striving to reach their goals.

From *A Kick In The Seat Of The Pants* by Roger von Oech  
Harper & Row

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28. According to the passage, all of the following words describe creative people  
EXCEPT
- A. critical.
  - B. dependable.
  - C. persistent.
  - D. playful.
29. The word **hallmark** means
- A. outstanding feature.
  - B. narrow hallway.
  - C. greeting card.
  - D. moving target.
30. The author thinks creative people are
- A. deceptive.
  - B. irresponsible.
  - C. competitive.
  - D. admirable.



***Riders Wanted***

The year 1860 was an unsettling time for the young American nation. As tensions mounted between the North and South, civil war threatened to tear the union apart. Americans across the continent felt a vital need to stay in touch. But a letter filled with pressing news could take several weeks to travel from east to west by stagecoach. It took even longer by sailing ship. A dramatic change in mail delivery was desperately needed. This change came to life on April 3, 1860, in the form of the Pony Express.

"Wanted: Daring young men, preferably orphans," read the newspaper advertisement. Fifteen-year-old William F. Cody applied for the job. He knew that this would be no ordinary way to earn an honest wage. It would be filled with danger, excitement, little rest, and most likely a fair number of saddle sores. Yet it offered Cody and more than 200 others a rare opportunity to earn a lot of money in a very short time.

From St. Joseph, Missouri, to Sacramento, California, these adventurous young men raced against time to deliver the mail. Each rider traveled about seventy-five miles on horseback, changing horses every ten to fifteen miles. Stopping for no more than a minute or two at each Pony Express station on his route, he then galloped off on a fresh mount. As one rider finished his run, another grabbed the mail pouch and raced on his way. Day and night, the mail moved on. At this rate, a letter could travel almost 2000 miles in an average of only 10 days!

In the entire life span of the Pony Express, only one bag of mail was ever lost. Some riders, however, were not so fortunate. Boys as young as 13-year-old David Jay risked their lives riding at a breakneck pace. They rode in blazing sunshine and raging blizzards. They crossed mountain passes and washed-out gullies. They were threatened—and sometimes killed—by wild animals or outlaws.

Yet it was not the hazards of the trail that unsaddled the Pony Express in October 1861. Instead, it was the completion of a telegraph system that stretched across North America. Telegraphed messages could now cross the continent in a matter of hours. After only 19 months, the life of the Pony Express ended. But the memory of its brave young riders lives on today.

From *Ketchup on Reading* by David McDonald  
Profiles

**Part - 2      Part - 2      Part - 2      Part - 2**

31. According to the passage, what was one reason for the creation of the Pony Express?
- A. Other methods of transporting mail were very slow.
  - B. Sailing ships were unreliable for delivering mail.
  - C. Dangerous people attacked stagecoach mail carriers.
  - D. The telegraph was an expensive way to send a message.
32. On each run, about how many miles did a Pony Express rider travel?
- A. 10
  - B. 15
  - C. 19
  - D. 75
33. From the way it is used in paragraph 3, you can tell that the word **mount** means
- A. a trail.
  - B. a horse.
  - C. an assignment.
  - D. an adventure.
34. Which of the following sentences best summarizes the selection?
- A. The Pony Express was a dangerous, yet important, means for young orphan boys to make money.
  - B. Some Pony Express riders were killed while riding the trail, but only one bag of mail was ever lost.
  - C. The threat of civil war in the United States was a major reason for the establishment of the Pony Express.
  - D. Pony Express riders braved difficult conditions to provide speedy mail service across the country.

*Pollution*

With each breath, you subject your lungs and body to a wide range of pollutants. No part of you is immune. Pollutants affect your nose, eyes, throat, skin, and internal organs as well. In fact, it has been estimated that breathing air in the Los Angeles Basin is equivalent to smoking a pack of cigarettes a day. Since each cigarette is estimated to cut twelve minutes off your life, every breath you take in a polluted environment brings you that much closer to where you don't want to go.

From *Earl Mindell's Vitamin Bible* by Earl Mindell  
Rawson, Wade Publishers, Inc.

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35. Pollutants affect
- A. lungs.
  - B. eyes.
  - C. skin.
  - D. all of the above.
36. In this passage, the word **immune** means
- A. exempt.
  - B. polluted.
  - C. in danger.
  - D. internal.
37. Based on this passage, which action would the author most likely support?
- A. living in Los Angeles.
  - B. smoking cigarettes.
  - C. living in a less polluted environment.
  - D. staying indoors.

**Part - 2      Part - 2      Part - 2      Part - 2**

*Parking a Car*

The steps listed below, although not in the correct order, give directions for parallel parking.

- a. Continue backing up until the front seat of your vehicle is opposite the rear bumper of the vehicle ahead. Then straighten your wheels and keep backing up straight.
- b. When you are sure your front bumper can clear the car in front of you, turn your wheels sharply to the left. Back up slowly toward the vehicle behind you without touching it. If you have followed the above steps, your vehicle should be about six inches from the curb.
- c. Straighten the front wheels of the vehicle you are driving. Center the vehicle in the parking space. Set the parking brake. Put the shift lever of the vehicle in "Park."
- d. Check to make sure that you will not interfere with oncoming traffic. Then turn the wheels of your vehicle all the way to the right. Back up your vehicle slowly toward the curb.
- e. Choose a parking space large enough for the vehicle you are driving. Signal that you wish to stop. Then pull up even with the vehicle or parking space immediately ahead of you. Your vehicle should be two feet away from the other vehicle.

From Reading by Doing  
National Textbook Company

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38. If you follow the instructions, how far away from the curb will your car be when parked?
- A. two inches
  - B. six inches
  - C. two feet
  - D. six feet
39. Right before you set the parking brake, you should
- A. center the vehicle in the parking space.
  - B. back up slowly toward the curb.
  - C. straighten the wheels of the car.
  - D. turn the wheels all the way to the right.

**Part - 2      Part - 2      Part - 2      Part - 2**

*Applying to a Community College*

**Approval Pointers**

1. Provide the Admissions Office with all required items for approval.
2. Contact the Admissions Office if you have not received an approval letter within two weeks after your application process is complete.
3. Inform the Admissions Office of any name, phone, or address change that is different from what is stated on your application.
4. Apply before August 14. This will increase your chances for curricula or class selection.
5. Applicants for curricula which have a waiting list are strongly encouraged to apply. If a space does not become available, you may enroll with special credit status and take related courses while you are waiting for an opening in your desired curriculum. However, in order to do this, you must have met the requirements for your chosen curriculum.
6. Notify the Admissions Office immediately if you decide not to enroll.

When applying for Health Technologies and Early Childhood Associate curricula, additional admissions material will be required. Contact:

**ADMISSIONS OFFICE**  
Forsyth Technical Community College  
2100 Silas Creek Parkway  
Winston-Salem NC 27103-5197  
(919) 723-0371 ext. 253 or 256

**Assessment and Placement Test (APT)**

To become an FTCC student, most applicants must take the Assessment and Placement Test (APT).

Testing includes reading, written English expression, and mathematics. Mathematics is further broken down into computation, applied arithmetic and elementary algebra. An additional mathematics test is required depending on the curriculum you wish to enter.

Call (919) 723-0371 ext. 253 or 256 for available test dates and to sign up for the APT. A study guide is available upon request. Study sessions and practice tests are available in the Individualized Learning Center (ILC) on the main campus. Contact the ILC for dates and times for the study sessions at (919) 723-0371 ext. 40.

**Admissions Procedures**

Applications are not reviewed until all admissions materials are on file.

1. Submit a complete application.
2. Forward official transcripts from high school and all post high school academic work.
3. Arrange to take the Assessment and Placement Test (APT) or submit Scholastic Aptitude Test (SAT) scores.

From *Reading for Survival In Today's Society* by Elsa Woods & Beverly Lancaster  
GoodYearBooks

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**Part - 2      Part - 2      Part - 2      Part - 2**

40. When chosen curriculum is not available, the applicant should

- A. wait until next semester.
- B. contact the admissions office.
- C. enroll with special credit status.
- D. take the Scholastic Aptitude Test.

41. It is important to apply before August 14 in order to

- A. meet the application deadline.
- B. increase the chances for class selection.
- C. get on a waiting list.
- D. take the Assessment and Placement Test.

*The Noise Of The City*

1 If the noise of the city offends you,  
go afield when you may, with the birds and  
the wild, free life that troubles not;

5 The growing grain and the placid sky  
have a kind of voice; and though you are  
alone, the boundlessness of the universe  
is with you.

10 Go afield and dream and forget;  
and you will see that you are changed when  
you return and the lights of the city  
gleam in the twilight.

From *The Desiderata of Happiness* by Max Ehrmann  
Blue Mountain Arts, Inc.

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42. According to the poem, someone might leave the city because

- A. his neighbor is offensive.
- B. he is a bird watcher.
- C. she wants to be a farmer.
- D. cities are too noisy.

43. The word **boundlessness** means the

- A. habit of moving continuously.
- B. quality of being within boundaries.
- C. feeling of being protected.
- D. state of being without limits.

44. To follow the advice in the poem, a person might go to

- A. a big city.
- B. a mountain meadow.
- C. an airport.
- D. an amusement park.

**Part - 2      Part - 2      Part - 2      Part - 2**

*Nonverbal Communication*

Michael Argyle notes that body language serves several functions for us. It helps us to communicate certain emotions, attitudes, and preferences. A hug by someone close to us lets us know we are appreciated. A friendly wave and smile as someone we know passes us let us know we are recognized. A quivering lip tells us that someone is upset. Each of us has become quite sensitive to the meaning of various body gestures and expressions. Robert Rosenthal has demonstrated that this sensitivity is rather remarkable. When shown films of people expressing various emotions, individuals were able to identify the emotion correctly 66 percent of the time even when each frame was exposed for one twenty-fourth of a second. Body language also supports our verbal communications. Vocal signals of timing, pitch, voice stress, and various gestures add meaning to our verbal utterances. Argyle suggests that we may speak with our vocal organs, but we converse with our whole body. Body language helps to control our conversations. It helps us to decide when it is time to stop talking, to interrupt the other person, and to know when to shift topics or elaborate on something because our listeners are bored, do not understand us, or are not paying attention.

From *Ten Steps to Improving College Reading Skills*  
Townsend Press

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45. An example of body language is
- A. a conversation.
  - B. a quivering lip.
  - C. a shift of topic.
  - D. a sensitive feeling.
46. According to Rosenthal's work, we
- A. frequently understand body language.
  - B. rarely understand body language.
  - C. always understand body language.
  - D. never understand body language.
47. On the whole, the paragraph
- A. compares and contrasts body language to verbal expression.
  - B. lists the functions of body language and gives examples.
  - C. gives the causes and effects of body language.
  - D. uses time order to narrate an incident about body language.
48. Body language might be used to do all of the following EXCEPT
- A. interrupt the other person.
  - B. write an article.
  - C. clarify an idea.
  - D. shift topics.



*Aunt Rosie's Words of Advice*

"Anger is just hurt covered over," Aunt Rosie had said. "If you want to solve the problem, stay in touch with the hurt. Don't let the anger take over, or you'll never get anything worked out. The ego uses anger to build a fence around itself so it won't get hurt again."

I thought about her advice. Les was late again. He'd said he'd be home by six. It was nearly 8:30.

I heard the click of the door. "Stay in touch with the hurt," I told myself.

Les stood hesitantly, as if I were going to throw something.

"Sorry I'm late," he said softly. He had tired lines around his eyes and mouth. His shoulders drooped.

"I felt really hurt that you weren't here when you said you would be. I fixed a really nice dinner, but it's all cold now," I said.

"I'm sorry. I couldn't even get to a phone to call you...thanks for not being mad."

Aunt Rosie was right, I thought. If I had hit him full tilt with anger, we'd have just had a big fight. I smiled at him.

"Well, it can't be undone now, I guess," I told him. I wasn't feeling angry anymore. Les put down his briefcase and drew me into his arms. "Tell you what," he said. "How 'bout Friday night, we'll go out to eat—just to make up for tonight's ruined dinner?"

"OK," I agreed. Then to myself I said, "Thanks, Aunt Rosie, you were right. If you want to solve the problem, don't let anger take over. Stay in touch with the hurt."

From *Breakthroughs in Critical Reading*  
Jamestown Publishers

49. Which idea below is NOT in the story?

- A. The woman was angry because her husband did not arrive home on time.
- B. Aunt Rosie had given the author advice about anger.
- C. The narrator started a fight with Les for being late.
- D. If you want to solve a problem, stay in touch with the hurt.

50. Which of the following statements can you infer from the article?

- A. Aunt Rosie is a busybody.
- B. The woman loves her husband.
- C. Les intended to make his wife angry.
- D. The woman did not follow Aunt Rosie's advice.

51. What is the main idea of this story?

- A. Les is late for dinner.
- B. Aunt Rosie gives advice.
- C. Anger is related to hurt feelings.
- D. Les is tired when he gets home.

## Reading Form E Released

- |     |   |     |   |     |   |
|-----|---|-----|---|-----|---|
| 1.  | D | 19. | D | 37. | C |
| 2.  | A | 20. | C | 38. | B |
| 3.  | C | 21. | A | 39. | A |
| 4.  | B | 22. | D | 40. | C |
| 5.  | A | 23. | A | 41. | B |
| 6.  | A | 24. | B | 42. | D |
| 7.  | C | 25. | C | 43. | D |
| 8.  | B | 26. | A | 44. | B |
| 9.  | A | 27. | D | 45. | B |
| 10. | B | 28. | B | 46. | A |
| 11. | C | 29. | A | 47. | B |
| 12. | A | 30. | D | 48. | B |
| 13. | C | 31. | A | 49. | C |
| 14. | D | 32. | D | 50. | B |
| 15. | B | 33. | B | 51. | C |
| 16. | A | 34. | D |     |   |
| 17. | A | 35. | D |     |   |
| 18. | C | 36. | A |     |   |



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