

Student Name _____

OHIO GRADUATION TESTS



Reading

Base Test

March 2005

This test was originally administered to students in March 2005. This publicly released material is appropriate for use by Ohio teachers in instructional settings. This test is aligned with Ohio's Academic Content Standards.

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READING TEST

Directions: Each passage in this test is followed by several questions. After reading the passage, choose the correct answer for each multiple-choice question, then mark the corresponding circle in the Answer Document. If you change an answer, be sure to erase the first mark completely.

For the written-response questions, answer completely in the Answer Document in the space provided. You may not need to use the entire space provided.

You may refer to the passages as often as necessary. Make sure the number of the question in this test booklet corresponds to the number on the Answer Document. Be sure all your answers are complete and appear in the Answer Document.

Senator George Graham Vest

(NOTE: George Vest was a United States senator from Missouri from 1879 to 1903. As a lawyer, he once represented a plaintiff who sued his neighbor because the neighbor had killed the plaintiff's dog. Vest gave this speech in court as part of the lawsuit on behalf of his client.)

- 1 Gentlemen of the jury:
- 2 The best friend a man has in the world may turn against him and become his enemy. His son or daughter that he has reared with loving care may prove ungrateful. Those who are nearest and dearest to us, those whom we trust with our happiness and our good name may become traitors to their faith. The money that a man has, he may lose. It flies away from him, perhaps when he needs it most. A man's reputation may be sacrificed in a moment of ill-considered action. The people who are prone to fall on their knees to us in honor when success is with us may be the first to throw the stone of malice when failure settles its cloud upon our heads.
- 3 The one absolutely unselfish friend that man can have in this selfish world, the one that never deserts him, the one that is never ungrateful or treacherous is his dog. A man's dog stands by him in prosperity and in poverty, in health and in sickness. He will sleep on the cold ground, where the wintry winds blow and the snow drives fiercely, if only he may be near his

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master's side. He will kiss the hand that has no food to offer; he will lick the wounds and sores that come in encounter with the roughness of the world. He guards the sleep of his pauper master as if he were a prince. When all other friends desert, he remains. When riches take wings, and reputation falls to pieces, he is as constant in his love as the sun in its journey through the heavens.

- 4 If fortune drives the master forth an outcast in the world, friendless and homeless, the faithful dog asks no higher privilege than that of accompanying him, to guard him against danger, to fight against his enemies. And when the last scene of all comes, and death takes his master in its embrace and his body is laid away in the cold ground, no matter if all other friends pursue their way, there by the graveside will the noble dog be found, his head between his paws, his eyes sad, but open in alert watchfulness, faithful and true even in death.

Speech given by Senator Vest while representing a client in court September 23, 1870. Public domain.

1. Which quote does **not** illustrate comparison and contrast organization?
- A. "He guards the sleep of his pauper master as if he were a prince." (paragraph 3)
 - B. "A man's dog stands by him in prosperity and in poverty, in health and in sickness." (paragraph 3)
 - C. "A man's reputation may be sacrificed in a moment of ill-considered action." (paragraph 2)
 - D. "The people who are prone to fall on their knees to us in honor when success is with us may be the first to throw the stone of malice when failure settles its cloud upon our heads." (paragraph 2)

2. In describing those friends who turn out to be false, the author uses the phrase “the first to throw the stone of malice when failure settles its cloud upon our heads.”

The effect of the phrase is to

- A. show how physically difficult friendship can be.
- B. explain that betrayal may sometimes be necessary.
- C. emphasize the pain of having friends turn against you.
- D. imply that friends are really unnecessary for happiness.

3. “A man’s reputation may be sacrificed in a moment of ill-considered action.” (paragraph 2)

Which sentence paraphrases the line given above?

- A. If a man is ill, he may give up his reputation.
- B. If a man doesn’t sacrifice for his friends, he can get a bad reputation.
- C. If a man acts without thinking, he might permanently damage people’s opinions of him.
- D. If a man makes a mistake, it can sometimes be repaired by taking sincere action to repair the damage done.

4. The phrase “when riches take wings” (paragraph 3) is used to mean

- A. the loss of money.
- B. friends running away.
- C. changes bringing new wealth.
- D. wealth enabling better things to happen.

5. “A man’s dog stands by him in prosperity and in poverty. ...” (paragraph 3).

In this excerpt from the passage, the word prosperity means

- A. fame.
- B. power.
- C. wealth.
- D. strength.

6. In your **Answer Document**, summarize the last paragraph of the passage. (2 points)

The Bike

- 1 My first bike got me nowhere, though the shadow I cast as I pedaled raced along my side. The leaves of bird-filled trees stirred a warm breeze and litter scuttled out of the way. Our orange cats looked on from the fence, their tails up like antennas. I opened my mouth, and wind tickled the back of my throat. When I squinted, I could see past the end of the block. My hair flicked like black fire, and I thought I was pretty cool riding up and down the block, age five, in my brother's hand-me-down shirt.
- 2 Going up and down the block was one thing, but taking the first curve, out of sight of Mom and the house, was another. I was scared of riding on Sarah Street. Mom said hungry dogs lived on that street, and red anger lived in their eyes. Their throats were hard with extra bones from biting kids on bikes, she said.
- 3 But I took the corner anyway. I didn't believe Mom. Once she had said that pointing at rainbows caused freckles, and after a rain had moved in and drenched the streets, after the sparrows flitted onto the lawn, a rainbow washed over the junkyard and reached the dark barrels of Coleman pickle. I stood at the window, looking out, amazed and devious, with the devilish horns of my butch haircut standing up. From behind the window, I let my finger slowly uncurl like a bean plant rising from earth. I uncurled it, then curled it back and made a fist. I should remember this day, I told myself.
- 4 I pedaled my squeaky bike around the curve onto Sarah Street, but returned immediately. I braked and looked back at where I had gone. My face was hot, my hair sweaty, but nothing scary seemed to happen. The street had looked like our street: parked cars, tall trees, a sprinkler hissing on a lawn, and an old woman bending over her garden. I started again, and again I rode the curve, my eyes open as wide as they could go. After a few circle eights I returned to our street. There ain't no dogs, I told myself. I began to think that maybe this was like one of those false rainbow warnings.

- 5 I turned my bike around and rode a few times in front of our house, just in case Mom was looking for me. I called out, "Hi Mom. I haven't gone anywhere." I saw her face in the window, curlers piled high, and she waved a dish towel at me. I waved back, and when she disappeared, I again tore my bike around the curve onto Sarah Street. I was free. The wind flicked my hair and cooled my ears. I did figure eights, rode up the curbs and onto lawns, bumped into trees, and rode over a garden hose a hundred times because I liked the way the water sprang up from the sprinkler after the pressure of my tires. I stopped when I saw a kid my age come down a porch. His machinery for getting around was a tricycle. Big baby, I thought, and said, "You can run over my leg with your trike if you want." I laid down on the sidewalk, and the kid, with fingers in his mouth, said, "OK."
- 6 He backed up and slowly, like a tank, advanced. I folded my arms behind my head and watched a jay swoop by with what looked like a cracker in its beak, when the tire climbed over my ankle and sparks of pain cut through my skin. I sat up quickly, my eyes flinging tears like a sprinkler.
- 7 The boy asked, "Did it hurt?"
- 8 "No," I said, almost crying.
- 9 The kid could see that it did. He could see my face strain to hold back a sob, two tears dropping like dimes into the dust. He pedaled away on his bucket of bolts and tossed it on his front lawn. He looked back before climbing the stairs and disappeared into the house.
- 10 I pulled my pants leg. My ankle was purple, large and hot, and the skin was flaked like wood shavings. I patted spit onto it and laid back down. I cried because no one was around, the tears stirring up a lather on my dirty face. I rose to my feet and walked around, trying to make the ankle feel better. I got on my bicycle and pedaled mostly with the good leg. The few tears still on my eyelashes evaporated as I rode. I realized I would live. I did nothing fancy on the way home, no figure eights, no wiggling of the handlebars, no hands in my pockets, no closed eye moments.

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- 11 Then the sudden bark of a dog scared me, and my pants leg fed into the chain, the bike coming to an immediate stop. I tugged at the cuff, gnashed and oil-black, until ripping sounds made me quit trying. I fell to the ground, bike and all, and let the tears lather my face again. I then dragged the bike home with the pants leg in the chain. There was nothing to do except lie in the dirt because Mom saw me round the corner from Sarah Street. I laid down when she came out with the belt, and I didn't blame the dog or that stupid rainbow.

Gary Soto "The Bike" from *A Summer Life* ©1990 University Press of New England. Reprinted by permission.

7. What is the intended effect of the description in paragraph 3, that the boy let his finger slowly uncurl "like a bean plant rising from earth"?
- A. He cautiously pointed up at the rainbow.
 - B. He defiantly pointed up at the rainbow.
 - C. He triumphantly pointed up at the rainbow.
 - D. He mischievously pointed up at the rainbow.
8. Which might be an appropriate subtitle for the story?
- A. The Lesson
 - B. A Triumph
 - C. An Unusual Childhood
 - D. Parents and Their Children
9. The mother's description of Sarah Street is designed to do what?
- A. keep her son from riding there
 - B. encourage her son to ride there
 - C. discourage her son from riding there without friends
 - D. foster in her son a sense of independence and adventure

10. In paragraph 4, a sprinkler is described as “hissing on a lawn.”

Which definition represents the intended meaning of the word hissing?

- A. to make a sharp sound as of the letter s
- B. to express disapproval by hissing
- C. to utter or whisper angrily or threateningly and with a hiss
- D. electrical interference at audio frequencies

11. Which sentence explains the narrator’s risk taking?

- A. He is skeptical about his mother’s warnings.
- B. He fears the dangerous dogs on Sarah Street.
- C. He feels challenged by the boy on the tricycle.
- D. He is too young to know fear or pain.

12. Explain the importance of conflict to the development of the story. Give three examples or pieces of information from the story to support your explanation. Write your answer in the **Answer Document**. (4 points)

13. Which sentence summarizes the purpose of paragraphs 1 and 2 in the story?

- A. They establish the main character, the setting and a conflict.
- B. They introduce all of the characters who will play a part in the story.
- C. They contain several technical vocabulary words important for a full understanding of the story.
- D. They indicate that the narrator’s experience will end happily.

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14. What does the narrator mean when he says that on the way back from Sarah Street, he had “no closed eye moments” (paragraph 10)?
- A. By that time, he had stopped crying.
 - B. Because he was still hurt and humiliated, he continued crying.
 - C. He did not try any daring maneuvers while riding his bike.
 - D. He had stopped wanting to explore the world outside his own street.

My Favorite Teacher

(Note: Thomas L. Friedman is currently a well-known columnist for the *New York Times* and writes on foreign affairs. A malt shop (paragraph 5) was a type of informal restaurant where teenagers often met friends and classmates. A “malt” or a “malted milk,” very much like a milkshake, was a popular drink to have at such a place. Wolfman Jack (paragraph 5) was a famous radio disk jockey who played music especially popular with teenagers during the 1950s and early 1960s.)

- 1 Last Sunday’s *New York Times Magazine* published its annual review of people who died last year who left a particular mark on the world. I am sure all readers have their own such list. I certainly do. Indeed, someone who made the most important difference in my life died last year—my high school journalism teacher, Hattie M. Steinberg.
- 2 I grew up in a small suburb of Minneapolis, and Hattie was the legendary journalism teacher at St. Louis Park High School, Room 313. I took her intro to journalism course in 10th grade, back in 1969, and have never needed, or taken, another course in journalism since. She was that good.
- 3 Hattie was a woman who believed that the secret for success in life was getting the fundamentals right. And boy, she pounded the fundamentals of journalism into her students—not simply how to write a lead or accurately transcribe a quote, but, more important, how to comport yourself in a professional way and to always do quality work. To this day, when I forget to wear a tie on assignment, I think of Hattie scolding me. I once interviewed an ad exec for our high school paper who used a four-letter word. We debated whether to run it. Hattie ruled yes. That ad man almost lost his job when it appeared. She wanted to teach us about consequences.
- 4 Hattie was the toughest teacher I ever had. After you took her journalism course in 10th grade, you tried out for the paper, *The Echo*, which she supervised. Competition was fierce. In 11th grade, I didn’t quite come up to her writing standards, so she made me business manager, selling ads to the local pizza parlors. That year, though, she let me write one story. ... First story I ever got published.

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- 5 Those of us on the paper, and the yearbook that she also supervised, lived in Hattie's classroom. We hung out there before and after school. Now, you have to understand, Hattie was a single woman, nearing 60 at the time, and this was the 1960s. She was the polar opposite of "cool," but we hung around her classroom like it was a malt shop and she was Wolfman Jack. None of us could have articulated it then, but it was because we enjoyed being harangued by her, disciplined by her and taught by her. She was a woman of clarity in an age of uncertainty.
- 6 We remained friends for 30 years, and she followed, bragged about and critiqued every twist in my career. After she died, her friends sent me a pile of my stories that she had saved over the years. Indeed, her students were her family—only closer. Judy Harrington, one of Hattie's former students, remarked about other friends who were on Hattie's newspapers and yearbooks: "We all graduated 41 years ago; and yet nearly each day in our lives something comes up—some mental image, some admonition that makes us think of Hattie."
- 7 Judy also told the story of one of Hattie's last birthday parties, when one man said he had to leave early to take his daughter somewhere. "Sit down," said Hattie. "You're not leaving yet. She can just be a little late."
- 8 That was my teacher! I sit up straight just thinkin' about her.
- 9 Among the fundamentals Hattie introduced me to was *The New York Times*. Every morning it was delivered to Room 313. I had never seen it before then. Real journalists, she taught us, start their day by reading *The Times* and columnists like Anthony Lewis and James Reston.
- 10 I have been thinking about Hattie a lot this year, not just because she died on July 31, but because the lessons she imparted seem so relevant now. We've just gone through this huge dot-com-Internet-globalization bubble—during which a lot of smart people got carried away and forgot the fundamentals of how you build a profitable company, a lasting portfolio, a nation-state or a thriving student. It turns out that the real secret of success in the information age is what it always was: fundamentals—reading, writing and arithmetic, church, synagogue and mosque, the rule of law and good governance.

- 11 The Internet can make you smarter, but it can't make you smart. It can extend your reach, but it will never tell you what to say at a P.T.A. meeting. These fundamentals cannot be downloaded. You can only upload them, the old-fashioned way, one by one, in places like Room 313 at St. Louis Park High. I only regret that I didn't write this column when the woman who taught me all that was still alive.

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15. The author contrasts the use of computers and the Internet with his own pre-computer and Internet experience in order to show that the basics of news reporting
- A. are still important.
 - B. have been improved.
 - C. are no longer needed.
 - D. present problems of their own.
16. "None of us could have articulated it then, but it was because ..."
(paragraph 5)
- Which word represents the meaning of articulated?
- A. responded to
 - B. directed towards
 - C. stated clearly
 - D. spoke to
17. What is the purpose of the headnote at the beginning of the essay?
- A. to introduce the essay
 - B. to clarify references found later in the essay
 - C. to introduce things popular with 1950s' teens
 - D. to convince the reader to try malted milk
18. Summarize paragraph 5. Write your answer in the **Answer Document**.
(2 points)

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19. The author says the Internet
- A. can be used to download very important information.
 - B. can provide a way to make its users more intelligent.
 - C. cannot give a person the most valuable tools needed in life.
 - D. cannot show a person examples of good writing and journalism.
20. Which idea from the essay is an example of irony?
- A. A student ends up enjoying his high school journalism class.
 - B. A student's toughest teacher turns out to be his favorite teacher.
 - C. A student still remembers a particular teacher.
 - D. A first-year journalism student sells the most ad space for the yearbook.
21. According to the author, Hattie's advice to contemporary dot-com Internet companies would be to
- A. focus on maximizing shareholder profits.
 - B. start with the basics that are important in life.
 - C. realize that the "information age" has changed the way business is done.
 - D. understand the fundamentals of business are different from those in other areas of life.
22. According to the author, Room 313 represents a place where students
- A. were challenged and nurtured.
 - B. felt as if they were in a malt shop.
 - C. were able to forget about discipline.
 - D. could chat with and tease Ms. Steinberg.

On the March 2005 Ohio Graduation Reading Test, questions 23 – 28 and the passage on which the questions are based are field test items that are not released.

Made in America

- 1 As America became increasingly urbanized, people more and more took to eating their main meal in the evening. To fill the void between breakfast and dinner, a new and essentially American phenomenon arose: lunch. The words *lunch* and *luncheon* (often spelled *lunchon*, *lunchen*, *lunchion*, or *lunching*) have been around in English since the late 1500s. Originally they signified lumps of food—"a luncheon of cheese"—and may have come from the Spanish *lonja*, a slice of ham. The word was long considered a deplorable vulgarism, suitable only to the servants' hall. In America, however, "lunch" became respectable, and as it dawned on opportunistic restaurateurs that each day millions of office workers required something quick, simple, and cheap, a wealth of new facilities sprang up to answer the demand. In short order Americans got *diners* (1872), *lunch counters* (1873), *self-service restaurants* (1885), *cafeterias* (1890s), *automats* (1902), and *short-order restaurants* (1905).
- 2 The process began in 1872 in Providence, Rhode Island, when one Walter Scott loaded a wagon with sandwiches, boiled eggs, and other simple fare and parked outside the offices of the *Providence Journal*. Since all the restaurants in town closed at 8 p.m., he had no competition and his business thrived. Soon wagons began appearing all over. By the time Scott retired forty-five years later he had fifty competitors in Providence alone. They were called *lunch wagons*, which was a little odd, since lunch was one thing they didn't serve. A few, seeking greater accuracy, called themselves *night lunch wagons* or *night cafés*. When residents complained about having food sold outside their houses, cities everywhere enacted ordinances banning the wagons. So lunch wagon proprietors hit on the idea of moving their wagons to vacant lots, taking off the wheels, and calling them restaurants, since restaurants were immune from the restrictions. By the 1920s, several companies were mass-producing shiny, purpose-built restaurants known everywhere as *diners*. From a business point of view, diners were an appealing proposition. They were cheap to buy and maintain. You could set them up in hours on any level piece of ground, and if trade didn't materialize you loaded them onto a flatbed truck and moved them elsewhere. A single diner in a good location could turn a profit of \$12,000 a year—a lot of money in the 1920s. One of the more enduring myths of American eating is that diners were built out of old railway dining cars. Hardly any were. They were just made to look that way.

- 3 The first place known to be called a *cafeteria*—though the proprietor spelled it *cafetiria*—was opened in Chicago in the early 1890s. The word came from Cuban Spanish and as late as 1925 was still often pronounced in the Spanish style, with the accent on the penultimate syllable. Cafeterias proved so popular that they spawned a huge, if mercifully short-lived, vogue for words of similar form: *washeteria*, *groceteria*, *caketeria*, *drugeteria*, *bobateria* (a place where hair was bobbed), *beauteria*, *chocolateria*, *shaveteria*, *smoketeria*, *hardware-ateria*, *garmenteria*, *furnitureteria*—even *casketeria* for a funeral home and the somewhat redundant *restauranteria*.
- 4 The *automat*—a cafeteria where food was collected from behind little windows after depositing the requisite change in a slot in each—was not an American invention but a Swedish one. In fact, they had been common in Sweden for half a century before two entrepreneurs named Horn and Hardardt opened one in Philadelphia in 1902 and started a small, lucrative empire.
- 5 *Luncheonette* (sometimes modified to *lunchette*) entered American English in about 1920 and in its turn helped to popularize a fashion for words with *-ette* endings: *kitchenette*, *dinette*, *usherette*, *roomette*, *bachelorette*, *drum majorette*, even *parkette* for a meter maid and *realtyette* for a female real estate agent.
- 6 The waitresses and *hash slingers* (an Americanism dating from 1868) who worked in these establishments evolved a vast, arcane, and cloyingly jocular lingo for the food they served and the clients who ate it. By the 1920s if you wanted to work behind a lunch counter you needed to know that *Noah's boy* was a slice of ham (since Ham was one of Noah's sons) and that *burn one* or *grease spot* designated a hamburger. *He'll take a chance* or *clean the kitchen* meant an order of hash, *Adam and Eve on a raft* was two poached eggs on toast, *cats' eyes* was tapioca pudding, *bird seed* was cereal, *whistleberries* were baked beans, and *dough well done with cow to cover* was the somewhat labored way of calling for an order of toast and butter. Food that had been waiting too long was said to be *growing a beard*. Many of these shorthand terms have since entered the mainstream, notably *BLT* for a bacon, lettuce, and tomato sandwich, *over easy* and *sunny side up* in respect of eggs, and *hold* as in “hold the mayo.”

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- 7 Eating out—usually quickly, cheaply, and greasily—became a habit for urban workers and a big business for the providers. Between 1910 and 1925 the number of restaurants in America rose by 40 percent. A hungry New Yorker in 1925 could choose among seventeen thousand restaurants, double the number that had existed a decade before. Even drugstores got in on the act. By the early 1920s, the average drugstore, it was estimated, did 60 percent of its business at the soda fountain. They had become, in effect, restaurants that also sold pharmaceutical supplies.

PP. 190 – 92 from MADE IN AMERICA, by Bill Bryson. Copyright © 1995 by Bill Bryson. Reprinted by permission of HarperCollins Publishers Inc. WILLIAM MORROW

29. According to the information given in the passage, the suffix *-eria*, as in cafeteria, must refer to

- A. the customers who patronize a particular business.
- B. the types of goods or services available from a business.
- C. the place where something happens or can be found.
- D. the way new words become part of American English.

30. Explain how events in America have influenced American English. Give a detail or example from the passage that illustrates how the author tries to connect events in America with change or growth in American English. Write your answer in the **Answer Document**. (2 points)

31. What pattern does the author use to organize the ideas in the passage?
- A. cause and effect
 - B. comparison and contrast
 - C. spatial order
 - D. order of importance
32. What is the intended effect of the imagery used in the excerpt “and as it dawned on opportunistic restaurateurs” (paragraph 1)?
- A. to show an awareness of changing needs developing over time
 - B. to show the immediate unsuitability of the old way of thinking
 - C. to show the process involved in making a successful business
 - D. to show the necessity for change constantly occurring
33. According to the passage, how did Swedish culture influence American culture?
- A. in the creation of automat services
 - B. in the development of language skills
 - C. in the need for luncheon items
 - D. in the process of food service
34. What is the focus of the passage?
- A. language changes that followed trends
 - B. international contributions
 - C. dominant influences only
 - D. outdated methods of service

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35. In paragraph 2, the passage declares, "From a business point of view, diners were an appealing proposition."

What made the diners appealing?

- A. good, quick profit
- B. favorable sanitary conditions
- C. predictable menu choices
- D. efficient management

36. The phrase "Made in America" is usually sewn on a product, such as jeans or a jacket that has been manufactured in the United States of America.

Explain why "Made in America" is an appropriate title for this passage. Support your explanation with three examples or details from the passage. Write your answer in the **Answer Document**. (4 points)

37. Which statement reflects the author's views about language change and American English?

- A. The addition of so many new words has made it more difficult for people to communicate clearly and effectively.
- B. Language change has enriched the resources of American English.
- C. New social trends or fads have contributed little to the changes in American English.
- D. Language change has always brought many new words into American English, but very few of those new words are used today.

38. As used in paragraph 2, a proprietor is a person who

- A. moves from place to place.
- B. rents or leases a building.
- C. owns or manages a business.
- D. prepares meals to be sold to others.

My Desk

- 1 I give you my desk,
the white painted maple,
stately, with clean straight lines, three drawers on each side,
the one my father gave to me.
- 2 He carved his initials in the corner, he said, your great grandfather,
3 his father, punished him because of it.
He made him fill in the grooves with wood putty,
sand down the wood, and refinish the whole piece.
When he was done, he said it looked good,
and that it was a good desk; he used it right through college.
- 4 Later, I asked him to do the same, refinish it again,
paint it white to match the 1970s girls bedroom furniture
in the catalog from Sears, so I could put it in my room.
- 5 Reluctantly he changed it.
He sanded down the finish, erasing the indentations of the letters
6 and numbers he had etched over time.
When he placed it in my room, white enameled, fresh, like new,
I cried.
So happy to have that heirloom,
- 7 to have my own piece of history,
8 to have my own piece of my father.
I sat for hours, make-believing I was a college professor,
bank teller, school teacher, the boss.
I did my algebra homework sitting at that desk.
- 9 I wrote papers, love letters, and my first poems there.
- 10 It has been stripped and painted, broken and glued.
- 11 And now, I give it to you.
Older than you by far, it sits in your room
piled high with crayon drawings, coins, trolls, and hot wheel cars.
- 12 You're still too young to do algebra homework.

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- 13 But when you're ready, and you want to use it as a desk,
together, we'll strip the finish,
sand the wood,
rub out my etchings
and paint it to match your bright green and lavender dreams.

From *Poetry Slam*, "My Desk," by Debora Marsh. Reprinted by permission.

39. In stanza 8, the speaker uses the phrase "piece of my father" to describe the desk because her father
- A. destroyed it.
 - B. bought it.
 - C. built it.
 - D. used it.
40. Which statement explains this line: "paint it to match your bright green and lavender dreams"? (stanza 13)
- A. The child wants to be a decorator.
 - B. The child rejects the speaker's taste in furniture.
 - C. The child has a distinct and separate personality.
 - D. The child wants a new desk.
41. What accounts for the father's reluctance to paint the desk?
- A. unwillingness to change
 - B. sadness about removing his legacy
 - C. longing for a son to pass it to
 - D. frustration about redoing his hard work
42. Explain what the speaker means by the phrase "... to have my own piece of my father." (stanza 8) Support your explanation by providing an example or piece of information from the poem. Write your answer in the **Answer Document**. (2 points)

43. The desk being repainted and refinished can be viewed as a metaphor for the
- A. processes of growth and change that characterize our lives.
 - B. processes of age and maturity that eventually destroy us all.
 - C. various events that become important in the speaker's life.
 - D. memories that resurface through the speaker's subconscious.
44. Why does the speaker give the desk to her child?
- A. to continue a family tradition
 - B. to make sure her child has a desk
 - C. to stress the importance of studying
 - D. to show that she is a caring parent

BACK COVER