

**Question 8**  
**Benchmark A**  
**Spring 2004**

**~Advertisement~**

Don't Sweat the Small Stuff ... and it's all small stuff  
Discover a wealth of no-sweat, low stress strategies for success!

1. What is your reaction when you are stuck in traffic ... on hold forever ... thrown yet another rush project that is “due yesterday” ... or faced with others’ thoughtless or irrational behavior?
2. If you are like most people, you fume ... fidget ... mutter under your breath. You may even work yourself into a full-blown fit of anger.
3. The trouble is, when you spend your precious time and energy “sweating the small stuff,” you sacrifice your potential to achieve happiness and success in your life. As Richard Carlson says, “When you are bothered, frustrated, stressed out, and annoyed, all the emotion takes a great deal of energy that could be better spent accomplishing your goals.”
4. This seminar will show you how to respond to stressful situations with grace and dignity. You’ll learn how to infuse your life with greater wisdom and restraint through the seven-point M.A.G.I.C.A.L. process. And you’ll see that by altering your attitude, you can alter your life—and boost your professional productivity and personal happiness in the bargain.
5. Most of us already understand how we “should” act in certain situations—cool in a crisis, positive when things go wrong, emotionally consistent with our loved ones, persistent when breaking a bad habit or taking on a new, constructive one. Yet, why is it so hard for us to do what we know is best? It isn’t—not if you use the lessons you’ll gain in this seminar.
6. In one day you’ll learn strategies to help you handle crises and reduce stress, methods for reducing compulsive behavior, and techniques to remain in control and ease pressure. Here’s your chance to develop the steady self-control that people respond to and respect. It can help you live a happier and less stressful life, starting the very next day.
8. In what way is the advertisement intended to appeal to a wide audience?
  - A. It refers to the most common mistakes people make.
  - B. It warns people not to act in ways they will later regret.
  - C. It mentions situations that most people have experienced.
  - D. It urges people not to take out their anger on the wrong people.

**Question 26**  
**Benchmark A**  
**Spring 2004**

**Living Treasure**

- 1 Pick up a handful of soil anywhere on Earth. In it you will find more organisms—visible and microscopic—than exist on the entire surfaces of other planets.
- 2 The planet Mars is icy cold—and lifeless. The planet Venus is fiery hot—and lifeless. Between these planets lies our home, Earth. Its atmosphere makes it an oasis in space, with a favorable climate, abundant water, and a rich variety of living things.
- 3 Scientists are dazzled and puzzled by the diversity of life on Earth. No one knows how many different kinds of plants, animals, and other organisms there are. But we do know that the organisms identified so far are only a small fraction of all living things. There are millions—perhaps many millions—that await discovery.
- 4 The study of living things is called biology (bio is a Greek term for “life”). Scientists who study living things are called biologists. And biologists have a name for Earth’s incredible variety of life: biodiversity.
- 5 The first step toward understanding this biodiversity is naming and describing the different living organisms. Throughout human history and all over the world, people have given names to animals and plants they recognize. For example, in New Guinea, hunters can name sixteen different frogs, seventeen lizards and snakes, more than a hundred birds, and many more insects and worms. The New Guinea hunters are walking encyclopedias of information about the life around them.
- 6 Besides naming things, people have tried to make sense of Earth’s biodiversity by considering similar organisms to be members of groups. The modern system of naming and classifying living things was devised by Swedish botanist Carl von Linné in the eighteenth century. At that time, Linné and other scientists believed that perhaps 50,000 kinds of organisms lived on Earth.
- 7 Since then, more than 1.5 million kinds, or species, have been discovered and named. They include 250,000 species of flowering plants and 41,000 kinds of vertebrate animals. These animals with backbones include about 4,000 mammals, 19,000 fishes, about 9,000 birds, and more than 10,000 reptiles and amphibians. The largest group by far is the insects, with more than 751,000 named so far. The remainder includes worms, spiders, fungi, algae, and microorganisms.
- 8 Biologists believe that most of Earth’s flowering plants and vertebrate animals have been discovered. They estimate that only a few thousand more fishes, birds, reptiles, and other vertebrates are likely to be found. The greatest riches of biodiversity remain to be discovered in the world of insects and other small creatures without backbones

(invertebrates).

9 Biologists expect to find some of Earth's undescribed organisms living in coral reefs. There also may be other undiscovered habitats, and species, on the floor of the deep ocean. In the 1980s, using small research submarines, scientists began to discover new forms of life—near geysers of hot, mineral-laden water that spew from the ocean floor.

10 Earth's greatest riches, however, lie in tropical rain forests. In the 1980s, as funds for tropical research increased, biologists found astonishing numbers of animals there.

11 In Panama, entomologist<sup>1</sup> Terry Erwin of the Smithsonian Institution collected insects from nineteen trees of the same species. On those trees alone, he found more than 12,000 different kinds of beetles. He estimated that one out of seven species lived on that kind of tree and no other.

12 Erwin also collected insects from one tree in the Amazon rain forest of Peru. He sent the ant specimens to be identified by biologist Edward O. Wilson of Harvard University. Wilson found forty-three kinds of ants, including several new species. This diversity of ants—from a single tropical tree—equaled the number of ant species that are known to live in all of Canada or Great Britain.

13 Tropical forests are also rich with plant life. In Borneo, a botanist discovered 700 species of trees growing on ten separate plots of land that totaled about twenty-five acres. This matches the number of tree species growing in all of North America. Also, the trunks and branches of rain forest trees are habitats for mosses, ferns, lichens, orchids, and other plants that grow far above the soil. In Costa Rica alone, more than 1,100 species of orchids have been identified.

14 In the 1980s, Terry Erwin and other biologists began for the first time to study insects, plants, and other organisms that live near the tops of tropical trees. The organisms living in the treetops, or canopy, of a rain forest are different from those living on or close to the ground. More than half of all rain forest species may live aloft. Most of them never touch the ground. Terry Erwin has called the tropical forest canopy “the heart” of Earth's biodiversity.

15 Until the 1980s, biologists estimated that 3 to 5 million species live on Earth. However, since large numbers of tropical insects and other organisms may live on just one kind of tree, or in one small area of tropical forest, the biodiversity of Earth may be much greater. Terry Erwin has estimated that Earth may be home to 30 million species of insects alone.

16 The total of all kinds of life could be much higher. Rain forest canopies harbor not only insects but also unknown numbers of mites<sup>2</sup>, roundworms, fungi, and other small organisms. Little is known about life in tropical soils. And most animals have other living things, called parasites, living on or inside them.



**Question 1**  
**Benchmark A**  
**Spring 2005**

**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 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.

10<sup>th</sup> Grade Reading Ohio Graduation Test

Reading Applications: Informational, Technical and Persuasive Text Standard -Benchmark A

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)

**Question 17**  
**Benchmark A**  
**Spring 2005**

**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.

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.

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

**Question 31**  
**Benchmark A**  
**Spring 2005**

**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*, *grocceteria*, *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 *realtynette* 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.”

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.

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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

