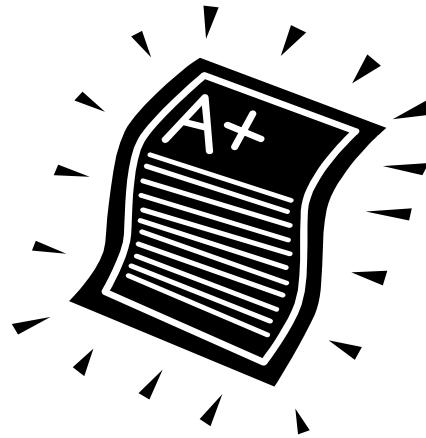


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School: _____
District: _____



*Increasing Achievement for Schools,
Teachers, & Students*

Post Test

Read the following selection. Then answer questions 1 through 14.

A Birthday Dilemma (A Play)

CHARACTERS: CASSIE, *a 14-year-old girl with long, blonde hair*

ANTONIO, *Cassie's 17-year-old brother with short, dark hair*

ACT ONE

SCENE: *The garage of the Schiralli home, during the summer. To the left is a door leading into the house, and inside the garage is a blue convertible.*

CASSIE: *(lounging casually against the fancy, diminutive convertible)* Antonio, are you honestly serious about detailing Mom's car for her birthday present this year?

ANTONIO: *(nodding and gesturing)* I definitely am; plus, I've assembled all the necessary equipment, along with the essential waxes, polishes, and cloths.

CASSIE: That's an unbelievably nice gesture. I'm sure she'll be genuinely ecstatic! I'd adore giving her a really exceptional present, too, but it's become sort of a **dilemma**.

ANTONIO: Cassie, can you explain to me how deciding on a present is a **dilemma**? I'm certain there's a wide variety of truly useful tasks that you could accomplish for Mom, if you'd just take some time to evaluate the situation. How about offering to bathe, condition, and brush-out Odysseus, for example?

CASSIE: *(exasperated)* I meant a *genuine* present, something truly extraordinary, not bathing a dog!

ANTONIO: Having somebody bathe, rinse, and brush out a greatly oversized, hairy canine for you has the potential to be pretty extraordinary. Concentrate harder, Cassie.

CASSIE: *(makes a face)* But I honestly want to astonish and astound her this year!

ANTONIO: *(shrugs)* Then you need to contemplate your options more extensively.

CASSIE: I've considered purchasing that fancy perfume she finds so irresistible.

ANTONIO: I'm intrigued to learn that you actually possess enough hard currency for such an undertaking. An expenditure of that magnitude necessitates quite a sacrifice.

CASSIE: I'm certain you have enough money to lend me until I can reimburse you.

ANTONIO: *(laughing)* I assume your humor is unintentional. If you lack the essential funds for your enterprising foray into high finance, exactly *how* will you reimburse me?

CASSIE: It'll be a sacrifice for you, of course, but it *is* for Mom's birthday, and I'll allow you to sign *your* name on the card, too.

ANTONIO: *(laughs)* If you'll closely observe the process in which I am currently engaged, you'll notice that I'm toiling away on my present for Mom while you're still conjecturing about yours. In other words, I'm not giving her any fancy perfume, Cassie.

CASSIE: *(sighs in exasperation)* Well, that leaves me in dire straits. If you won't be of any assistance, what am *I* supposed to do? It's definitely to my detriment that *you* always give her something cool, and I never can, just because you're the oldest.

ANTONIO: *(frowning)* You're making noises like a spoiled brat, Cassie, and it's injurious to your character. Why don't you take advantage of this stellar opportunity to

A Birthday Dilemma (A Play)

venture into the house, evaluate the potential for lending assistance, and ascertain some method of lending Mom a hand with something.

CASSIE: How am I supposed to determine the best choice? And how am I supposed to presume that she'll be happy with what I choose?

ANTONIO: The optimal technique is to cease worrying about what *you* want to do for Mom, and start considering what *she* might enjoy having you accomplish for her.

CASSIE: Exactly how am I supposed to achieve that objective?

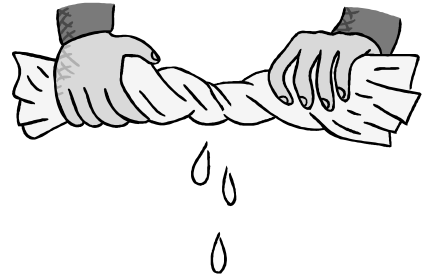
ANTONIO: I suggest that you locate a pen and a pad, stroll slowly through the house while making a list of all the things Mom does for us, and identify something on the list that *you* can do for her. It's not that difficult of a task, Cassie, especially when you take into consideration that it's *Mom's* birthday and not yours.

CASSIE: (*gazes down at the floor*) You are exactly right, and I'm really sorry I've been so slow to become conscious of that. I'm going inside to begin my project list immediately; and, Antonio, I truly appreciate your having so much patience with me.

(*She exits left, through the door into the house. The curtain comes down on the scene.*)

1. This play is mostly about:

- A. a conversation about washing a car
- B. a conversation about bathing a dog
- C. a conversation about a birthday present
- D. a conversation about perfume



2. Why is Cassie upset?

- A. She can't decide what to buy her mother.
- B. She wanted to wash the car for her mother.
- C. She wanted to bathe the dog for her mother.
- D. none of the above

3. What happens right after Cassie complains that deciding on a present for her mother has become a dilemma?

- A. Antonio calls her a spoiled brat.
- B. Antonio asks her to explain how that has happened.
- C. Antonio washes the dog.
- D. Antonio smirks.

4. How is Cassie's idea of a present different from Antonio's idea?

- A. Cassie doesn't believe in giving presents; Antonio does.
- B. Cassie wants to give a fancy present; Antonio wants to give a useful one.
- C. Cassie wants to give a useful present; Antonio wants to give a fancy one.
- D. Cassie is thrifty; Antonio is not.

5. What caused Cassie to change her mind about giving fancy perfume as a present?
- A. Antonio told her their mother does not like perfume.
 - B. Antonio refused to lend her the money to buy perfume.
 - C. Antonio said he was going to give their mother perfume.
 - D. Antonio would not sign the birthday card.
6. What can you infer from the passage about Antonio?
- A. He thinks of no one but himself.
 - B. He is mean to his sister.
 - C. He is a hard worker.
 - D. He details a car very well.
7. What can you conclude about whether Cassie understood what Antonio was trying to tell her?
- A. She still doesn't agree with what he said.
 - B. She has changed her mind and agrees with him now.
 - C. She is angry with him for not minding his own business.
 - D. She understands what he is saying, but she still wants to buy the perfume.
8. The author of the play uses the word “**dilemma**” several times. What does it mean?
- A. a party
 - B. a crisis
 - C. a decision
 - D. none of the above
9. How important is the mention of the family dog to the plot?
- A. It shows the reader that Antonio and his family care about animals.
 - B. It lets Antonio give Cassie an example of something to do for their mother.
 - C. It allows the author to express an interest in dogs.
 - D. It shows that Odysseus is very special to their mother.
10. Which is the best summary of this passage?
- A. We should never buy birthday gifts.
 - B. We should always buy fancy gifts.
 - C. We should borrow money to buy gifts.
 - D. none of the above



11. Where might you find information about a sale on perfume?
A. in an encyclopedia
B. in a glossary
C. in a newspaper ad
D. none of the above
12. What is the main topic of this play?
A. A gift is only as good as the thought behind it.
B. Sometimes it's best to wash the dog without arguing about it.
C. Brothers and sisters never see things the same way.
D. Wisdom comes with age.
13. Which detail best describes Odysseus?
A. large with a furry coat
B. small with a smooth coat
C. large with a smooth coat
D. medium with a furry coat
14. What does Antonio tell Cassie she should do after she finds a pen and a pad?
A. stroll through the house and write down suggestions for redecorating
B. make a list of the things their mother does for them
C. sketch a picture of the dog for their mother
D. help detail the car



Read the following selection. Then answer questions 15 through 28

Are We Really “Saving” Daylight?

Do you like Daylight Saving Time? Do you hate Daylight Saving Time? Did you know that Congress recently voted to extend it? Daylight Saving Time, also known as DST, is the local time designated to be used by certain areas for part of each year. This time is set at one hour forward from the region’s standard, official time. This system, in which time is adjusted forward during the spring and summer months, was designed to “save” daylight. It does this by allowing people to work and attend school during daylight hours rather than wasting time by sleeping during daylight hours.

DST was first utilized by the German government in 1916, as a wartime measure to conserve resources during World War I. Great Britain adopted the practice shortly afterward, as did the United States. In the U.S., Congress established time zones based on

Are We Really "Saving" Daylight?

railroad times and adopted DST for the remainder of World War I. Because most people went to bed earlier and got up earlier than we do today, DST was very unpopular, and the law was later repealed.

DST was used again in the U.S. during World War II, remaining in effect from 1942 until the requirement was removed in 1945. Then in 1966, Congress passed the Uniform Time Act, mandating that DST begin on the last Sunday of April and end on the last Sunday of October. The law also stated that any state desiring to be exempted from DST could pass a state law to do so. That law was amended in 1972, and now it permits states with more than one time zone to use DST as it suits them best. During the 1973 energy crisis, DST started earlier for two years, and the DST law was amended again in 1986. At that time, DST was mandated to begin on the first Sunday in April. Because day lengths in the tropics do not vary enough to justify DST, Hawaii does not observe the law.

Although **proponents** claim that DST helps more than it hurts, it is not universally popular, and many localities do not observe it. The primary claim of **proponents** is that DST reduces energy consumption. Those who oppose DST, however, claim that the law does not provide enough benefit to justify changing clocks twice each year. Their claims are based on the documented disruption in sleep patterns caused by setting clocks forward, thereby "losing" an hour. They present proven statistics to back their claims, such as lost productivity by workers and the rise in the number of severe auto accidents. They also point to the dangers of having students wait beside roads to catch school buses in the dark.

Opponents question whether the savings in lighting costs justifies the increase in summertime air-conditioning costs. They claim that people coming home from work don't turn on electric lights, anyway, because there is enough sunlight coming in, and energy is not really being saved. They say those people will use more air-conditioning during late-afternoon peak-load times, causing more energy use. Additionally, most people working in agriculture dislike DST because their animals eat and sleep on their own times.

All things considered, it will be interesting to see what happens now that Congress has extended DST!

15. What is the main topic of the first paragraph?
- A. opposing DST
 - B. supporting DST
 - C. explaining DST
 - D. debating DST

Are We Really "Saving" Daylight?

16. Where did DST first begin?
 - A. the United States
 - B. Great Britain
 - C. Germany
 - D. all of the above

17. What happened right after DST was used in World War II?
 - A. It was used again in 1973.
 - B. It was dropped in 1945.
 - C. It was made permanent in 1966.
 - D. It was extended by Congress.

18. How does DST affect farmers differently from everyone else?
 - A. There is no difference.
 - B. Animals are involved.
 - C. School buses arrive too early for picking up farmers' children.
 - D. Farmers have to get up too early already.

19. According to DST opponents, what does DST cause?
 - A. wars
 - B. wrecks
 - C. blackouts
 - D. energy conservancy

20. What can you tell about DST from this passage?
 - A. It doesn't help anyone.
 - B. It is useful to everyone.
 - C. It causes arguments.
 - D. It helps more than it hurts.

21. What can you conclude about DST and wars?
 - A. It hurts only the enemy in wartime.
 - B. It makes no difference in wartime.
 - C. It causes more direct bomb hits.
 - D. none of the above



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22. Based on its use in this passage, what is the meaning of the word **proponent**?
- A. someone who is against something
 - B. an enthusiast
 - C. someone who doesn't care about something
 - D. none of the above
23. Which is more important to the author of this passage?
- A. entertaining the reader
 - B. scaring the reader
 - C. educating the reader
 - D. both A and C
24. What is the best summary of this passage?
- A. DST has a history of popularity.
 - B. DST affects all people in different ways.
 - C. DST is useless and annoying.
 - D. none of the above
25. Where would you look for a history of DST?
- A. in an index
 - B. in an encyclopedia
 - C. in a thesaurus
 - D. none of the above
26. How is Hawaii different from the rest of the United States?
- A. Hawaiians refuse to use DST because it affects tourism there.
 - B. The length of Hawaii's days do not vary from season to season.
 - C. Hawaiians don't speak the same language as others in the United States.
 - D. Congress has extended DST for all states, mandating an adoption in Hawaii.
27. What proven effect does setting clocks forward have?
- A. It is annoying.
 - B. It causes sleep loss.
 - C. It causes people to eat breakfast too early.
 - D. It is necessary during wartime.
28. What can you infer about sleep loss from this passage?
- A. It puts many people in bad moods.
 - B. It really doesn't bother anyone.
 - C. It creates problems that can be documented.
 - D. It makes workers more dynamic for employers.



Read the following selection. Then answer questions 29 through 44.

Egypt: Land of the Pyramids

Long-standing evidence substantiates the claim of archeologists that Egypt has been in existence for a very long time. Actually, information regarding what is currently known as Ancient Egypt first appeared in early records dating from around 3300 B.C., but numerous scholars believe that people lived in Egypt long before that time, and evidence of human life dating from before 8000 B.C. has been found in the southwestern corner of Egypt. There possibly were people in Egypt even before then, although there is no way to **corroborate** such a theory.

Most people think of pyramids when they think of ancient, mysterious Egypt, and scholars have discovered more than 80 pyramids there. These pyramids were constructed as tombs in which Egyptian kings, who were known as pharaohs, were **interred**. One pyramid is over 480 feet in height, and some scholars assert that at least 10,000 men worked in excess of 20 years to construct it! These dedicated workers were not slaves; rather, they built the pyramids as their way of paying homage to their venerable leaders.

In Ancient Egypt, there was a place for everyone, and all people, from peasants to pharaohs, possessed a specific role in Egyptian society. The welfare of all was exceedingly important. All Ancient Egyptians were very clean and neat. The rich lived in large homes with bathrooms furnished with basins, toilets, and bathtubs. The poor lived in mud and straw huts, but they bathed in the Nile River to keep themselves and their clothes clean.

Egyptian societal values included working, praying to their many gods, and enjoying family life. Educated Ancient Egyptians enjoyed reading and writing, and the existence of numerous scrolls written by them proves their dedication to these pursuits. During their free time, most Egyptians also played games and engaged in hosting or attending parties and festivals. They especially enjoyed playing board games; one favorite was called Senet. It was a lot like some of today's board games, in that those participating threw dice and moved carved pieces around on a marked board during the game.

The work of Ancient Egyptians included raising crops, such as barley and wheat. They raised flax, a plant from which they spun material, which was then made into clothing. They also raised cattle and sheep for leather and wool in which to make clothing. They obtained meat, milk, and cheese from the cattle and sheep as well. Wheat was another important crop, as it was used to make over 50 kinds of breads and cakes for use in people's daily lives.

For transportation, Egyptians used oxen, donkeys, and cattle to pull plows, carts, and flat sleds. Horses were introduced to the area later on, but horses cost a lot of money, so only rich people and the army could afford to buy and use them. The army did not ride horses, but they utilized them instead to pull the chariots in which soldiers went to war.

Egypt: Land of the Pyramids

The Nile River, which was very important to Ancient Egypt, is still of great importance to modern-day Egypt, making it a thread tying the country's past to its present. The Nile floods every year, enriching the land and keeping Egypt from becoming merely a desert with a river flowing through it. The Nile, 4,000 miles long, comes into Egypt from Africa in the south, then flows north to the top of Egypt. There, it forms the Nile Delta and empties into the Mediterranean Sea.

29. What would be another good title for this passage?
- A. An Overview of Egypt
 - B. The Egyptians are Clean People
 - C. Egyptians Enjoy Games
 - D. The History of the Pharaoh

30. Who rules Egypt today?
- A. the pharaohs
 - B. the army
 - C. the Africans
 - D. none of the above

31. What happens after the Nile floods?
- A. Everyone near it rebuilds their homes.
 - B. The land is enriched.
 - C. It flows back into Africa.
 - D. The damage is widespread.



32. Compared to other countries in Africa, Egypt has more:
- A. horses
 - B. pharaohs
 - C. pyramids
 - D. scholars

33. What caused poor Egyptians to bathe in the Nile?
- A. They wanted to enrich themselves.
 - B. They had no bath tubs.
 - C. They were forced to bathe by the army.
 - D. Egyptians have always been very clean.

Egypt: Land of the Pyramids

34. What can you infer about the importance of the pharaohs to early Egyptians?
- A. Egyptians cared about the pharaohs.
 - B. Egyptians abhorred the pharaohs.
 - C. Egyptians were indifferent toward the pharaohs.
 - D. Pharaohs were Egyptians' greatest antipathies.
35. What can you conclude about the pyramids?
- A. They took a long time to build.
 - B. They were not well built.
 - C. They make good tourist attractions.
 - D. They were built by oppressors.
36. From its use in the first paragraph, what is the meaning of **corroborate**?
- A. deny
 - B. disprove
 - C. support
 - D. none of the above
37. The purpose of the first paragraph is to:
- A. inform the reader about the southwestern corner of Egypt
 - B. inform the reader about the age of Egypt
 - C. inform the reader about Egyptian scholars
 - D. none of the above
38. The best summary of the third paragraph is:
- A. Ancient Egyptians made their own soap.
 - B. Ancient Egyptians built too many bathrooms.
 - C. Ancient Egyptians thought bathing was important.
 - D. Poor Ancient Egyptians bathed in the Nile.
39. What is the BEST source to use in order to find information on pyramids?
- A. an index
 - B. a glossary
 - C. a Farmer's Almanac
 - D. none of the above

Egypt: Land of the Pyramids

40. Some early Egyptian history was recorded because:
- A. Ancient Egyptians were good at spelling contests.
 - B. Ancient Egyptians enjoyed reading and writing.
 - C. Ancient Egyptians were quite warlike.
 - D. Ancient Egyptians were dullards.
41. What does **interred** mean in the passage?
- A. situated
 - B. placed
 - C. buried
 - D. all of the above
42. What is the author's purpose for writing this passage?
- A. to encourage people to visit Egypt
 - B. to poke fun at the Ancient Egyptians
 - C. to educate people about Egypt
 - D. to explain how Egyptian citizens were treated
43. What is the best summary of this passage?
- A. Egypt lags behind other countries in the region.
 - B. Egypt is a modern democracy.
 - C. Egypt has been involved in many wars.
 - D. none of the above
44. Where would be the BEST place to look for a picture of the Nile?
- A. a map of Africa
 - B. a copy of a European travel magazine
 - C. an essay about animals in Africa
 - D. none of the above

A Birthday Dilemma (A Play) – 9.9
Are We Really "Saving" Daylight? – 9.9
Egypt: Land of the Pyramids – 9.8

