

Directions: Read the passage below and answer the question(s) that follow.

The Greatest Real Estate Deal in History?

In 1803, the United States doubled in size when President Thomas Jefferson agreed to buy 828,000 square miles of land from France. This real estate deal came to be known as the Louisiana Purchase. Many scholars have called it the biggest feat in Jefferson's presidency because it so radically changed the United States.

It all started with Jefferson's plans to spread the U.S. territory and bolster trade of its goods. The population of the U.S. was skyrocketing, and the country had to expand to meet the geographical demands of its people. Specifically, people needed more land to graze livestock and raise crops. In addition to adding more land, Jefferson wanted to sell American goods all over the world. To do that, he needed a port because most goods were transported using boats. The port that U.S. wanted was on the Mississippi River in New Orleans. At the time, though, New Orleans was not owned by the United States. Thomas Jefferson wanted to change that.

Luckily for Jefferson, the Louisiana Territory that he purchased was enormous and included New Orleans. Its borders were the Mississippi River (east) and to the Rocky Mountains (west). It also went to Canada (north) and to the Gulf of Mexico (south). Before Jefferson bought it, the Louisiana Territory had changed hands a few times. France claimed it in 1682. After the French and Indian War (1754–63), France ceded it to Spain. Spain kept it until 1801 and then promised it to France in a secret deal.

When Spain owned the Louisiana Territory, the U.S. and Spain signed a deal in 1795 that said that the U.S. could use New Orleans for trade. Things changed when Spain gave the land back to France, though, because France had a strong emperor—Napoleon Bonaparte.

Napoleon wanted a huge empire that included land holdings in North America. When he took over France, he planned to stop the U.S. from using New Orleans. He also did not want the U.S. to move out west.

Jefferson decided to try to convince France to sell the Louisiana Territory to the U.S. Jefferson sent his right-hand man, James Monroe, to France to try to buy New Orleans and part of all of Florida. Monroe was authorized to spend up to \$10 million to make the deal a reality. Monroe was happily surprised when he got to France. Napoleon had changed his mind about allowing the U.S. to buy New Orleans. He offered Monroe the entire Louisiana Territory for \$15 million. Monroe immediately agreed because Napoleon was offering an enormous amount of land for a relatively low price.

Why would Napoleon offer this? He needed money badly because France was dealing with an outbreak of Yellow Fever as well as an imminent war with Great Britain. Napoleon, a strategic and intelligent leader, knew he needed to focus on his land in Europe. He also knew that he badly needed the money from the sale of the Louisiana Territory. With his sale to Monroe and Jefferson, Napoleon abandoned his plans for a massive empire in North America.

As a result of this monumental real estate deal between the U.S. and France, the Louisiana Purchase was drafted on April 30, 1803, and signed on May 2. When the land officially became part of the U.S. in December 1803, Jefferson sent explorers west almost immediately. Meriwether Lewis and William Clark led the Corps of Discovery Expedition in 1804.

Some say that this real estate deal was the best thing Jefferson ever accomplished because it doubled the size of the country and secured ownership of New Orleans. At the time of the deal, though, many Americans believed the opposite was true about the deal. Those against the deal believed that the purchase of the Louisiana Territory was illegal because the Constitution did not give Jefferson the right to purchase land for the U.S. Technically, these detractors were correct. Jefferson was even aware of the fact that he did not have the right to buy land. Despite knowing that the law was technically not on his side in the deal, Jefferson decided to go ahead with the deal. He thought that passing up a deal like that would be ludicrous.

Directions: Answer the following question(s) relating to the passage titled "The Greatest Real Estate Deal in History?".

The Louisiana Purchase changed the United States forever because it doubled the size of the U.S. at the time. It also eventually became part or all of 15 states. Some Americans may always think it was not legal. Others believe that doubling the country for only three cents per acre was the greatest real estate deal in history.

1 Read the following sentence from the text.

It all started with Jefferson's plans to spread the U.S. territory and bolster trade of its goods.

What is the meaning of the word bolster?

- A. to make better or stronger
- B. to increase the price of
- C. to spread to every location
- D. to speed up the time it takes

2 Read the paragraph.

Why would Napoleon offer this? He needed money badly because France was dealing with an outbreak of Yellow Fever as well as an imminent war with Great Britain. Napoleon, a strategic and intelligent leader, knew he needed to focus on his land in Europe. He also knew that he badly needed the money from the sale of the Louisiana Territory. With his sale to Monroe and Jefferson, Napoleon abandoned his plans for a massive empire in North America.

Why did the author choose to start the paragraph with a question?

- A. The author wanted to present a question that is at the heart of an age-old debate.
- B. The author wanted to show that selling the territory for such a low price did not make sense when what Napoleon needed was more money.
- C. The author wanted to make it seem like he or she was curious to know what the reader was thinking.
- D. The author wanted to show how surprising Napoleon's decision was and then provide the logical explanation behind it.

3 What conclusion can be drawn about how the text compares those who supported the Louisiana Purchase to those who did not? Support your answer with details from the text.

4 Which sentence *best* summarizes the central idea of the text?

- A. Thomas Jefferson was a great president.
- B. Both Napoleon Bonaparte and Thomas Jefferson did things that were illegal to progress their causes.
- C. The Louisiana Purchase changed the landscape, food production, and trade potential of the United States forever.
- D. France, Spain, and the United States engaged in an extensive debate over which country should own the Louisiana Territory.

Directions: Read the passage below and answer the question(s) that follow.

A Ride to Fitness/ Horseback Riding

Source 1: A Ride to Fitness



Many people consider horseback riding to be a purely recreational sport. Others compare the activity to competitive sports, as they jump and show their horses for awards. Regardless of the viewpoint one has, riding a horse provides many benefits to one's health.

It is a common mistake to think that the horses are doing all the work. They do put forth a lot of effort, but the riders also get a workout. Riding a horse is much more than simply sitting on the horse; it requires skills that are like maneuvering a sailboat.

Horses can move suddenly and unpredictably. Riders must be quick and effective in communicating with their bodies the direction they want the horse to follow. For example, using their seat and legs, riders deftly instruct their horses to move forward, circle, speed up, slow down, bend, and gait away from or towards an object, or in a particular direction. Riding horses takes skill and athletic ability, which together provide aerobic and strength-building activities.

Another way riders benefit physically from riding is when a horse trots. Riders post, rising up and down in the saddle, using their upper leg muscles to avoid being tossed about. Posting for a protracted period of time produces an aerobic effect, much like running or riding a bicycle. After posting for about twenty minutes, the rider's heart rate elevates, lungs expand, and body begins burning fat.

There are psychological benefits to be gained from horseback riding as well. For example, most people experience a relaxed sense of well-being following a ride. Many scientists believe this sense of well-being results from the release of hormones in the rider's body. These hormones are known as endorphins. When activated, endorphins cause riders to experience a pleasant, nearly euphoric feeling. In fact, it is not uncommon for endorphins to be released when the rider is just grooming a horse or interacting with it on the ground.

Source 2: The following is an excerpt from a health and fitness magazine:

HORSEBACK RIDING—*Physical Development*

Muscle Strengthening

- The leg muscles are developed and strengthened as a rider mounts and dismounts the horse. Both the upper and lower muscles of the legs benefit.
- Back muscles are strengthened as a rider positions him/herself using good posture throughout the ride.
- Upper and lower arm muscles are strengthened as a rider uses the reins to direct the horse.

Aerobic Benefits

- As a rider moves up and down in the saddle (posts), the lungs inhale and express air at a more rapid rate than when the rider is sitting still.
- Over twenty minutes of riding gives the rider aerobic benefits similar to fast walking and/or jogging.

Directions: Read the passage below and answer the question(s) that follow.

5 Which statement from "A Ride to Fitness" supports the proposal that horseback riding provides psychological benefits?

- A. Riding a horse is much more than simply sitting on the horse...
- B. They do put forth a lot of effort, but the riders also get a workout.
- C. Posting for a protracted period of time produces an aerobic effect, much like running or riding a bicycle.
- D. Many scientists believe this sense of well-being results from the release of hormones in the rider's body.

Directions: Read the passage below and answer the question(s) that follow.

The Mysterious Box

"This is the last box," Samuel called as he entered the foyer of his new home. He carried the heavy box down the hallway to the kitchen where he found his mother, father, and sister unpacking various gadgets. Samuel's family had sold their previous home and moved into this old Victorian-style house so his father could work at the local hospital. Samuel didn't relish the idea of moving at first, but now he thought this might not be such a bad place to call home. Additionally, school didn't start for another month, so Samuel and his sister, Catherine, would have time to explore their new neighborhood and meet other kids.

After Samuel placed the cardboard box on the kitchen counter, his mother rushed over and started inspecting it.

"This box contains your great-grandmother's wedding china," Mom explained as she opened it. "These dishes are very old and fragile, so I hope they survived the move."

While his mother carefully examined each piece of china, Samuel asked his father what needed to be accomplished next.

"Well, you and Catherine can take the boxes of winter clothes up to the attic after lunch," Dad said as he put spices and canned goods away in the pantry. "We'll also need to see if the previous owners left anything behind and clear it out."

Catherine let out a groan at the thought of spending the afternoon cleaning the attic.

"Come on, Catherine," Samuel said with a smile. "Clearing out the attic might be fun! You never know what treasures might be hidden in this old house."

Catherine replied, "You've got your head in the clouds if you think we'll discover hidden treasures in this place. I think we're more likely to find a bunch of clutter."

After lunch, Samuel and Catherine hauled several boxes to one of the guest rooms, where they could access the stairs to the attic. The attic was hot, and Catherine immediately felt like leaving the cramped space. They deposited the boxes in one corner of the large attic and then looked around to see what had been left behind.

Catherine let out a dramatic sigh when she reached the opposite end of the attic where several cardboard boxes were piled against the wall. Unfortunately, they would need to go through them all to see what was inside.

Samuel found a box of old books that were in good condition and could be taken to the local library. Catherine's mood improved immensely after finding a trunk filled with outdated clothes. Samuel could not keep a straight face when he saw her donning a hideous floral scarf and an enormous feathered hat. The clothes were spotless, so Catherine decided to donate them to the high school's drama department.

After spending most of the afternoon sorting through boxes, Samuel had just about run out of steam when he heard Catherine let out a gasp of excitement.

"Samuel, take a look at this!"

His sister was pointing at something, and Samuel peered over her shoulder to see a wooden box sitting on one of the rafters near the ceiling.

Directions: Answer the following question(s) relating to the passage titled "The Mysterious Box".

He carefully dislodged the box from its resting place and set it on the attic floor. Samuel noticed that the locked box had the name "Reynolds" painted on one side and assumed this was the name of a family that once lived in the house.

"Let's try to open it and see if there really is treasure inside!" Samuel exclaimed as he searched the rafter for the key that would unlock the mysteries inside the box.

"No, Samuel," Catherine said quickly. "Imagine that this box contained Great-grandmother's wedding china or Dad's baseball card collection. You wouldn't want someone to look through it, would you?"

After listening to Catherine, Samuel had a change of heart and abandoned his search for the missing key. When they finished their task, the siblings brought the wooden box downstairs to show their parents.

Samuel's mother immediately recognized the name on the box. "This is the name of the woman who sold us this house," she explained. "She inherited the home from her grandfather, but she didn't think that she could handle all the maintenance. Ms. Reynolds only lives a few blocks away, so we could return the box to her this evening."

About half an hour later, Samuel, Catherine, and their mother stood on the steps of a small brick house. A woman with bright red hair answered the door and smiled after recognizing the children's mother. Their mother introduced Samuel and Catherine, and Ms. Reynolds ushered them all inside. Samuel held onto the box as everyone took seats around a small kitchen table. He carefully placed the box on the table and told Ms. Reynolds about their discovery. After listening, Ms. Reynolds abruptly left the kitchen. She returned a few moments later with an antique key in her hand. Samuel felt his heart begin to race as he waited for Ms. Reynolds to open the box and reveal what was inside.

Ms. Reynolds's face filled with emotion when she finally opened the lid.

"It's filled with old photographs and letters from my grandparents," Ms. Reynolds said in a quiet voice. "I thought these were lost forever. I can't tell you what it means to me to have them back."

Realizing that they had uncovered a hidden treasure after all, Samuel smiled widely at his sister.

6 Which sentence from the text *best* shows that Catherine is considerate?

- A. Catherine let out a groan at the thought of spending the afternoon cleaning the attic.
- B. The attic was hot, and Catherine immediately felt like leaving the cramped space.
- C. Catherine's mood improved immensely after finding a trunk filled with outdated clothes.
- D. The clothes were spotless, so Catherine decided to donate them to the high school's drama department.

Directions: Answer the following question(s) relating to the passage titled "The Mysterious Box".

7 Read the sentence.

Samuel felt his heart begin to race as he waited for Ms. Reynolds to open the box and reveal what was inside.

What does the use of the phrase "heart begin to race" suggest about Samuel's feelings?

- A. Samuel felt scared of what he might discover inside the box.
- B. Samuel was full of excitement because he wanted to know what was hidden in the secret box.
- C. Samuel was tired and out of breath from walking over to Ms. Reynolds's house after a long day of work.
- D. Samuel was energetic because he knew there was treasure hidden in the box.

8 Read this plot summary.

Samuel and Catherine are hesitant about moving into a new home. While unpacking from their move, they find a mysterious box up in the attic from the old homeowner. They think about opening the box, but their mother tells them to take it back to the owner because it might hold special items. After returning the box, the owner is pleased to have her belongings back.

Which theme *best* relates to the events that unfold in the plot?

- A. Adjusting to a new town is easier when you start to make new friends.
- B. Do not keep secrets from your parents about things you find in your home.
- C. Never open a secret box alone because it might hold dangerous things.
- D. You will feel fulfilled about returning something special to its owner.

9 What makes Samuel, Catherine, and their mother decide to return the box to its owner?

- A. They realize that the box contains something important.
- B. Their mother recognizes the name of the box.
- C. They cannot find the key to open the box.
- D. Their mother tells them that it is the right thing to do.

Directions: Answer the following question(s).

10 A student is writing a research report for her science class about ideas for reducing head injuries in football. The student must use sources that are credible, trustworthy, and relevant for the topic.

Which of these is *most likely* a credible and trustworthy source that is relevant for the topic?

- A. an article in a sports medicine journal about studies that have been done on practices that have lowered head injury rates
- B. a blog written by a football player who is not in favor of making changes to the rules or equipment of the sport
- C. an entry in an online encyclopedia about the history of football and how head protection has changed over time
- D. a petition signed by 15,000 football players who want steps to be taken to reduce the number of head injuries in football

Directions: Read the passage below and answer the question(s) that follow.

Julius Caesar

In 100 BCE, a boy named Julius was born to a wealthy family in Rome. Although the boy came from a prominent line of Roman citizens, nobody could have imagined the heights of fame and fortune he would one day achieve. He would even turn his family's last name—Caesar—into a term for "all-powerful ruler."

When Julius Caesar was born, the mighty city of Rome was a republic. A republic is a democratic form of government. Rome had its share of problems, though. Farmers and many other citizens struggled in poverty. Many Romans were upset by their leaders' decisions.

After serving in the military for many years, Caesar entered the political arena. He befriended two important leaders, Pompey and Crassus. Together, they helped to guide the Roman government. Later, however, Caesar was called away from Rome. He was made the leader of Gaul, a nearby region that was torn by war. Caesar raised an army that defeated many enemies and made Gaul safe. Caesar's successes in Gaul made him a powerful and popular celebrity.

However, not everyone cheered for Julius Caesar. Pompey began to fear Caesar's growing power. Pompey protested Caesar's actions in Gaul and worked to limit his power. Caesar and Pompey began to compete and soon became enemies. In 49 BCE, Pompey ordered Caesar to give up his army and return to Rome.

Caesar suspected that his former friend had set a trap for him. Instead of surrendering his army, Caesar led his troops toward Rome. When they came to the Rubicon River, Caesar knew he had a serious decision to make. Although the Rubicon was many miles from Rome, it marked the northern border of Italy. By taking his army across the river, Caesar would be showing that he intended to fight. Caesar chose to go ahead. Even today, people use the phrase "crossing the Rubicon" to describe a very serious action that cannot be undone.

Indeed, Caesar's march into Italy and then Rome led to a civil war. Many people supported Caesar in the fight. After a long battle, Pompey attempted to flee, but Caesar pursued him through much of Southern Europe. At last, Caesar defeated Pompey and returned to Rome more famous and loved than ever. As the Greeks had viewed Zeus, the Romans now viewed Caesar.

Strengthened by his successes, Caesar declared himself dictator, an all-powerful leader. At that time, dictators were temporary leaders who took power during times of crisis and then stepped down. Caesar, however, then said he would become dictator for life. That was a shocking move. Caesar began to refer to himself as an emperor as he took complete, permanent control over the government.

At this time, the Roman Republic ended and the Roman Empire began. Although many people supported Caesar, believers in democracy were shocked by his actions. Members of the Senate, leaders who had lost most of their power to Caesar, hatched a plot against him. In 44 BCE, while Caesar conducted his everyday business in the government chambers, a group of senators assassinated him.

Caesar's sudden death did not restore democracy to Rome. Instead, political chaos followed his death. Many sides, including supporters of Caesar and supporters of the Senate, clashed in a terrible civil war. When the dust had settled, Rome was an empire, and its power would be held tightly by a series of emperors. To show their ultimate power, these emperors took on a new title: *Caesar*.

Directions: Answer the following question(s) relating to the passage titled "Julius Caesar".

11 Read this sentence from the text.

Members of the Senate, leaders who had lost most of their power to Caesar, hatched a plot against him.

Why did the author use the phrase hatched a plot?

- A. to connect with prior events
- B. to show personal approval
- C. to suggest secretive behavior
- D. to indicate an unpopular idea

12 Read this sentence from the text.

When the dust had settled, Rome was an empire, and its power would be held tightly by a series of emperors.

What is the *most likely* meaning of the phrase "When the dust had settled"?

- A. in a recurring manner
- B. according to some perceptions
- C. to the satisfaction of many
- D. after a great commotion

Directions: Answer the following question(s).

- 13 **The sentence below contains an error in grammar usage. Read the sentence and the question that follows.**

The teacher recommended that each student takes a note.

Which version of the sentence has been correctly edited for grammar usage?

- A. The teacher recommend that the students takes a note.
- B. The teacher recommended that each student take a note.
- C. The teacher recommended that the students takes a note.
- D. The teacher recommended that each student takes notes.

Directions: Read the passage below and answer the question(s) that follow.

SoleMates

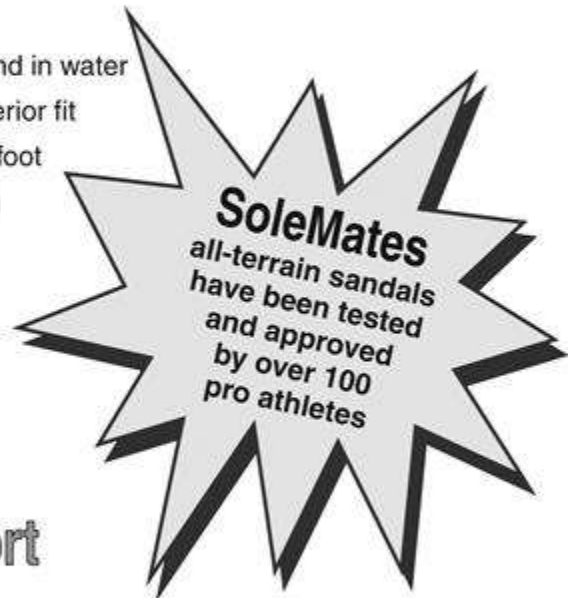


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When You Want to Put Your Best Foot Forward

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Directions: Read the passage below and answer the question(s) that follow.

- 14 The phrase “put your best foot forward” is an example of which literary device?
- A. idiom
 - B. symbolism
 - C. metaphor
 - D. hyperbole

Directions: Answer the following question(s).

15 Which sentence uses only the active voice?

- A. This year, 85 percent of the high school exit exam was passed by seniors.
- B. This year, 85 percent of the seniors passed the high school exit exam.
- C. By 85 percent of the seniors, 85 percent of the high school exit exam was passed.
- D. This year, the high school exit exam was passed by 85 percent of the seniors.

16 Read the paragraph.

To enjoy life is Janet's main priority. For example, Janet likes to run, to paint, to eat, and to talk on the phone. She likes to run alone, but to paint in groups. She likes to eat with her family and to talk on the phone with her friends. Overall, Janet loves to take pleasure in life.

Many of the verbs in the paragraph are in the infinitive form. Rewrite the paragraph, changing any verbs that are in the infinitive form into the gerund form. Change only the forms of the verbs, and maintain the message of the original paragraph.