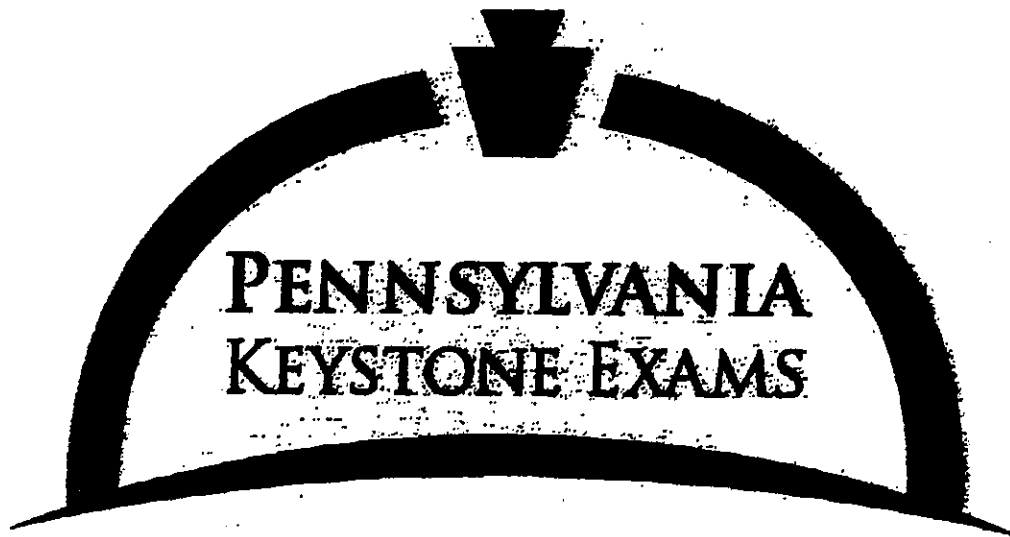




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DEPARTMENT OF EDUCATION



LITERATURE

Answers and Sample Constructed Response Questions are located online.

www.pdesas.org

Select Assessment, Keystone Exams, Item and Scoring Samplers and Literature Item and Scoring Sampler.

Read the following passage. Then answer questions 1–9.

Up the Coolly¹

excerpt from *Main-Travelled Roads*
by Hamlin Garland

Mr. Howard McLane in his chair let his newspaper fall on his lap, and gazed out upon it with dreaming eyes. It had a certain mysterious glamour to him; the lakes were cooler and brighter to his eye, the greens fresher, and the grain more golden than to anyone else, for he was coming back to it all after an absence of ten years. It was, besides, *his West*. He still took pride in being a Western man.

His mind all day flew ahead of the train to the little town, far on toward the Mississippi, where he had spent his boyhood and youth. As the train passed the Wisconsin River, with its curiously carved cliffs, its cold, dark, swift-swirling water eating slowly under cedar-clothed banks, Howard began to feel curious little movements of the heart.

It was about six o'clock as he caught sight of the splendid broken line of hills on which his baby eyes had looked thirty-five years ago. A few minutes later, and the train drew up at the grimy little station set into the hillside, and, giving him just time to leap off, plunged on again toward the West. Howard felt a ridiculous weakness in his legs as he stepped out upon the broiling hot, splintery planks of the station and faced the few idlers lounging about. He simply stood and gazed with the same intensity and absorption one of the idlers might show standing before the Brooklyn Bridge.

The town caught and held his eyes first. How poor and dull and sleepy and squalid it seemed! The one main street ended at the hillside at his left, and stretched away to the north, between two rows of the usual village stores, unrelieved by a tree or a touch of beauty. An unpaved street, with walled, drab-colored, miserable, rotting wooden buildings; the same—only worse and more squalid—was the town.

The same, only more beautiful still, was the majestic amphitheater of green wooded hills that circled the horizon, and toward which he lifted his eyes. He thrilled at the sight.

"Glorious!" he cried involuntarily.

Accustomed to the White Mountains, to the Alleghanies, he had wondered if these hills would retain their old-time charm. They did. He took off his hat to them as he stood there. Richly wooded, with gently sloping green sides, rising to massive square or rounded tops with dim vistas, they glowed down upon the squat little town, gracious, lofty in their greeting, immortal in their vivid and delicate beauty.

¹ coolly—a small valley

He was a goodly figure of a man as he stood there beside his valise². Portly, tall, handsomely dressed; and with something unusually winning in his brown mustache and blue eyes, something scholarly suggested by the pinch-nose glasses, something strong in the repose of the head. He smiled as he saw how unchanged was the grouping of the loafers on the salt-barrels and nail-kegs. He recognized most of them—a little more bent and a little grayer.

They sat in the same attitudes and joked each other, breaking into short and sudden fits of laughter, and pounded each other on the back, just as when he was a student and going to and fro daily on the train.

They ruminated on him as he passed, speculating in a perfectly audible way upon his business.

"Looks like a drummer³."

"No, he ain't no drummer. See them Boston glasses?"

"That's so. Guess he's a teacher."

"Bos'n, I guess."

"You're William McTurg," Howard said, coming up to him.

"I am, sir," replied the soft-voiced giant, turning and looking down on the stranger, with an amused twinkle in big deep brown eyes. He stood tall, though his hair and beard were white.

"I'm Howard McLane."

"Ye begin t' look it," said McTurg, removing his right hand from his pocket. "How are ye?"

"I'm first-rate. How's mother and Grant?"

"Saw 'm plowing corn as I came down. Guess he's all right. Want a boost?"

"Well, yes?"

" 'Bout goin' home. Climb right in. That's my rig, right there," nodding at a sleek bay colt hitched in a covered buggy.

They climbed into the seat after William had lowered the buggy-top and unhitched the horse from the post. "Want to go by river, or 'round by the hills?"

"Hills, I guess."

The whole matter began to seem trivial, as if he had been away only for a month or two.

² valise—suitcase

³ drummer—salesperson

William McTurg was a man little given to talk. Even the coming back of a nephew did not cause any row of questions or reminiscences. They rode in silence. He sat a little bent forward, the lines held carelessly in his hands, his great lion-like head swaying to and fro with the movement of the buggy.

It all swept back upon Howard in a flood of names and faces and sights and sounds; something sweet and stirring somehow, though it had little of aesthetic⁴ charms at the time. They were passing along lanes now, between superb fields of corn, wherein plowmen were at work. Kingbirds flew from post to post ahead of them; the insects called from the grass. The valley slowly outspread below them. The workmen in the fields were "turning out" for the night.

The heart of the young man swelled with pleasure almost like pain, and the eyes of the silent older man took on a far-off, dreaming look, as he gazed at the scene which had repeated itself a thousand times in his life, but of whose beauty he never spoke.

Far down to the left was the break in the wall through which the river ran on its way to join the Mississippi. They climbed slowly among the hills, and the valley they had left grew still more beautiful as the squalor of the little town was hid by the dusk of distance. Both men were silent for a long time.

Howard knew the peculiarities of his companion too well to make any remarks or ask any questions; and besides it was a genuine pleasure to ride with one who understood that silence was the only speech amid such splendors.

⁴ aesthetic—pertaining to beauty

Multiple-Choice Questions

1. What does the word squalid mean as used in the passage?
 - A. neglected
 - B. distant
 - C. hectic
 - D. bulky

2. Based on information in the passage, which conclusion can be made about life in Howard's childhood town?
 - A. Life is simple and characterized by hard work.
 - B. Life is luxurious and distinguished by great wealth.
 - C. Life is communal and filled with hectic social activities.
 - D. Life is depressing and marked by unproductive idleness.

3. Which characteristic of the passage **best** indicates to the reader that it is fiction rather than nonfiction?
 - A. the use of active verbs
 - B. the use of paragraphs
 - C. the development of a tone
 - D. the development of a plot

4. Which sentence describes the relationship of the setting to the plot in the passage?
 - A. The setting is important only at the beginning of the passage.
 - B. The setting contributes little to the conclusion of the passage.
 - C. The setting influences the progression of events in the passage.
 - D. The setting prevents the resolution of the conflict in the passage.

5. Which sentence from the passage **most** clearly conveys a nostalgic tone?
 - A. "It was about six o'clock as he caught sight of the splendid broken line of hills on which his baby eyes had looked thirty-five years ago."
 - B. "The one main street ended at the hillside at his left, and stretched away to the north, between two rows of the usual village stores, unrelieved by a tree or a touch of beauty."
 - C. "They climbed into the seat after William had lowered the buggy-top and unhitched the horse from the post."
 - D. "They were passing along lanes now, between superb fields of corn, wherein plowmen were at work."

6. What effect does the third person limited point of view have on the passage?
- A. It allows the reader to understand the motives of William McTurg.
 - B. It allows the reader to feel sympathy for the men near the salt-barrels.
 - C. It allows the reader to feel dislike for the relatives plowing corn in the fields.
 - D. It allows the reader to understand the feelings of Howard McLane.
7. This passage comes from *Main-Travelled Roads*, a book published in 1891. Which sentence describes the historical significance of the passage?
- A. It represents prairie life of the American Midwestern farmer during the pioneer movement.
 - B. It shows the luxurious comfort of American train travel through the far Western states.
 - C. It presents the splendor of the landscape of the Eastern part of America.
 - D. It shows the value of education in the Western states of America.
8. What is the main effect of the dialect in the passage?
- A. It creates a sense of realism.
 - B. It adds a touch of humor.
 - C. It creates a dignified mood.
 - D. It reveals a rivalry between characters.

Read the following passage. Then answer questions 10–18.

excerpt from **Flightsend**

by Linda Newbery

Flightsend arrived on their doormat, in an envelope from the estate agent.

"This looks interesting," said Kathy, opening her letters by the toaster. "Here, see what you think."

She passed one of the printed sheets to Charlie. These arrived so often now that Charlie had stopped taking much notice. At first, she and her mother had read them all carefully, making comparisons, highlighting important points; they'd visited countless unsuitable houses and had learned to read through estate-agent jargon. Even now, with the *Sold* notice in their front garden and the buyers waiting to move in, most of the printed sheets went straight into the recycling bin: too expensive, not enough garden, too big, too small. If a house looked promising enough for a visit, Kathy went on her own, always—so far—returning disappointed.

With each reject, each sheaf of papers to hit the bin, Charlie's hopes rose. Perhaps Mum would give up the idea of moving. They'd take down the *Sold* board and stay here, close to the town centre, close to her friends. Close to the life she knew.

But the life they knew was the one Kathy wanted to get away from.

On Thursday, while Charlie was at school, Kathy went to see Flightsend.

"It's perfect!" she reported. "There'll be a lot of work, but it's just what I've been waiting for. You'll love it, Charlie. Just wait till you see."

They went together on Saturday, a raw autumn day that was more like winter, stirring memories of foggy mornings and afternoons dark by four-thirty.

"You'll have to navigate. These country lanes are a maze." Kathy put the road atlas on Charlie's lap. "Here." She pointed at a tiny black cluster around a road junction. Lower Radbourne.

"It's a long way from town," Charlie said doubtfully. "A long way from anywhere."

Kathy craned her neck to reverse out of the driveway. "Yes! A real village."

And what am I supposed to do for a social life? Charlie wondered.

As they left the town and took a country lane between hedges, Kathy sat forward, her eyes scanning the road as if her perfect house, her dream cottage, might have moved itself closer to surprise her. Dried leaves clung to the beech hedges on either side; an open gate showed a muddy field entrance, rutted and puddled. Charlie saw horses sheltering in an open-sided barn and sheep huddled against a hedge. Ahead, a ploughed field rose to a line

of tousled trees and an unpromising grey sky. Nothing looked very cheerful today, but Kathy was humming to herself as she slowed down and pulled over to the verge for a Land Rover coming the other way. The driver raised a hand in acknowledgment; Charlie glimpsed a peaked tweed cap.

"These roads are so narrow," Kathy said. "It must be difficult getting a coach round the bends."

"Coach?"

"Coach. Bus. School transport," Kathy said.

She's made up her mind, Charlie thought, before I've even seen the place. Well, I'd better decide to like it, then.

There was no one about in the village. The main street kinked at odd, awkward angles. Lower Radbourne consisted of one substantial Georgian house behind a gated wall, a tiny shop and Post Office with an OPEN sign on the door, and a scattering of cottages and small houses.

"Here's the church," Kathy said. "Norman, I should think."

Charlie saw a lych-gate set in a hedge; farther back, gravestones and a sturdy building with a tower and an arched porch. Kathy turned sharp right down a track beside the churchyard wall, then pulled up.

"This is it!"

They got out of the car. Charlie turned up her coat collar against the wind. The cottage, uninhabited for six months and wearing an air of abandonment, stood alone, sheltered by the churchyard yews. There was a tangled front garden, with a gate that hung lopsidedly from one hinge. Flightsend had blank, staring windows, and a porch that would probably collapse if no one did anything about it. In need of renovation, Charlie thought. And soon.

"What does it mean, Flightsend?" she asked.

"I don't know. Flightsend. Flight's End. Well, that's what it is, isn't it? An end to—well, to everything that's gone wrong."

Charlie thought: I don't want ends. I want beginnings. The gloom of the place settled round her like fog. She thought of long winter evenings marooned here, miles from her friends. We'll be castaways, she thought, me and Mum. Flight's End was making her think not of settled contentment but of clipped wings, of pinioned birds.

"Perhaps it's to do with the old airfield," Kathy said, shoving the wonky gate aside.

"But the house is much older than the airfield," Charlie pointed out. "A hundred and fifty years old, the blurb says. Aeroplanes hadn't been invented then; had they? Not even those ancient ones with wings that people flapped with their arms. How old's the airfield?"

"Wartime, I should think. Someone renamed the house later; perhaps. It's a nice name, anyway. I like it."

But as for the cottage itself—Charlie couldn't imagine it as anyone's home, let alone *her* home. She saw only dilapidation and neglect. The house was perfectly symmetrical, like a child's drawing: the front door and porch, windows either side, two bedroom windows above, chimney-stacks each side of a tiled roof crusted with lichens. A weedy gravelled path led to the open-fronted porch and a door that had curls of paint peeling off; the nearest window showed a bare, gloomy main room that was probably full of cobwebs. Kathy stood smiling in the rain, not bothered about her wet hair. Her love-at-first-sight optimism was undiminished by cold wind and spattering rain. Charlie guessed that she saw climbing roses and honeysuckle, not dereliction and decay.

"It's perfect, isn't it?" Kathy said turning to Charlie for agreement. "I just knew. As soon as I saw it. And the name. It's just right."

"But what about the inside? It looks like a ruin."

"Of course it isn't. People were living here till six months ago." Kathy led the way past the frontage to a yard at the side. "Plenty of space; that's the really good thing. Just imagine, Charlie, when I've got it organized, with a little sales office, and signs up in the village and at all the road junctions. I can even do mail-order plants once I'm fully-stocked. Exhibit at shows, build up a reputation . . ."

Charlie saw ramshackle outbuildings that looked as if they'd better be pulled down before they collapsed. An open-sided barn was full of junk—plastic sacks and what looked like rusty, outdated farm equipment.

"It'll cost a lot, won't it?" she said cautiously. "Doing this place up."

"Oh, well." Kathy shrugged off the question as if money were totally irrelevant. She pushed through shrubs and wet leaves to the front door and opened it with the estate agent's key.

Inside wasn't much more inspiring. Dust, bare floors, an ancient strip of carpet that ran up the stairs.

"But look at the thickness of these walls," Kathy said undaunted, slapping one. "And there's nothing wrong with the plastering. Which bedroom would you like?"

The two upstairs rooms were almost identical, one each side of the central staircase, with a bathroom between—"Look at the bath! Real claw feet. You'd pay a fortune to *buy* one like that"—and windows front and back. Each room had a fireplace with a mantelpiece, and the back windows, though small, looked over the garden, with meadows, beyond, sloping down to a tree-flanked stream.

"Oh, this is nice!" Charlie said, in the left-hand room that had an extra window at the side, imagining it curtained and carpeted, with her own things installed. The three windows gave the room an airy lightness, even on this dismal day. Bookshelves stretched each side of the fireplace.

"Good! You have this one, then," Kathy said. "It's the first time you've sounded at all keen. I do want you to like it! It's just what I want, Charlie. More than that. It's what I *need*."

Charlie hesitated. Would it be best to go along with Mum's new mood of sparky optimism? Or to deflate her by asking all the questions that came to mind? (Like: How are you going to make any money, out here in the sticks? What will we live on?) It was the first time in months—no, almost a year—that Charlie had seen her mother so positive, even excited; it would be mean to turn cynical.

All the same, there were practical considerations that needed mentioning. She waited until they were in the car, heading back along the lanes, before saying, "Mum, aren't we going to be a bit stranded, out there? I mean, you've got the car, but how am I going to get about?"

"There's the school bus. It stops at the village hall. I checked."

"I don't mean just for *school*," Charlie said. "I mean—what about my social life? Unless you want me to join the Young Farmers, or learn maypole dancing?"

Kathy slowed to pass a horse-rider, who raised a hand in thanks. "It's not that much of a problem, is it? You've got your bike, and I can always give you lifts to whatever. Anyway, it's only another year before you'll be seventeen, and then you're bound to want driving lessons. Your own car, eventually."

"Yes, but how can we pay for all that? Driving lessons aren't cheap."

"Oh, I don't know. We'll wait and see. Things will sort themselves out," Kathy said.

Charlie gave up. It was no good trying to reason with Mum, in this new mood of optimistic vagueness.

10. Which information, if added, could **best** support the author's purpose?

- A. an explanation of what Charlie liked to study in school
- B. an explanation of why the family is moving
- C. a description of the house that the family had sold
- D. a description of what Kathy's car looks like

11. Read the sentences from the passage.

"The house was perfectly symmetrical, like a child's drawing: the front door and porch, windows either side, two bedroom windows above, chimney-stacks each side of a tiled roof crusted with lichens. A weedy graveled path led to the open-fronted porch and a door that had curls of paint peeling off; the nearest window showed a bare, gloomy main room that was probably full of cobwebs."

How does the author's use of imagery in the sentences help to communicate an idea?

- A. It provides a vivid description that portrays deterioration.
- B. It provides objective information that illustrates cleanliness.
- C. It provides a general description that suggests beauty.
- D. It provides specific details that depict imagination.

12. Which word is a synonym for dilapidation?

- A. discomfort
- B. disrepair
- C. disfavor
- D. disbelief

13. The suffix "-tion" helps the reader know that "renovation" means

- A. the belief in restoring
- B. without any restoring
- C. one who is restoring
- D. the act of restoring

14. Read the incomplete summary of the passage.

- Kathy is looking for a house for her family.
- Her daughter, Charlie, is disappointed with the condition and location of the house.
- Kathy is excited by all the possibilities that the house offers for their happiness.
- _____

Which sentence is key detail that **best** completes the summary?

- A. Charlie stops trying to discuss with her mother the negative aspects of the house.
 - B. Charlie is concerned about available transportation at the house.
 - C. Charlie is upset that the house is in a rural area.
 - D. Charlie becomes concerned about the cost of driving lessons.
15. Which sentence from the passage **best** supports the generalization that a positive attitude can influence one's perceptions?
- A. "They went together on Saturday, a raw autumn day that was more like winter, stirring memories of foggy mornings and afternoons dark by four-thirty."
 - B. "She thought of long winter evenings marooned here, miles from her friends."
 - C. "Charlie guessed that she saw climbing roses and honeysuckle, not dereliction and decay."
 - D. "Charlie saw ramshackle outbuildings that looked as if they'd better be pulled down before they collapsed."
16. Which word **best** describes Charlie?
- A. charming
 - B. secretive
 - C. cowardly
 - D. observant
17. Which sentence from the passage **best** represents the conflict?
- A. "Flightsend arrived on their doormat, in an envelope from the estate agent."
 - B. "Perhaps Mum would give up the idea of moving."
 - C. "Charlie turned up her coat collar against the wind."
 - D. "Kathy stood smiling in the rain, not bothered about her wet hair."



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**PENNSYLVANIA
KEYSTONE EXAMS**

LITERATURE

ITEM AND SCORING SAMPLER

2011

Read the following passage. Then answer questions 1–9.

The Case for Bike-Share in New York City

What Is a Bike-Share?

Bike-share programs are networks of public use bicycles distributed around a city for use at low cost. Bicycles can be picked up at any self-serve bike-station and returned to any other bike-station, which makes bike-shares ideal for Point A to Point B transportation. A New Yorker living on Avenue D in Manhattan could, for example, ride a bike-share bicycle to Union Square, leave the bicycle there and hop on the subway. A New Yorker returning home to Elmhurst, Queens, could bicycle the last mile instead of waiting for the bus or transferring trains. Designed specifically to augment public transportation offerings, bike-share programs are defined by their low cost, the high concentration of their bike-stations over the program area, and their easy, 24-hour operations. Data from existing programs indicates that bike-share programs are popular. Vélib', the Paris, France, bike-share program, has an average of 75,000 rentals per day.

To use a bike-share bicycle, people sign up for daily, weekly or annual memberships. The memberships can be purchased online or at any bike-station. With membership card in hand, the user swipes the card, enters a password, selects a bicycle from a bike-station, and goes. Returning a bicycle is even easier. The user finds a bike-station near his or her destination, rolls the bicycle into an open docking station, and is done.

Potential Benefits of Bike-Share Programs

Bike-share programs offer a number of real, tangible benefits to New York City. These benefits range from increased transportation options for New Yorkers, out-of-city commuters and visitors, to better health outcomes.

Transportation Benefits

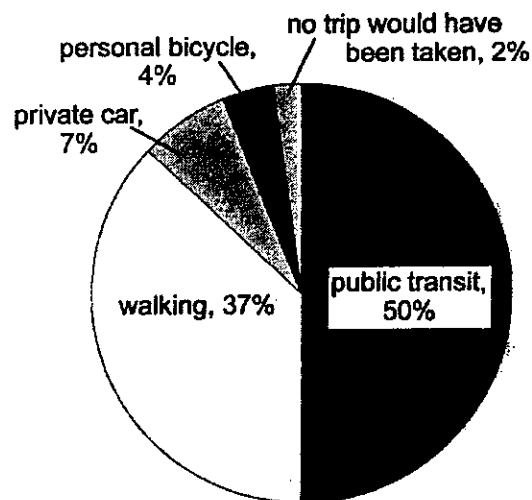
Bike-share systems create new options for short trips, enhance mobility around the city and increase access to the city's existing transit services. In a survey of bike-share users in Paris, 89% said that Vélib' allowed them to move around Paris more easily, and 54% said that they traveled more in Paris with advent of the Vélib' program. New York's compact geography and increasingly robust bicycle infrastructure make it ideally situated to reap significant transportation benefits from a bike-share program. Commuters in particular may benefit from bike-shares. In Paris, 61% of Vélib' annual pass holders use the program regularly to get to work or school. In New York, most New Yorkers live and work in the same borough¹, suggesting that many commuting trips could be within bicycling range.

¹ borough—an administrative division of New York City

Bike-share systems encourage transit use by extending the distance that people will go to reach transit, by allowing them to avoid slow buses/connector services, and by providing links between subway stations that otherwise do not connect. For example, over 14,000 northwest Brooklyn residents work in northwest Queens. While the distance between these areas is short, insufficient transit means that 42% of these commuters drive to work each day. In addition, for some households, the introduction of a bike-share program may help them avoid or postpone the purchase of a car, as trips to transit or other short trips could then be made by public bicycle.

At the same time, bike-share systems can relieve pressure on overburdened transit lines, by allowing subway riders to bicycle to less crowded and/or more direct routes or by replacing short transit trips altogether. A survey of Vélo'V² users in Lyon, France, found that 50% of trips made with Vélo'V would previously have been made on public transit (see chart that follows for complete survey results).

Trips Replaced by Vélo'V Would Have Been Made By . . .



Bike-share programs, which typically can be introduced in a matter of months, can be especially valuable as New York faces increasing subway congestion and no clear, quick answers for relief. Massive construction costs limit development of additional new subway lines and restrict capacity expansion options such as platform extensions on existing lines.

While it is unlikely that all of New York City's drivers will suddenly step out of their cars and get onto bicycles, evidence from European bike-share programs suggests bike-share programs may be linked to small, but significant, decreases in car use and traffic congestion. In Lyon, France, the 3,000 bicycle Vélo'V bike-share system shifts 1,000 car trips to bicycle each day. 7% of Vélo'V trips would have otherwise been made by car. Within the first six months, 2 million Vélo'V trips had been made, replacing an estimated 150,000 car trips. In Paris, 20% of Vélib' users said that they used their personal cars less since becoming members. Assuming bike-share bicycles replaced just 1% of all non-commercial vehicle trips in Midtown and Lower Manhattan, the system could eliminate almost 9,000 car trips daily in New York City.

² Vélo'V—a bicycle rental service run by the city of Lyon, France

Health Benefits

Bike-share programs, because they do not require users to own, store or maintain a personal bicycle, tend to introduce new people to bicycling and make bicycling a part of people's lives in new ways. 96% of VéloV users in the first year had not ridden in Lyon before. In addition, once they start, bike-share users tend to bicycle frequently. Clear Channel Adshel found that 45% of their membership used a bike-share bicycle more than five times per week.

Thus, bike-share programs offer significant options for improvements in the health and quality of life of many New Yorkers. In New York, the majority of adults do not meet the levels of physical activity recommended to protect health and prevent disease. For adults to maintain health, at least 30 minutes of moderate intensity physical activity is recommended a minimum of 5 days a week. Such exercise can be broken down into short time spans, as small as 10 minutes, and can easily be encouraged by a bike-share program that allows New Yorkers to bicycle to the subway station instead of taking the bus. Improved health outcomes can also come with cost savings for city and state health care providers. According to a study by the California Department of Health Services, a 5% improvement in the rates of physical activity and healthy weight over five years could save California more than \$6 billion, while a 10% improvement could save nearly \$13 billion.

Multiple-Choice Questions

- Which word is a synonym for robust?
 - affordable
 - flexible
 - strong
 - lengthy
- Based on information in the passage, how would the use of a bike-share program relate to the traffic congestion problem in New York City?
 - It may increase crowding of subways in the city.
 - It may assist people in getting more exercise on the way to work.
 - It may eliminate the need for public buses in the city.
 - It may help people avoid using personal cars for commuting.
- Which characteristic **most** clearly defines the passage as nonfiction rather than fiction?
 - the thematic message
 - the use of active verbs
 - the setting of a city
 - the use of statistics
- How does the style of the passage influence the tone?
 - The use of positive language creates an approving tone.
 - The use of humorous language creates an amused tone.
 - The use of insulting language creates a disrespectful tone.
 - The use of satirical language creates a critical tone.
- What is the overall organizational structure of the passage?
 - cause and effect
 - problem and solution
 - question and answer
 - comparison and contrast
- Based on the graph and the passage, what conclusion can be made about the use of the bike-share program in Lyon, France?
 - It has reduced the use of cars for trips.
 - It has increased the use of personal bicycles.
 - It has increased the amount of walking for long trips.
 - It has caused more people to form carpools for travel.

7. Which sentence from the passage contains an opinion?
- A. "Bicycles can be . . . returned to any other bike-station, which makes bike-shares ideal for Point A to Point B transportation."
 - B. "With membership card in hand, the user swipes the card . . . selects a bicycle from a bike-station, and goes."
 - C. "In Paris, 61% of Vélib' annual pass holders use the program regularly to get to work or school."
 - D. "In New York, the majority of adults do not meet the levels of physical activity recommended to protect health and prevent disease."
8. What persuasive technique does the author use by citing research by the California Department of Health Services?
- A. repetition
 - B. bandwagon
 - C. appeal to statistics
 - D. circular argument

Read the following passage. Then answer questions 10–18.

In this 1962 speech given at Rice University in Houston, Texas, President John F. Kennedy reaffirmed America's commitment to landing a man on the moon before the end of the 1960s. The President spoke in philosophical terms about the need to solve the mysteries of space and also defended the enormous expense of the space program.

excerpt from **John F. Kennedy Speech**

President Pitzer, Mr. Vice President, Governor, Congressman Thomas, Senator Wiley, Congressman Miller, Mr. Webb, Mr. Bell, scientists, distinguished guests, and ladies and gentlemen:

William Bradford, speaking in 1630 of the founding of the Plymouth Bay Colony, said that all great and honorable actions are accompanied with great difficulties, and both must be enterprised¹ and overcome with answerable courage.

The exploration of space will go ahead, whether we join in it or not, and it is one of the great adventures of all time, and no nation which expects to be the leader of other nations can expect to stay behind in this race for space.

Those who came before us made certain that this country rode the first waves of the industrial revolution, the first waves of modern invention, and the first wave of nuclear power, and this generation does not intend to founder² in the backwash of the coming age of space. We mean to be a part of it—we mean to lead it.

Yet the vows of this Nation can only be fulfilled if we in this Nation are first, and, therefore, we intend to be first. In short, our leadership in science and industry, our hopes for peace and security, our obligations to ourselves as well as others, all require us to make this effort, to solve these mysteries, to solve them for the good of all men, and to become the world's leading space-faring nation.

We set sail on this new sea because there is new knowledge to be gained, and new rights to be won, and they must be won and used for the progress of all people.

We choose to go to the moon. We choose to go to the moon in this decade and do the other things, not because they are easy, but because they are hard, because that goal will serve to organize and measure the best of our energies and skills, because that challenge is one that we are willing to accept, one we are unwilling to postpone, and one which we intend to win, and the others, too.

It is for these reasons that I regard the decision last year to shift our efforts in space from low to high gear as among the most important decisions that will be made during my incumbency in the office of the Presidency.

¹ enterprised—begun

² founder—sink

In the last 24 hours we have seen facilities now being created for the greatest and most complex exploration in man's history. We have felt the ground shake and the air shattered by the testing of a Saturn C-1 booster rocket, many times as powerful as the Atlas which launched John Glenn, generating power equivalent to 10,000 automobiles with their accelerators on the floor. We have seen the site where five F-1 rocket engines, each one as powerful as all eight engines of the Saturn combined, will be clustered together to make the advanced Saturn missile, assembled in a new building to be built at Cape Canaveral³ as tall as a 48-story structure, as wide as a city block, and as long as two lengths of this field.

Within these last 19 months at least 45 satellites have circled the earth. Some 40 of them were made in the United States of America, and they were far more sophisticated and supplied far more knowledge to the people of the world than those of the Soviet Union.

The Mariner spacecraft now on its way to Venus is the most intricate⁴ instrument in the history of space science. The accuracy of that shot is comparable to firing a missile from Cape Canaveral and dropping it in this stadium between the 40-yard lines.

Transit satellites are helping our ships at sea to steer a safer course. Tiros satellites have given us unprecedented warnings of hurricanes and storms, and will do the same for forest fires and icebergs.

We have had our failures, but so have others, even if they do not admit them. And they may be less public.

To be sure, we are behind, and will be behind for some time in manned flight. But we do not intend to stay behind, and in this decade, we shall make up and move ahead.

The growth of our science and education will be enriched by new knowledge of our universe and environment, by new techniques of learning and mapping and observation, by new tools and computers for industry, medicine, the home as well as the school. Technical institutions, such as Rice, will reap the harvest of these gains.

And finally, the space effort itself, while still in its infancy, has already created a great number of new companies, and tens of thousands of new jobs. Space and related industries are generating new demands in investment and skilled personnel, and this city and this state, and this region, will share greatly in this growth. What was once the furthest outpost on the old frontier of the West will be the furthest outpost on the new frontier of science and space. Houston, your city of Houston, with its Manned Spacecraft Center, will become the heart of a large scientific and engineering community.

To be sure, all this costs us all a good deal of money. This year's space budget is three times what it was in January 1961, and it is greater than the space budget of the previous eight years combined. That budget now stands at \$5,400,000,000 a year—a staggering sum. Space expenditures will soon rise some more, from 40 cents per person per week to more than 50 cents a week for every man, woman and child in the United States, for we have given this program a high national priority—even though I realize that this is in some measure an act of faith and vision, for we do not now know what benefits await us.

³ Cape Canaveral—a peninsula on the eastern shore of Florida

⁴ intricate—complex

However, I think we're going to do it, and I think that we must pay what needs to be paid. I don't think we ought to waste any money, but I think we ought to do the job. And this will be done in the decade of the Sixties.

And I am delighted that this university is playing a part in putting a man on the moon as part of a great national effort of the United States of America.

Many years ago the great British explorer George Mallory, who was to die on Mount Everest, was asked why did he want to climb it. He said, "Because it is there."

Well, space is there, and we're going to climb it, and the moon and the planets are there, and new hopes for knowledge and peace are there.

Thank you.

John F. Kennedy – September 12, 1962

Multiple-Choice Questions

10. What is the author's main purpose in writing the speech?
- A. to offer the audience an explanation of the reasons for accelerating the United States space program
 - B. to update the audience with information about problems in the United States space program
 - C. to inform the audience of the number of jobs created by the expansion of the United States space program
 - D. to tell the audience about the economic benefits of the United States space program
11. Which statement **best** explains how the author's use of the word "first" to describe the United States influences the reader?
- A. The word makes the reader skeptical of the President's ability to implement space exploration.
 - B. The word makes the reader believe that the President needs additional money to implement the plan for space exploration.
 - C. The word makes the reader embarrassed that other countries have already put into place their plan for space exploration.
 - D. The word makes the reader feel a sense of competition against other countries for space exploration.
12. What does the word **comparable** mean as used in the speech?
- A. an option
 - B. a match for
 - C. not always accurate
 - D. never before experienced
13. Read the sentence from the speech.

"We set sail on this new sea because there is new knowledge to be gained, and new rights to be won, and they must be won and used for the progress of all people."

What does President Kennedy imply with this statement?

- A. The United States has the skill and resources to succeed in the space race.
- B. The United States would use what is gained in the space race to benefit humanity.
- C. The United States is interested in taking part in the space race to gain knowledge about other planets.
- D. The United States would overcome enemies through the advancements offered by the space race.

14. Which statement from the speech **best** supports the generalization made by William Bradford that “all great and honorable actions are accompanied with great difficulties”?
- A. “We have felt the ground shake and the air shattered by the testing of a Saturn C-1 booster rocker . . .”
 - B. “Transit satellites are helping our ships at sea to steer a safer course.”
 - C. “We have had our failures, but so have others, even if they do not admit them.”
 - D. “The growth of our science and education will be enriched by new knowledge of our universe and environment . . .”
15. How does the speech form influence the meaning of the passage?
- A. It emphasizes the call to action by the speaker.
 - B. It emphasizes the historical context to be explained to the listener.
 - C. It emphasizes the obstacles that lie ahead to be discussed.
 - D. It emphasizes the acknowledgment of past experiences.
16. What is the impact of the first person plural point of view in the speech?
- A. It promotes a sense of unity with the audience.
 - B. It demonstrates an understanding of the audience.
 - C. It expresses a feeling of responsibility.
 - D. It emphasizes a difference of opinion.
17. Read the sentence from the speech.

“Those who came before us made certain that this country rode the first waves of the industrial revolution, the first waves of modern invention, and the first wave of nuclear power, and this generation does not intend to founder in the backwash of the coming age of space.”

Why is the propaganda technique used in the sentence effective?

- A. It persuades the reader to ask for more help from other countries in future space exploration programs.
- B. It convinces the reader to support this country’s continued efforts in being a forerunner in all scientific endeavors.
- C. It persuades the reader to want to save money on future scientific projects in this country.
- D. It convinces the reader to support other countries’ efforts toward space exploration.