

# Test Booklet

Subject: READ, Grade: 09

1.10 9th Grade English Midterm– Reading

Skills A - BH

Block: 101BHUE1A

Student name: \_\_\_\_\_

Author: Deborah Stern

School: Freire Charter School

Administer Date: Wednesday January 13, 2010

## Instructions for Test Administrator

Read the passage, "The Fosbury Flop," and answer the following question(s).

## The Fosbury Flop

Rich Wallace

Dick Fosbury raced across the infield, planted his foot, and leaped into the air, straining with every muscle to propel himself over the high-jump bar. But as he soared into the air, his knee hit the bar, and it fell to the ground with a clang.

The tall, lean high-school kid from Medford, Oregon, sat up in the pit and looked at the bar in frustration. There had to be a better way to do this.

Fosbury had been trying to succeed with the straddle-and-roll style, in which a jumper rolled over the bar foot-first and face-down. But the highest jump he'd ever cleared was 5 feet, 4 inches. That wasn't good enough to place in most track-and-field meets.

"The roll is so complicated," Fosbury said years later. "I just never had the coordination for jumping that way."

He began to experiment during practice sessions, bending various ways as he jumped. He discovered that by turning his back to the bar as he leaped, he could flatten his body more and could thrust his legs higher into the air. The first time he tried the backward style in competition, he cleared 5 feet, 10 inches! His coach had never seen such an odd style, and he tried to convince Fosbury to go back to the standard way of jumping. But the coach soon realized that the new style was working, so he decided to let Fosbury stay with it.

After high school, Fosbury entered Oregon State University, where Coach Berny Wagner also tried to get him to return to the traditional jumping style. He even tried to convince him to switch to a different event—the triple jump.

But Fosbury worked hard at his high jumping and began to lift weights to increase his strength. In his first meet during his sophomore year of college, he cleared 6 feet, 10 inches.

"I showed great coaching genius by realizing right then and there that suddenly I didn't need another triple jumper,"

Coach Wagner joked later.

Within a year, Fosbury's unique style of jumping had been dubbed "The Fosbury Flop," and his string of successes brought great excitement to the sport of track and field. He cleared 7 feet for the first time early in the 1968 season, then won the league championship and the National Collegiate Athletic Association title. That summer he competed in the trials to select the United States team for the Summer Olympic Games. He soared over the bar at 7 feet, 3 inches to qualify for the team.

Fosbury was a smashing success in the United States, but he would be facing much better competition at the Olympics in Mexico City. Fourteen entrants had cleared 7 feet or higher, and the pressure of the Olympic Games was an added factor.

But Fosbury easily made the qualifying jumps to advance to the next day's final round. Then, with 80,000 spectators gathered to watch the final, he cleared the opening height of 6 feet, 8 inches.

The long competition wore on, and Fosbury cleared each height as the bar rose higher. Soon only three jumpers remained. Fosbury studied the bar at 7 feet, 3 3/8 inches. He concentrated as he never had before, raced across the field, and leaped over the bar on his first attempt. A jumper from the Soviet Union missed on all three of his tries, so just Fosbury and teammate Ed Carruthers remained to compete for the gold medal.

The bar was raised to 7 feet, 4 1/4 inches. It was higher than Fosbury had ever jumped, and it would be a new Olympic record. Both jumpers missed on their first two attempts. With the gold medal on the line, Fosbury got ready for his final try. He shut his eyes for a moment, rocked back and forth, then sprinted toward the bar.

"I just thought about floating over the bar," he said later. And with a great surge of strength, he did it. The Fosbury

Flop was more than an oddity now. It had earned him an Olympic gold medal!

Fosbury's Olympic success had an immediate effect on high jumping throughout the world. Athletes everywhere began trying to "flop."

"We weren't really sure if it was a hard style to learn or an easy one because it was such an individual technique just for Dick," said Coach Wagner. "But as we learned more about the flop and as stronger athletes learned to handle the style, we realized it was a viable technique."

Today it is rare to find a successful high jumper anywhere who doesn't use the flop style. The world record is now over 8 feet. Fosbury later became a partner in an engineering firm. He realizes the significance that his jumping style had in changing the sport. "That has helped to motivate me in everyday life," he said, "to take the drive behind those athletic achievements and translate it into other areas."

By not being afraid to experiment, Dick Fosbury changed the sport of high jumping forever.

- 1 What is Dick Fosbury's problem in the beginning of the passage?
  - A His coach wants him to try out a new high-jump style.
  - B His jumps are not good enough to place in most track-and-field meets.
  - C He gets hurt when he hits the high-jump bar.
  - D He wants to quit track-and-field to concentrate on engineering.
- 2 Based on the passage, readers can conclude that compared to other styles of jumping, the Fosbury Flop
  - A allows jumpers to jump higher.
  - B is more traditional
  - C is easier to learn.
  - D requires jumpers to be stronger.
- 3 How did Coach Berny Wagner most likely feel when he watched Dick Fosbury at his first meet in college?
  - A excited
  - B uncertain
  - C nervous
  - D traditional
- 4 Which phrase best describes Dick Fosbury?
  - A misunderstood by others
  - B defies authority
  - C careless and sloppy
  - D creative and determined

5 What does the word VIABLE mean, as it is used in the passage?

- A struggle
- B possible
- C structured
- D impossible



## Not for Sale

Eric Knight

Greenall Bridge was like other Yorkshire villages. Its men knew and understood and loved dogs, and there were many perfect ones that walked at men's heels. But they all agreed that if a finer dog than Sam Carracloough's tricolor collie had ever been bred in Greenall Bridge, then it must have been long before they were born.

But there was another reason why Lassie was so well known in the village. It was because, as the women said, "You can set your clock by her."

That had begun many years before, when Lassie was a bright yearling. One day Sam Carracloough's boy, Joe, had come home bubbling with excitement.

"Mother! I come out of school today, and who do you think was sitting there waiting for me? Lassie! Now how do you think she knew where I was?"

"She must have picked up thy scent, Joe. That's all I can figure out."

Whatever it was, Lassie was waiting at the school gate the next day, and the next. The weeks and the months and the years had gone past, and it had always been the same. Women glancing through the windows of their cottages, or shopkeepers standing in the doors of High Street, would see the proud black, white, and golden-sable dog go past on a steady trot, and would say:

"Must be five to four—there goes Lassie!"

Rain or shine, the dog was always there, waiting for a boy—one of dozens who would come pelting across the playground— but for the dog, the only one who mattered. Always there would be the moment of happy greeting, and then, together, the boy and the dog would go home.

For four years it had always been the same. Lassie was a well-loved figure in the daily life of the village. Almost everyone knew her. But, most of all, the people of Greenall Bridge were proud of Lassie because she stood for something they could not have explained readily. It had something to do with their pride. And their pride had something to do with money.

Generally, when a man raised an especially fine dog, some day it would stop being a dog and instead would become something on four legs that was worth money. It was still a dog, of course, but now it was something else, too, for a rich man might hear of it, or the alert dealers or kennelmen might see it, and then they would want to buy it.

While a rich man may love a dog just as truly as a poor man, and there is no difference in them in this, there is a difference between them in the way they must look at money. For the poor man sits and thinks about how much coal he will need for that winter, and how many pairs of shoes will be necessary, and how much food his children ought to have to keep them sturdy— and then he will go home and say:

"Now, I had to do it, so don't plague me! We'll raise another dog some day, and ye'll all love it just as much as ye did this one."

That way, many fine dogs had gone from homes in Greenall Bridge. But not Lassie! Why, the whole village knew that not even the Duke of Rudling had been able to buy Lassie from Sam Carracloough—the very Duke himself who lived in his great estate a mile beyond the village and who had his kennels full of fine dogs.

For three years the Duke had been trying to buy Lassie from Sam Carracloough, and Sam had merely stood his ground.

"It's no use raising your price again, Your Lordship," he would say. "It's just— well, she's not for sale for no price."

The village knew all about that. And that was why Lassie meant so much to them. She represented some sort of pride that money had not been able to take away from them.

Yet, dogs are owned by men, and men are bludgeoned\* by fate. And sometimes there comes a time in a man's life when fate has beaten him to the point that he must bow his head and decide to eat his pride so that his family may eat bread.

\*bludgeon: to beat severely

- 6 Q The setting of this story is
- A a large city.
  - B a dog kennel.
  - C a small town or village.
  - D a country schoolhouse.
- 7 What does the word YEARLING probably mean, as it is used in this sentence from the passage?  
“That had begun many years before, when Lassie was a bright, harum-scarum yearling.”
- A earring
  - B circus dog
  - C year-old puppy
  - D starving animal
- 8 According to the passage, what event happens every day in Greenall Bridge?
- A Joe brings Lassie to his school.
  - B The Duke of Rudling raises his price.
  - C Men are beaten by fate.
  - D Lassie waits for Joe at his school.
- 9 What does the reader come to know about Lassie in this passage?
- A She is fast and brave.
  - B She is loyal and reliable.
  - C She is beautiful and wild.
  - D She is fierce and protective.
- 10 Why were the people in Greenall Bridge proud of Sam Carraclough?
- A because he had such a fine dog
  - B because Lassie was so reliable
  - C because he would not sell Lassie
  - D because he disliked rich people
- 11 Read the sentence from the passage:  
“Now, I had to do it, so don’t plague me!”  
What does the word PLAGUE most likely mean, as it used in this sentence?
- A adore
  - B describe
  - C sickness
  - D bother

12 Based on the passage, Sam Carraclough can best be described as—

- A strong-willed.
- B heartbroken.
- C greedy.
- D fickle.

13 Why does Lassie mean so much to the people of Greenall Bridge?

- A because she is worth a lot of money
- B because she is better than the dogs in the Duke's kennels
- C because she represents the old ways and traditions of the village
- D because she represents a kind of pride more important than money



Read the passage “Stealing Freedom,” and answer the following question(s).

## Stealing Freedom

Elisa Carbone

The days seemed to go on forever. She ate each meal slowly, alone in the stuffy room, trying to make it last as long as possible. And she took a long time dressing, changing into her nightgown each night and into the beautiful yellow dress each morning. It seemed a shame to wear the best clothes she'd ever owned with no one to see her in them except the spiders hanging in the corners.

The rest of her time she spent looking through the peephole, watching the street outside with its lazy procession of people, horses and carriages, sheep, goats, chickens, and cows. They were near the corner of Seventh and E streets, Mr. Bigelow said, just a few blocks away from Pennsylvania Avenue, where President Pierce lived in the White House.

How strange, she thought, to be free and yet to be a prisoner. She would gladly have made herself busy with washing and cooking and sweeping. Anything would be better than this boredom.

One evening, during a talk with Mr. Bigelow, while he stood on the second rung of the ladder and she rested her chin on her hands at the edge of the trapdoor, she looked into the living room at the walls lined with bookshelves. The books were fat and black, some with gold lettering on their spines.

“What are all of those books about?” she asked.

“Ah. Those are my law books. They are there to give off a musty odor and convince all my visitors that I am, indeed, a very educated man.”

“There must be a lot of laws to fill so many books,” she said.

Mr. Bigelow gazed at his library and scratched a sideburn. “Strange, isn't it? I am a man of the law, and yet, by the law, I am a criminal and deserve to be thrown in prison.”

They were both silent for a time.

“Well, enough lamenting for me. It's time for bed,” said Mr. Bigelow, and turned to step off the ladder.

“Wait,” said Ann urgently. She didn't think she could stand another day of staring alternately at the ceiling and out the peephole.

“Your books—might I borrow one to read?”

“Why, my dear child, I had no idea you could read!” he said, astonished. “But those books . . .” He looked at the long black rows. “They're no more interesting than watching ice melt.” He gave a perplexed sigh, then suddenly brightened. He marched over to a low corner shelf and pulled out a small red book. He blew dust off of it and brought it back to her. “I saved this from when I was a boy, in case I ever had a son of my own.”

Ann held the book and read the title embossed in silver on the front cover: Robinson Crusoe.

“It's really a story for boys, but it's the best I can offer,” said Mr. Bigelow.

Ann turned the book over in her hands, feeling the smoothness and coolness of it. Mr. Bigelow must have seen the look of excitement and longing on her face, because he said, “I suppose now you'll want a candle.”

“Oh, could I?” She could scarcely believe her good fortune.

He gave her a very short, stubby candle. “This is to make sure you get some sleep tonight,” he explained.

She thanked him profusely, and gladly retired to her bed. There, by the light of the candle, she opened the book. She ran her hands over the silky pages, then turned to the text and began: “Chapter 1. I was born in the year 1632, in the city of York, of a good family. . . .”

She was carried away to the world of a young man's

decision to seek adventure on the high seas, a terrible storm, and his narrow escape from a sinking ship. She read until the candle flickered, sputtered, and died. But even in

the dark, images of grand ships and raging storms lasted in her mind until they mixed with her dreams.

**14** The days seem to go on forever for Ann because

- A a. she is impatient to move on to the next safe house.
- B she is bored and lonely.
- C she is struggling to learn to read.
- D she is in love with Mr. Bigelow.

**15** What is the setting of this story?

- A an unknown city of the future
- B first person
- C a foreign country
- D Washington DC, in the 1800's

**16** Based on information in the passage, what can you conclude about Mr. Bigelow?

- A He does not like to read or study.
- B He works in an office outside his home.
- C He is a lawyer.
- D He earns a living by helping former slaves.

**17** Based on the details in the story, readers can conclude that Ann

- A is in prison.
- B is Mr. Bigelow's daughter.
- C wants to learn to read.
- D is in hiding.

**18** Read these sentences from the passage:

"Those are my law books. They are there to give off a musty odor and convince all my visitors that I am, indeed, a very educated man."

What does the word **MUSTY** mean?

- A romantic
- B old and dry
- C sweet
- D hilarious

**19** According to the passage, Mr. Bigelow saved his childhood book *Robinson Crusoe*

- A to educate himself.
- B to give to a son of his own.
- C to enhance his personal library.
- D because it told of an adventure on the high seas.

**20** Read the sentence from the passage.

"Well, enough lamenting for me."

What does the word **LAMENTING** probably mean?

- A sad complaining
- B heavy eating
- C poor sleeping
- D hard work

21 Which statement best explains why Mr. Bigelow gives Ann a short candle?

- A He is worried that someone outside will see the candlelight.
- B She might start a fire if she falls asleep while the candle burns.
- C He wants to be sure that she does not stay up too late reading.
- D She is a fast reader and will not need light for long.

22 Read the sentence from the passage:

“She thanked him profusely, and gladly retired to her bed.”

What does the word PROFUSELY mean, as it is used here?

- A in a mean way
- B in a bored way
- C a little bit
- D a lot

23 Which characteristics best describe Mr. Bigelow?

- A nervous and argumentative
- B educated and generous
- C demanding and hard to please
- D cautious and modest

24 According to the passage, Ann feels like a prisoner because

- A she is trapped in Mr. Bigelow’s house.
- B she misses her family.
- C she has only one dress to wear.
- D she is concerned with helping other slaves escape.

