



Released Form

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Public Schools of North Carolina
State Board of Education
Department of Public Instruction
Raleigh, North Carolina 27699-6314

Student Booklet



In the Broadway Cars

by *Stephen Crane*

Panorama of a Day from the Downtown Rush of the Morning to the Uninterrupted Whirr of the Cable at Night—The Man, and the Woman, and the Conductor.

The cable cars come down Broadway as the waters come down at Lodore. Years ago Father Knickerbocker had convulsions when it was proposed to lay impious rails on his sacred thoroughfare. At the present day the cars, by force of column and numbers, almost dominate the great street, and the eye of even an old New Yorker is held by these long yellow monsters which prowl intently up and down, up and down, in a mystic search.

In the grey of the morning they come out of the uptown, bearing janitors, porters, all that class which carries the keys to set alive the great downtown. Later, they shower clerks. Later still, they shower more clerks. And the thermometer which is attached to a conductor's temper is steadily rising, rising, and the blissful time arrives when everybody hangs to a strap and stands on his neighbor's toes. Ten o'clock comes, and the Broadway cars, as well as elevated cars, horse cars, and ferryboats innumerable, heave sighs of relief. They have filled lower New York with a vast army of men who will chase to and fro and amuse themselves until almost nightfall.

③

The cable car's pulse drops to normal. But the conductor's pulse begins now to beat in split seconds. He has come to the crisis in his day's agony. He is now to be overwhelmed with feminine shoppers. They all are going to give him two-dollar bills to change. They all are going to threaten to report him. He passes his hand across his brow and curses his beard from black to grey and from grey to black.

④

Men and women have different ways of hailing a car. A man—if he is not an old choleric gentleman, who owns not this road but some other road—throws up a timid finger, and appears to believe that the King of Abyssinia is careering past on his war-chariot, and only his opinion of other people's Americanism keeps him from deep salaams. The gripman usually jerks his thumb over his shoulder and indicates the next car, which is three miles away. Then the man catches the last platform, goes into the car, climbs upon someone's toes, opens his morning paper, and is happy.



⑤

When a woman hails a car there is no question of its being the King of Abyssinia's war-chariot. She has bought the car for three dollars and ninety-eight cents. The conductor owes his position to her, and the gripman's mother does her laundry. No captain in the Royal Horse Artillery ever stops his battery from going through a stone house in a way to equal her manner of bringing that car back on its haunches. Then she walks leisurely forward, and after scanning the step to see if there is any mud upon it, and opening her pocketbook to make sure of a two-dollar bill, she says: "Do you give transfers down Twenty-eighth Street?"

Sometime the conductor breaks the bell strap when he pulls it under these conditions. Then, as the car goes on, he goes and bullies some person who had nothing to do with the affair.

⑦

The car sweeps on its diagonal path through the Tenderloin with its hotels, its theaters, its flower shops, its 10,000,000 actors who played with Booth and Barret. It passes Madison Square and enters the gorge made by the towering walls of great shops. It sweeps around the double curve at Union Square and Fourteenth Street, and a life insurance agent falls in a fit as the car dashes over the crossing, narrowly missing three old ladies, two old gentlemen, a newly-married couple, a sandwich man, a newsboy, and a dog. At Grace Church the conductor has an altercation with a brave and reckless passenger who beards him in his own car. . . . Meanwhile, the gripman has become involved with countless truck drivers, and inch by inch, foot by foot, he fights his way to City Hall Park. On past the Post Office the car goes, with the gripman getting advice, admonition, personal comment, an invitation to fight from the drivers, until Battery Park appears at the foot of the slope, and as the car goes sedately around the curve the burnished shield of the bay shines through the trees.

It is a great ride, full of exciting actions. Those inexperienced persons who have been merely chased by Indians know little of the dramatic quality which life may hold for them. These jungle of men and vehicles, these cañons of streets, these lofty mountains of iron and cut stone—a ride through them affords plenty of excitement. And no lone panther's howl is more serious in intention than the howl of the truck driver when the cable car bumps one of his rear wheels.

⑨

Owing to a strange humor of the gods that make our comfort, sailor hats with wide brims come into vogue whenever we are all engaged in hanging to cable-car straps. There is only one more serious combination known to science, but a trial of it is at this



day impossible. If a troupe of Elizabethan courtiers in large ruffs should board a cable car, the complication would be a very awesome one, and the profanity would be in Old English, but very inspiring. However, the combination of wide-brimmed hats and crowded cable cars is tremendous in its power to cause misery to the patient New York public.

10

Suppose you are in a cable car, clutching for life and family a creaking strap from overhead. At your shoulder is a little dude in a very wide-brimmed straw hat with a red band. If you were in your senses you would recognize this flaming band as an omen of blood. But you are not in your senses; you are in a Broadway cable car. You are not supposed to have any senses. From the forward end you hear the gripman uttering shrill whoops and running over citizens. Suddenly the car comes to a curve. Making a swift running start, it turns three hand-springs, throws a cart wheel for luck, bounds into the air, hurls six passengers over the nearest building, and comes down a-straddle of the track. That is the way in which we turn curves in New York. . . .

There was once a person possessing a fund of uncanny humor who greatly desired to import from past ages a corps of knights in full armor. He then purposed to pack the warriors into a cable car and send them around a curve. He thought that he could gain much pleasure by standing near and listening to the wild clash of steel upon steel—the tumult of mailed heads striking together, the bitter grind of armored legs bending the wrong way. He thought that this would teach them that war is grim.

Towards evening, when the tides of travel set northward, it is curious to see how the gripman and conductor reverse their tempers. Their dispositions flop over like patent signals. During the down-trip they had in mind always the advantages of being at Battery Park. A perpetual picture of the blessings of Battery Park was before them, and every delay made them fume—made this picture all the more alluring. Now the delights of uptown appear to them. They have reversed the signs on the cars; they have reversed their aspirations. Battery Park has been gained and forgotten. There is a new goal. Here is a perpetual illustration which the philosophers of New York may use.

In the Tenderloin, the place of theaters, and of the restaurant where [happier] New York does her dining, the cable cars in the evening carry a stratum of society which looks like a new one, but it is of the familiar strata in other clothes. It is just as good as a new stratum, however, for in evening dress the average man feels that he has gone up three pegs in the social scale, and there is considerable evening dress about a Broadway car in the evening. A car with its electric lamp resembles a brilliantly-lighted salon, and the atmosphere grows just a trifle strained. People sit more rigidly, and glance sidewise,



perhaps, as if each was positive of possessing social value, but was doubtful of all others. The conductor says: "Ah, gwan. Git off th' earth." But this is to a man at Canal Street. That shows his versatility. He stands on the platform and beams in a modest and polite manner into the car. He notes a lifted finger and grabs swiftly for the bell strap. He reaches down to help a woman aboard. Perhaps his demeanor is a reflection of the manner of the people in the car. No one is in a mad New York hurry; no one is fretting and muttering; no one is perched upon his neighbor's toes. Moreover, the Tenderloin is a glory at night. Broadway of late years has fallen heir to countless signs illuminated with red, blue, green, and gold electric lamps, and the people certainly fly to these as the moths go to a candle. And perhaps the gods have allowed this opportunity to observe and study the best-dressed crowds in the world to operate upon the conductor until his mood is to treat us with care and mildness.

Late at night, after the diners and theater-goers have been lost in Harlem, various persons may perchance emerge from the darker regions of Sixth Avenue and swing their arms solemnly at the gripman. If the Broadway cars run for the next 7000 years this will be the only time when one New Yorker will address another in public without an excuse sent direct from heaven. . . .

In the meantime the figures on the street grow fewer and fewer. Strolling policemen test the locks of the great dark-fronted stores. Nighthawk cabs whirl by the cars on their mysterious errands. Finally the cars themselves depart in the way of the citizen, and for the few hours before dawn a new sound comes into the still thoroughfare—the cable whirring in its channel underground.



- 1 Which detail from the text supports the development of the theme?
- A “They have filled lower New York with a vast army of men who will chase to and fro and amuse themselves until almost nightfall.”
 - B “And no lone panther’s howl is more serious in intention than the howl of the truck driver when the cable car bumps one of his rear wheels.”
 - C “Suppose you are in a cable car, clutching for life and family a creaking strap from overhead.”
 - D “Perhaps his demeanor is a reflection of the manner of the people in the car.”
- 2 What is the meaning of *salaams* in paragraph 4?
- A humble bows
 - B despairing groans
 - C frightening screams
 - D friendly conversations
- 3 In paragraphs 4 and 5, what does the cable car’s interaction with men and women reflect?
- A Crane’s opinion of how men and women act
 - B the conductor’s dislike of women
 - C the gripman’s lower career status
 - D Crane’s attempt to explain a serious travel issue



- 4 What effect does the statement below from paragraph 5 create on the characterization of women in the selection?

“When a woman hails a car there is no question of its being the King of Abyssinia’s war-chariot.”

- A It causes women to seem intelligent and manipulative.
- B It causes women to seem ambitious and articulate.
- C It causes women to seem haughty and commanding.
- D It causes women to seem stern and harsh.
- 5 What does the author imply in paragraph 5?
- A The conductor enjoys time with women passengers, but not men.
- B Women’s greater expectations anger the conductor, but he never reveals it to the women.
- C The conditions for all the riders are dangerous, but more so for the conductor.
- D The conductor is not careful enough with women passengers, so they often get hurt.
- 6 How does the author’s characterization of female and male passengers differ?
- A Men are more deferential, while women have expectations of better treatment.
- B Men come only to work, while women come only to shop.
- C Women ride cable cars more often than men.
- D Men see cable cars as a source of adventure.



- 7 What does the author mean by his use of the word *beards* in paragraph 7?
- A to speak quickly
 - B to oppose boldly
 - C to wait silently
 - D to refuse repeatedly
- 8 How does the author's choice of structure for this selection impact its clarity?
- A Comparing the speed of travel on a cable car to that of a truck shows each method's advantages.
 - B Describing a day chronologically emphasizes the speed and excitement of cable cars.
 - C Analyzing the route of a cable car establishes its history.
 - D Narrating the conductor's day shows his job's benefits.
- 9 What effect does the figurative language below—found in paragraphs 3 and 10—have on the selection?
- "The cable car's pulse drops to normal." and "Making a swift running start, it [the cable car] turns three hand-springs, throws a cart wheel for luck, bounds into the air . . ."
- A It paints a vivid picture for the reader of a menacing animal that is threatening to passengers, causing fear and suspense in the reader.
 - B It helps establish a conflict between cable car and conductor that mirrors the conflict between conductor and passengers.
 - C It causes the reader to empathize with the daily struggles of the cable car as it picks up and drops off passengers.
 - D It causes the reader to view the cable car as a living, breathing character, making the selection more dramatic.



The question you read next will require you to answer in writing.

1. Write your answer on separate paper.
2. Be sure to write your name on each page.

10 In paragraphs 9 and 10, what rhetorical device does the author rely on to convey the crowding and speed of a cable car? Include one example from the text to support your answer.

RELEASED



An Old Man's Winter Night

by Robert Frost

All out of doors looked darkly in at him
Through the thin frost, almost in separate stars,
That gathers on the pane in empty rooms.
What kept his eyes from giving back the gaze
5 Was the lamp tilted near them in his hand.
What kept him from remembering what it was
That brought him to that creaking room was age.
He stood with barrels round him—at a loss.
And having scared the cellar under him
10 In clomping there, he scared it once again
In clomping off;—and scared the outer night,
Which has its sounds, familiar, like the roar
Of trees and crack of branches, common things,
But nothing so like beating on a box.
15 A light he was to no one but himself
Where now he sat, concerned with he knew what,
A quiet light, and then not even that.
He consigned to the moon, such as she was,
So late-arising, to the broken moon
20 As better than the sun in any case
For such a charge, his snow upon the roof,
His icicles along the wall to keep;
And slept. The log that shifted with a jolt
Once in the stove, disturbed him and he shifted,
25 And eased his heavy breathing, but still slept.
One aged man—one man—can't keep a house,
A farm, a countryside, or if he can,
It's thus he does it of a winter night.



- 11 In which lines does the poem's theme begin to emerge?
- A "All out of doors looked darkly in at him / Through the thin frost, almost in separate stars"
 - B "What kept him from remembering what it was / That brought him to that creaking room was age."
 - C "And having scared the cellar under him / In clomping there, he scared it once again"
 - D "As better than the sun in any case / For such a charge, his snow upon the roof"
- 12 What effect does the first line "All out of doors looked darkly in at him" have on the tone of the poem?
- A It creates a tranquil tone that implies that the old man feels in tune with nature.
 - B It creates a melancholic tone that implies that the old man feels lonely in his home by himself.
 - C It creates a reminiscent tone that implies that the old man looks forward to the approach of night.
 - D It creates a horrific tone that implies that the old man is in danger from creatures lurking outside.
- 13 What impact is achieved through the poet's repetition of the word *scared* in lines 9–11?
- A It shows how the man feels being all alone.
 - B It emphasizes the man's loud, restless behavior.
 - C It reveals the restful feeling experienced during the night.
 - D It contrasts the darkness of night to the light of the moon.



- 14 What is the poet implying about the old man's life when saying the old man "consigned . . . to the broken moon . . . his snow upon the roof, / His icicles along the wall to keep"?
- A The old man enjoyed caring for his house.
 - B The old man found beauty in nature's creations.
 - C The old man preferred winter over the other seasons.
 - D The old man had no one to care for him or his possessions.
- 15 Which line(s) from the poem support(s) the inference that the old man has limited communication during a winter night?
- A "What kept his eyes from giving back the gaze / Was the lamp tilted near them in his hand."
 - B "He stood with barrels round him—at a loss."
 - C "A light he was to no one but himself"
 - D "He consigned to the moon, such as she was, / So late-arising, to the broken moon"
- 16 What is the meaning of the word *consigned* in line 18?
- A entrusted with control
 - B assigned a new name
 - C blocked out all light
 - D viewed with respect



- 17 What is the effect of using words such as *clomping*, *roar*, and *crack* in the poem?
- A They highlight the coldness of nature.
 - B They unveil the mystery in the poem.
 - C They emphasize the silence of being alone.
 - D They explain why the old man is trapped in his home.
- 18 What point of view does the line “He consigned to the moon” suggest about the old man’s life in wintertime?
- A that the moon is an untapped resource in winter
 - B that the moon is yet another stress in the old man’s life
 - C that the old man is foolish to prefer the moon to the sun
 - D that the old man must rely on nature to do what he cannot
- 19 How does the poet structure the poem to develop the idea that “It’s thus he does it of a winter night”?
- A by portraying the intelligence and bravery of an old man
 - B by emphasizing the dangers lurking in the cold, dark night
 - C by describing the uneasy evening of an old man living alone
 - D by relaying the series of conflicts between a man and his farm



The question you read next will require you to answer in writing.

1. Write your answer on separate paper.
2. Be sure to write your name on each page.

20 How does the poet's use of figurative language in lines 9–14 impact the meaning of the poem? Include one example from the text to support your answer.

RELEASED



This article was published on May 26, 2008.

Excerpt from “Education for the Twenty-First Century Knowledge Society”

by Nina V. Fedoroff, PhD

Science and technology are increasingly recognized as the drivers of economic growth today, and they will have an increasing role in the future. Nations will prosper in proportion to their scientific, technological, and engineering capacity, in turn a function of their strength in both education and research.

Over the past two decades, the Internet has revolutionized humanity’s ability to make use of its accumulated knowledge and to build new knowledge by bringing the power of many minds together. Just a few short decades ago, communication among scientists depended on paper journals which, in many countries, could be found only in central repositories, the libraries of universities and institutes—and had to be shared by many readers.

Today, tens of thousands of journals can be accessed through the Internet. In many developed countries, both professors and students—even students in grade school—have access to humanity’s wealth of knowledge from the comfort of their offices and laboratories—and homes. The very idea of a library as a repository of information has changed for many people from a repository of books and journals and newspapers—to a means of accessing information electronically.

Collaborating—whether in research or business or any other domain—once meant communicating by telephone and mail and occasionally traveling to a distant site. Today we have the ability to interact with people halfway around the world—in real time and face-to-face.

This capacity has enormous implications for education at all levels—worldwide. The Massachusetts Institute of Technology OpenCourseWare project has made all the university’s courses available free to anyone in the world with Internet access. The SuperCourse project at the University of Pittsburgh provides access to the PowerPoint presentations of some 55,000 lectures of outstanding scientists—free. And professors can teach students on the other side of the world using digital video conferencing.

⑥

Medicine and medical education are also being revolutionized by the Internet. Basic health information is more freely available than ever before, training can be done at a



distance and telemedicine allows far away experts not only to diagnose, but even to perform surgery.

⑦

New York Times columnist Tom Friedman has attracted a great deal of attention with the publication of his book, titled *The World is Flat*. By a flat world, he means that the Internet revolution and globalization have put all peoples of the world on an equal economic footing. And yet, despite the extraordinary increase in our ability to communicate and access information and despite the spread of cell phones over the face of the Earth, we all know that the world is still far from flat, even metaphorically.

The ability to jumpstart education and to collaborate using video conferencing and interactive software depends not just on the Internet, but on broadband access—the ability to receive information at much higher rates than can be supported by conventional telephone technology.

For the non-technical members of the audience, traditional telephones are “circuit-switched.” When you dial a number, your circuit remains open as long as you talk. This is still true for most voice traffic on mobile phones. The Internet is different. It is “packet-switched.” That is, the information is bundled into separate “packets,” with each one containing the address that tells where it should go. Each packet gets to its final destination, but not necessarily all by the same route. Broadband communications are packet switched, like the Internet. Indeed, telecommunications and computer communications are converging.

Moreover, broadband communications can be accessed wirelessly. Signals fed to a “hub” through fiber or by satellite are broadcast from towers or local hubs, such as those in Internet cafes, hotels, and airports. No one knows exactly which technologies will be the best for broadband in the long run. But no matter which technology is chosen, there must be a way for signals to reach the hub before they are delivered “the last mile.” Hubs are usually fed by fiber optics, cable, or satellite. Cell phone towers are designed for minimal bandwidth. The broadband-enabling technology remains expensive and not widely available.

Today, we have a global crisis in education. We have no shortage of people. What we are short of—everywhere—is people with the sufficient technical training and education to support the increasingly science and technology dependent societies of the twenty-first century.

These are the people who design, develop, and maintain society’s infrastructure: its roads, its agriculture, its schools, its clinics, its power, and telecommunications



networks. And even more important, perhaps, they are the professors and researchers who generate and propagate the knowledge, and even more importantly perhaps, the science and the technology, that are essential in every aspect of life and that are the driving force of today's successful economies.

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For many years, talented students have traveled from less-developed to more-developed countries to fulfill their educational aspirations. But herein lies a paradox: sending its best students to be educated in more developed countries often exacerbates a country's problems because the education itself—be it a teacher's certificate, a nursing degree, or a PhD—makes it easier to find employment and often a more prosperous life in a developed country. So this "brain drain" has robbed—and is continuing to rob—many countries of their educated people.

We hear increasing talk of "brain circulation" rather than "brain drain." The notion is that educated citizens of the world of tomorrow will spend time in their lives both at home and in many other countries, according to their interests and opportunities. This hopeful vision is predicated on the realization of Friedman's flat world: the global equalization of educational and economic opportunities.

I believe that the colleges, universities, and research institutes of every country play a central role in addressing society's educational needs, contributing to creating knowledge, and accelerate economic development. In this context, interactions between the academic sectors of developed and developing nations constitutes a markedly underused resource.

A month ago, at the end of April, U.S. Secretary of State Rice and Secretary of Education Spellings, together with USAID Administrator Fore, convened a conference of university presidents to discuss innovative approaches to interactions among universities worldwide. It brought together more than 200 presidents of premier universities from around the world, as well as representatives of many companies, among them Intel, Microsoft, Motorola, and Cisco, all involved in creating the extraordinary contemporary hardware and software that can be used to bring together professors, students, and researchers from different countries on different continents.

Discussions ranged from the hardware and software that facilitate interactive learning and research at a distance to innovative university-based programs and industry-academic collaborations that combine information access, science, engineering, and local resources to build national and international businesses in less developed countries. But whether it is teaching, collaboration, or simply access to data, it is evident that broadband access is a must—everywhere.



In April of 2006, broadband was available in 166 countries—twice as many as four years earlier. This includes low-income countries like Ghana and Rwanda. One reason for this rapid expansion is rapidly decreasing prices. Broadband tariffs were reduced by 40% between 2004 and 2006. A continuation of this development could make broadband affordable for major parts of the population in developing countries (ITU, 2006). Fifty percent of Beijing’s population is connected to the Internet, and of these, 64% use broadband connections.

Broadband gives nations a significant economic advantage. Countries that are key destinations for business investment today, including India, Malaysia, and the Philippines, have been active in developing national broadband deployment plans. India is in the process of connecting all of its universities in a single network for data sharing and collaboration—part of its effort to transform itself into a knowledge society.

In order to capitalize on the advantages of broadband access, countries need to develop broadband infrastructure deployment plans and advance policies to implement them. There are barriers: political, educational, and financial. This brings me to the observation that this commission can facilitate discussions to help countries shape the kinds of policies that will support and promote broadband access as a prerequisite for making best use of the Internet and contemporary interactive technologies for education, research, and economic development, much as they are doing with, for example, the panel on broadband on Tuesday. The Science, Technology, and Innovation Policy Reviews offered by UNCTAD¹ could also play an important role here.

Bringing together government officials, donor organizations, telecommunications providers, local businesses, community organizations, and academia is important in both developing and implementing policies. Regional collaborations can also be advantageous. With its many stakeholders, this commission has an opportunity to bring together the actors who can make a difference.

It is essential for governments to work with providers to develop mechanisms to assure affordable access to schools, colleges, universities, and research institutes, and institutions that provide health care, as well as libraries. And it isn’t enough just to install systems, it is essential to train people to maintain them. Cisco Systems has developed academies around the world, a surprisingly large fraction of whose graduates start their own businesses. Universities, however, need to build expertise in computer science and information systems, as well.

¹**UNCTAD:** United Nations Conference on Trade and Development



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Governments need to ensure a pro-competitive policy and regulatory framework to encourage private sector investment in broadband infrastructure. And this framework should be technology-neutral. In addition, increased spectrum allocation for advanced wireless services would help expand broadband access.

Another useful discussion is how to educate consumers in business, industry, and academia in order to build markets that will bring down prices.

In conclusion, through its ability to facilitate the sharing of information, success stories, analysis, and best practices, the CSTD² has a major role to play in helping governments to develop the expertise to create and implement policies and incentives that will promote and support the development of broadband infrastructure. As well, it can contribute in assuring that educational and research organizations have the access that they need, and to educating citizens in the value of participating in the global knowledge society of today and tomorrow.

²**CSTD:** United Nations Commission on Science and Technology for Development



- 21 Which quote exemplifies the information in the selection?
- A “Collaborating—whether in research or business or any other domain—once meant communicating by telephone and mail and occasionally traveling to a distant site.”
 - B “Medicine and medical education are also being revolutionized by the Internet. Basic health information is more freely available than ever before, training can be done at a distance and telemedicine allows far away experts not only to diagnose, but even to perform surgery.”
 - C “Countries that are key destinations for business investment today, including India, Malaysia, and the Philippines, have been active in developing national broadband deployment plans.”
 - D “Through its ability to facilitate the sharing of information, success stories, analysis, and best practices, the CSTD has a major role to play in helping governments to develop the expertise to create and implement policies and incentives that will promote and support the development of broadband infrastructure.”
- 22 According to the selection, what effect would greater worldwide broadband access likely have on the “brain drain”?
- A More talented individuals would be able to stay in their home countries to be educated and work.
 - B American universities would be forced to make budget cuts due to decreased enrollment.
 - C The demand for candidates for low-skill, low-wage jobs in Third World countries would decrease.
 - D Governments of Third World countries would be subject to greater challenges due to demands for technology.



- 23 Based on the context of the selection, what does the phrase “being revolutionized by the Internet” mean in paragraph 6?
- A The Internet is creating rapid change in several industries and areas.
 - B The Internet is combating old ways of thinking in favor of new ones.
 - C The Internet has created a new world of knowledge.
 - D The Internet has become a location for the sharing of information across nations.
- 24 What effect does the use of the phrase “even metaphorically” have at the end of paragraph 7?
- A It is implying that the statement is literally true.
 - B It is balancing the highly literal language in the selection.
 - C It emphasizes the point that all people are still not on even economic or educational footing.
 - D It provides transition to a definition and discussion of the difference between circuit-switched and packet-switched access to information.
- 25 What does the word *exacerbates* mean in paragraph 13?
- A increases
 - B relieves
 - C overstates
 - D reiterates



- 26 In paragraph 23, what does the author mean when she argues that governments adopt a “pro-competitive policy”?
- A Governments should encourage competition between nations to encourage brain circulation.
 - B Governments should encourage competition among institutions of higher learning to ensure top-notch education.
 - C Governments should encourage competition among individuals to ensure entrepreneurship and faster development.
 - D Governments should encourage competition among industry leaders in committing resources to the development of the broadband infrastructure.
- 27 According to details in the selection, how does the author reveal the evolution of the Internet?
- A She describes the Internet as a repository of information that has evolved in many nations which, in turn, has made the nations competitive in a global market.
 - B She emphasizes the use of libraries in the past as compared to modern day, and she reiterates the importance of global competitiveness through the implementation of technology.
 - C She gives examples of prior methods of information storage and sharing while emphasizing the changes the Internet has created in these areas, along with the impact of these changes on global competition.
 - D She shares anecdotal stories of the methods many nations used to store information, and she follows those stories with the importance of sharing information across national borders to support global markets and trade.



- 28 What is the purpose of the author making reference to Tom Friedman’s popular book *The World is Flat*?
- A The ideas in Friedman’s book serve as a bridge between the positive aspects of technology that the author mentions and the issues that still need to be addressed.
 - B The author uses the basic premise of Friedman’s book to establish a metaphor that she repeatedly references throughout her selection.
 - C The author uses Friedman’s book, one with which many would be familiar, to set up a premise that she intends to refute later in the selection.
 - D The popularity of Friedman’s book allows the author to link Friedman’s ideas to her own, lending credibility to her arguments.
- 29 How does the author attempt to prove that “broadband gives nations a significant economic advantage”?
- A She uses quotations from several experts in her field to support her point.
 - B She creates a logical argument with a major and minor premise that asserts this particular conclusion.
 - C She reaches this conclusion by relying on and extending previous anecdotal arguments.
 - D She demonstrates the proof of this claim by using the organizational principle of arrangement according to importance.



The question you read next will require you to answer in writing.

- 1. Write your answer on separate paper.**
- 2. Be sure to write your name on each page.**

30 Identify the author's point of view in the selection and analyze how the author uses rhetoric to advance her point of view. Include two examples from the text to support your answer.

This is the end of the English Language Arts III test.

- 1. Look back over your answers.**
- 2. Put all of your papers inside your test book and close the test book.**
- 3. Stay quietly in your seat until your teacher tells you that testing is finished.**

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<http://www.gutenberg.org/ebooks/29345> (04/04/2012).

Excerpt from "Education for the Twenty-First Century Knowledge Society" by Nina V. Fedoroff, PhD, posted May 26, 2008. <http://2001-2009.state.gov/g/stas/2008/105625.htm> (03/16/2012).



**English Language Arts III
RELEASED Form
Spring 2013
Answer Key**

Item number	Type	Key	Primary Standard(s)
1	MC	D	RL — Reading: Literature
2	MC	A	L — Language
3	MC	A	RL — Reading: Literature
4	MC	C	RL — Reading: Literature
5	MC	B	RL — Reading: Literature
6	MC	A	RL — Reading: Literature
7	MC	B	RL — Reading: Literature L — Language
8	MC	B	RL — Reading: Literature
9	MC	D	L — Language
10	CR	Rubric	W — Writing RL — Reading: Literature
11	MC	B	RL — Reading: Literature
12	MC	B	L — Language
13	MC	B	RL — Reading: Literature
14	MC	D	RL — Reading: Literature
15	MC	C	RL — Reading: Literature
16	MC	A	L — Language
17	MC	C	RL — Reading: Literature
18	MC	D	RL — Reading: Literature
19	MC	C	RL — Reading: Literature
20	CR	Rubric	W — Writing RL — Reading: Literature
21	MC	D	RI — Reading: Informational Text



Item number	Type	Key	Primary Standard(s)
22	MC	A	RI — Reading: Informational Text
23	MC	A	RI — Reading: Informational Text
24	MC	C	RI — Reading: Informational Text
25	MC	A	L — Language
26	MC	D	RI — Reading: Informational Text
27	MC	C	RI — Reading: Informational Text
28	MC	A	RI — Reading: Informational Text
29	MC	B	RI — Reading: Informational Text
30	CR	Rubric	W — Writing RI — Reading: Informational Text

Item Types:

MC = multiple choice

CR = constructed response

Note about selections:

Reading for literature texts can be stories or poems.

Reading for informational texts can be scientific, historical, economic, or technical.

Language and writing items may be associated with reading for literature or informational texts.