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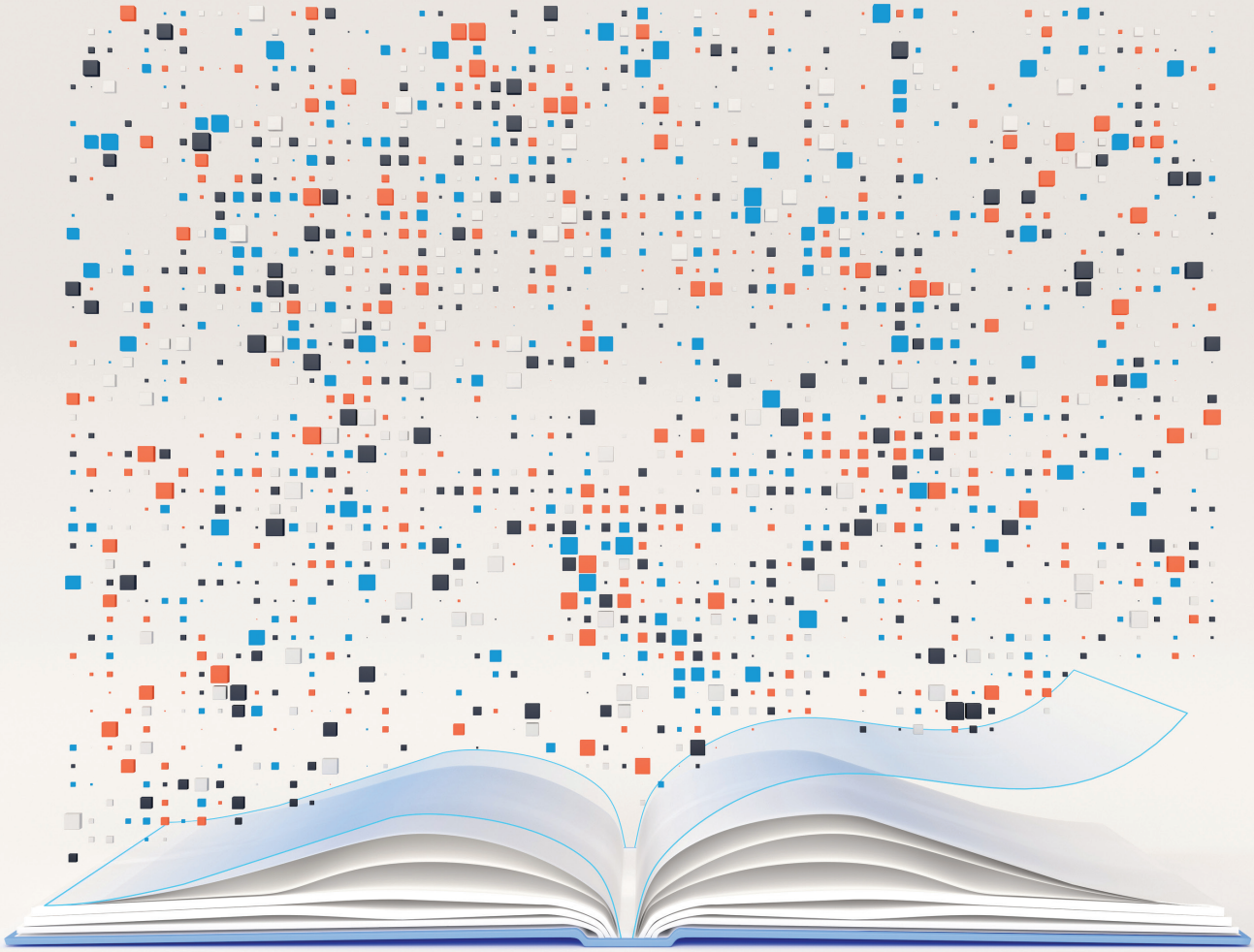
Reading

Level E

Sampler

A Tutor™ for CASAS Reading GOALS 2 Workbook



- Companion workbook to *A Tutor™ for CASAS Reading GOALS 2 Student Edition*
- Additional practice items aligned to CASAS Reading GOALS 2 and CCRS

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ISBN: 979-8-89141-082-4

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Printed in the U.S.A.

351 PX2040 34 33 32 31 30 29 28 27 26 25

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About CASAS Reading GOALS 2

The CASAS Reading GOALS 2 tests measure vocabulary skills and reading comprehension skills. The reading passages are relevant to adult lives and reflect real-world and work-related themes. Passages may include forms, charts, tables, graphs, texts, signs, ads, labels, and diagrams that address real-life or workplace topics. Test items are multiple-choice with four answer options. Reading passages may have multiple items.

The CASAS Reading GOALS 2 tests align with the College and Career Readiness (CCR) Reading Standards for Adult Education and the CASAS Competencies.

CASAS Reading GOALS Level E Blueprint

Level D Content Areas	Percentage of Coverage	CCR Standard
Vocabulary	24%	RI 4
Details	9%	RI 9
Main Idea	12%	RI 2 RI 6
Inference	26%	RI 1
Point of View and Supporting Evidence	29%	RI 6 RI 8

CCR Standard Reading Strand Key

RI 1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
RI 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
RI 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
RI 6: Assess how point of view or purpose shapes the content and style of a text.
RI 8: Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
RI 9: Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Using *A Tutor™ for CASAS Reading Goals 2 Workbook*

A Tutor™ for CASAS Reading GOALS 2 Level D E: Workbook is designed to be used hand-in-hand with the *A Tutor™ for CASAS GOALS 2 Reading Level DE: Student Edition.* The student editions include instruction and practice for the College and Career Readiness (CCR) Standards assessed on the CASAS Reading GOALS 2 tests.

Practice Sets

A Tutor™ for CASAS Reading GOALS 2 Level D E: Workbook includes practice sets for each lesson in *A Tutor™ for CASAS Reading GOALS 2 Level D E: Student Edition*. Each practice set provides additional items similar to those found on the CASAS Reading GOALS 2 Level D E.

- Use the practice sets after completing the corresponding student edition lesson if you feel you need additional practice.
- Use the practice sets after completing the unit reviews in the student edition for areas that need review and improvement.

Unit Reviews

A Tutor™ for CASAS Reading GOALS 2 Level E: Workbook unit reviews allow you to check your understanding of the skills presented in each unit. Use the corresponding Unit Review Analysis Charts on pages 73–77 to identify strengths and weaknesses. These charts will help you determine if you need to go back to any of the lessons before continuing.

Answers and Explanations

A Tutor™ for CASAS Reading GOALS 2 Level E: Workbook includes explanations for the correct answers to all items. After completing a practice set or unit review, check your answers on pages 66–72. For each item answered incorrectly, read the provided explanation to help you rework the item to obtain the correct answer.

Test-Taking Tips

- Read the directions very carefully, even if you think you know the correct answer.
- Answer all of the questions. If you cannot find the right answer, rule out the answers that you know are wrong. Then try to figure out the right answer. If you still do not know, make your best guess.
- If you cannot figure out the answer on the paper-and-pencil test, put a light mark by the question number on the answer sheet and come back to it later. Erase your marks before you finish. If you cannot figure out the answer on the online test, flag the item for review.
- Do not change an answer unless you are sure your first answer is wrong. Usually, your first idea is the correct answer.
- If you get nervous, stop for a while. Take a few breaths and relax. Then start working again.

Practice 1 Context Clues

9-10.RI.4

Read the article. Then answer the questions.

Understanding Peanut Allergy

Peanut allergy is a dangerous condition that affects more than a million children in America. The condition accounts for a majority of dangerous food-related allergic reactions. The severity of these reactions makes it an important condition to understand and diagnose.

A severe allergic reaction, called anaphylaxis, occurs when the body's immune system misidentifies a protein as a harmful substance. Researchers have identified at least seven proteins in peanuts that trigger inflammatory responses. In the worst scenarios, patients' airways become so swollen they are unable to breathe. Within minutes, they suffer hypoxia and lose consciousness. If breathing is not restored, their organs begin to fail, and the patient may die.

Patients with a peanut allergy may present a number of disparate symptoms before they are diagnosed. Nearly 90 percent of patients' first symptoms are hives or other skin irritation. About 40 percent have difficulty breathing. About 25 percent have vomiting, diarrhea, or stomach cramps. And four percent have cardiovascular symptoms, such as an irregular heartbeat. Of course, many patients show multiple symptoms.

Diagnosing a peanut allergy, or any food allergy, begins with a medical exam and a discussion of the patient's medical history. It may not be clear whether the patient has a food allergy, or which food is causing the symptoms. Doctors may ask patients to keep a food diary and systematically eliminate different foods from their diet. This method of mapping symptoms to food intake can help identify what food is causing the reaction.

There are two types of medical tests doctors also may use. The first is a skin test. A small amount of food allergen is placed on the patient's skin, and then the skin is pricked with a needle. An allergic reaction would create a raised, red bump on the skin. Doctors can also test blood samples for immunoglobulin E (IgE) antibodies. A high amount of these proteins indicates the patient likely had an allergic reaction.

1 Read the sentence.

A severe allergic reaction, called anaphylaxis, occurs when the body's immune system misidentifies a protein as a harmful substance.

Which context clue from the sentence *best* explains the meaning of anaphylaxis?

A. "a harmful substance"

B. "a protein"

C. "the body's immune system"

D. "a severe allergic reaction"

2 Read the sentence.

A severe allergic reaction, called anaphylaxis, occurs when the body's immune system misidentifies a protein as a harmful substance.

Which of these *best* explains the meaning of misidentifies?

A. identifies before

B. wrongly identifies

C. identifies after

D. identifies again

3 Read the sentence.

Within minutes, they suffer hypoxia and lose consciousness.

Which of these *best* explains the meaning of hypoxia?

A. a lack of oxygen reaching the tissues of the body

B. too much blood damaging the body's organs

C. a lack of water throughout the body

D. an increased amount of antibodies

4 Which context clue *best* supports your answer to item 3?

A. "inflammatory responses"

B. "unable to breathe"

C. "Within minutes"

D. "irregular heartbeat"

5 Read the sentence.

Patients with a peanut allergy may present a number of disparate symptoms before they are diagnosed.

Which word means about the same as disparate as it is used in the sentence?

A. unsafe **B.** similar

C. different **D.** mysterious

6 Read the sentence.

And four percent have cardiovascular symptoms, such as irregular heartbeat.

Which of these *best* explains the meaning of cardiovascular?

A. related to the stomach and digestive tract

B. related to the heart and blood vessels

C. caused by difficulty breathing

D. hives or other skin irritation

7 Read the sentence.

Doctors may ask patients to keep a food diary and systematically eliminate different foods from their diet.

Which word means about the same as systematically as it is used in the sentence?

A. mutually **B.** knowingly

C. methodically **D.** irregularly

Read the article. Then answer the questions.

Heat Exhaustion and Heatstroke

1 You are out hiking with friends on a hot day, and suddenly one of them appears to be nauseous and begins acting strangely and disoriented. What is wrong, and what can you do to help?

2 Your friend might be suffering from heat exhaustion or heatstroke. Being aware of the symptoms of these conditions, understanding the differences between them, and knowing what to do if they occur, enable you to deal with these medical emergencies that could have serious, life-threatening consequences.

3 Heat exhaustion is caused by too much physical exertion in a hot environment. It can strike suddenly or build up over a prolonged period of time. It is often the result of sweating heavily and becoming dehydrated (losing too much body fluid).

4 Symptoms of heat exhaustion include dizziness; faintness; fatigue; muscle cramps; headache; nausea; intense sweating; a weak, rapid pulse; low blood pressure after standing; and cool, damp skin. Heat exhaustion should be dealt with immediately, because if left unaddressed it can lead to heatstroke, which can be fatal.

5 If you are in the presence of someone you think is experiencing heat exhaustion, quickly take the following steps. Get the person out of the heat and move him or her to someplace that is shady or air-conditioned. Have the person lie down, slightly elevate his or her legs and feet, and loosen or remove any heavy or tight clothes. Have the person drink cool water—do not let him or her drink anything with caffeine or alcohol—and try to cool the person off by fanning him or her or spraying or sponging the person with cool water. Monitor the person, and if he or she does not improve in about an hour, call a doctor. If the person gets worse, contact 911. Be especially alert for more severe symptoms that indicate the much more serious condition of heatstroke.

6 Heatstroke occurs when a person's body temperature rises quickly and the person is not able to cool down. It can happen as a result of strenuous activity in the heat or from spending too much time in the heat. Because it can cause brain damage or injure other organs, heatstroke can be life-threatening. Indications that someone might be experiencing heatstroke include flushed skin; rapid breathing; rapid pulse; headache; nausea; vomiting; hot, dry skin or heavy sweating; fainting; confusion; agitation; slurred speech; and a fever of 104°F or higher.

7 If you think someone is experiencing heatstroke, call 911. Next, move the person out of the heat, remove unneeded clothing, and cool him or her down any way you can. This can include sponging or misting the person with cool water; putting ice packs on his or her armpits, neck, and groin; spraying the person with a hose; putting him or her in cool water; and covering the person with moist sheets or towels. If he or she is able to drink, have the person rehydrate by drinking cool water. Do not let him or her drink beverages that contain alcohol, caffeine, or a lot of sugar, and do not let the person drink anything that is very cold because this can lead to stomach cramps.

8 Read the sentence.

You are out hiking with friends on a hot day, and suddenly one of them appears to be nauseous and begins acting strangely and disoriented.

Which context clue from the sentence best explains the meaning of disoriented?

A. "out hiking"

B. "on a hot day"

C. "nauseous"

D. "acting strangely"

9 Read the sentence.

Being aware of the symptoms of these conditions, understanding the differences between them, and knowing what to do if they occur, enable you to deal with these medical emergencies that could have serious, life-threatening consequences.

Which word means about the same as consequences as it is used in the sentence?

A. results

B. sickness

C. emergencies

D. differences

10 Read the sentence.

Heat exhaustion is caused by too much physical exertion in a hot environment.

Which of these *best* explains the meaning of exertion?

A. physical inaction

B. energetic movement

C. high temperature

D. heavy sweating

11 Read the sentence.

Heat exhaustion should be dealt with immediately, because if left unaddressed it can lead to heatstroke, which can be fatal.

Which of these *best* explains the meaning of unaddressed?

A. dealt with before

B. dealt with after

C. dealt with during

D. not dealt with

12 Read the sentence.

Monitor the person, and if he or she does not improve in about an hour, call a doctor.

Which word has the opposite meaning of monitor?

A. check on

B. oversee

C. ignore

D. call

13 Read the sentence.

If he or she is able to drink, have the person rehydrate by drinking cool water

Which of these *best* explains the meaning of rehydrate?

A. to restore fluid

B. to take out fluid

C. to add too much fluid

D. to avoid fluid

Practice 4 Determine Main Idea

9-10.RI.2

Read the article. Then answer the questions.

How Doppler Radar Works

1 Hurricanes, blizzards, thunderstorms, tornados—the atmosphere is full of dangerous weather patterns. Sometimes they seem to appear out of nowhere, and other times they slowly move over an area leaving destruction in their wake. Over the years, meteorologists have developed technologies to find and track these weather systems. One of the most important developments has been Doppler radar.

2 Radar systems, developed in the 1930s by British physicist Robert Watson-Watt, detect matter in the atmosphere by using radio waves. In fact, radar is an acronym for "radio detection and ranging." They emit beams of radio waves from an antenna. When the beams hit matter in the atmosphere, the energy scatters in all directions. However, some of the energy is reflected back toward the radar device. The radar antenna detects the energy and creates an image of it on a display.

3 Radar can detect both the size of an object and its distance. Larger objects reflect greater amounts of energy. The side of a mountain reflects more energy than an airplane, which reflects more energy than a raindrop. Also, radar devices measure the amount of time it takes for the radio wave to transmit and return. This tells the device how far away the object is.

4 In 1964, the National Severe Storms Laboratory began looking into Doppler radar. Doppler radars use the Doppler effect to measure the motion of a storm. In 1842, Austrian physicist Christian Doppler was the first to explain mathematically how sound changes when it is moving. When an object emitting a noise—for example, a car with a loud stereo—moves toward someone, the noise signals become compressed and higher pitched. As the object moves away, the noise signals become stretched out and lower pitched.

5 Doppler radar can determine not just the direction an object is moving but also its speed. Doppler radar looks at the radio waves returning after they have struck an object. If the radio waves are compressed, the object is moving toward the radar device. If the waves are stretched out, the object is moving away. Computers analyze the nature of the compression to determine the object's speed.

6 The length of each burst of energy is infinitesimally small. If a single second were divided into 100 million units, a Doppler radar signal would last for 157 of those units, or 0.00000157 seconds. However, the device "listens" for 99,843 of those units, or 0.00099843 seconds. This means for every hour the Doppler radar operates, 7 seconds are spent sending signals while the remaining 59 minutes and 53 seconds are spent listening for signals that return.

7 The National Weather Service uses Doppler radar to constantly scan the skies for precipitation. Computers control the angle of the radar antenna as it rotates. The computer then knits together the images from the different angles, or "slices," to create a three-dimensional image of the local atmosphere. Even with today's advanced computer technology, it can take four to six minutes for a Doppler radar system to complete a scan. Then the radar repeats the process to update the data.

1 Which of these is the main idea of the article?

A. The atmosphere is full of dangerous weather patterns.

B. Dangerous weather can suddenly appear and cause lots of damage.

C. Doppler radar is an important technology for tracking dangerous storms.

D. Meteorologists have developed different technologies over the years.

2 Which of these is the main idea of paragraph 2?

A. Radar is an acronym for "radio detection and ranging."

B. Radar uses radio waves to detect matter in the atmosphere.

C. Robert Watson-Watt developed radar in the 1930s.

D. The radar antenna detects the energy.

3 Which of these is the main idea of paragraph 3?

A. Radar measures the amount of time it takes for the radio wave to return.

B. Larger objects reflect greater amounts of energy.

C. The side of a mountain reflects more energy than an airplane.

D. Radar can detect the size of an object and its distance from the radar.

4 Which of these is the main idea of paragraph 4?

A. Christian Doppler was an Austrian physicist in 1842.

B. Doppler radars use the Doppler effect to measure a storm's motion.

C. Scientists have occasionally looked for ways to improve the technology.

D. When an object is moving, it emits a compressed, higher-pitched noise.

5 Which of these is the main idea of paragraph 5?

A. Doppler radar can determine both the direction an object is moving and its speed.

B. Computers can refine the calculations used in Doppler radar.

C. If radio waves are stretched out, the object is moving toward the radar device.

D. If the radio waves are compressed, the object is moving away.

6 Which of these is the main idea of paragraph 6?

A. For each hour of operation, Doppler radar sends out and receives 100 million signals.

B. Doppler radar signals last for a very small amount of time.

C. Doppler radar listens for 0.00099843 seconds.

D. Doppler radar spends more time listening for signals to return than sending signals out.

7 Which of these is the main idea of paragraph 7?

A. The angle of the radar antenna determines what part of the sky is scanned.

B. The complete image is composed of several slices of data.

C. A complete scan of the sky can take four to six minutes.

D. Doppler radar constantly scans the sky to have up-to-date data.

Read the article. Then answer the questions.

Finding the Right Childcare Provider

1 Whether you are a new parent or have moved to a new area, it can be tough to find childcare. However, resources are available, and the difficult task can be made easier with a plan.

2 The first step is to make a list of providers in the area. An Internet search may produce an adequate list. However, not every childcare provider has a website. Many cities have businesses—called Child Care and Resource Referral (CCR&R) agencies—that specialize in matching families with childcare options. Local school districts and business groups, like chambers of commerce, can also be a good place to start.

3 CCR&R agencies not only list local providers, but they also stay up to date on state and local regulations, licensing requirements, and safety standards. They can help you with questions like these:

- What are the licensing requirements and regulations in my area?
- Are health and safety inspection reports available?
- Are childcare providers scored or ranked for their quality and safety?
- Which providers are nationally accredited?
- Does my family qualify for childcare financial assistance?

4 After you have a list of local providers and an understanding of regulations and standards in your area, gather that information from providers. Start with health and safety inspection reports. Regulations differ from state to state, but many providers are subject to regular inspections. Reports will tell you whether those inspections turned up violations and whether the violations were addressed.

5 In addition to baseline safety standards, look at state quality ratings and national accreditation. Some states require licensed providers to participate in a quality rating and improvement system (QRIS). QRIS considers a number of measures, such as training, financial assistance, and other supports. National accreditation is a way for providers to gain recognition for meeting more stringent standards put out by a national organization.

6 If you have not already, rank your list of childcare providers based on health and safety reports as well as quality and accreditation measures. Then start calling or emailing these providers to find out if they have space available, what their hours of operation are, what their costs are, and if scholarships are available.

7 There is still one more important step before making a final decision, and that is touring the facilities to make your own observations. Narrow your list to less than a handful of providers and contact them to arrange visits. Pay close attention not just to what you see as you walk through, but also to what you hear, feel, and smell. Note both positive and negative issues. Consider the following questions:

- Are there any apparent safety or health concerns?
- How do the teachers talk and interact with the children?
- Are the facilities well-maintained?
- What activities are available?
- Is there a schedule or curriculum being followed?
- What is the child-to-staff ratio and the maximum group size?

8 Finding the right childcare for your family may seem daunting. But with the right plan, and some time and effort, you can find the provider that will suit your needs for years to come.

8 Which of these is the main idea of the article?

A. Most areas have childcare services available.

B. The difficult job of finding childcare services is made easier with a plan.

C. It is easy to find childcare services with or without a plan.

D. All childcare services are approximately the same.

9 Which of these is the main idea of paragraph 2?

A. You can search online for childcare providers in your area.

B. Some childcare providers may not have a website.

C. Local school districts are the best place to start looking for childcare.

D. Making a list of providers in the area is the first step to finding childcare.

10 Which of these is the main idea of paragraph 4?

A. Health and safety regulations differ from state to state.

B. The next step is to inspect the childcare providers for violations.

C. The next step is to start gathering information, beginning with health and safety inspection reports.

D. Many childcare providers are subject to inspections.

11 Which of these is the main idea of paragraph 5?

A. Nationally accredited programs meet standards above what states require.

B. Some states require licensed providers to participate in a quality rating and improvement system.

C. State quality ratings and national accreditation can provide additional information about childcare providers.

D. State quality ratings and national accreditation provide little information about childcare providers.

12 Which of these is the main idea of paragraph 7?

A. Touring facilities gives you a chance to make your own observations.

B. Touring facilities often requires an appointment.

C. Touring facilities is not necessary and often provides little useful information.

D. Touring facilities lets you see what activities are available to children.

13 Which of these *best* summarizes the article?

A. A plan to find childcare services is easy. Find a list of providers on the Internet. Look for a facility that is closest to where you live or work. Call to make an appointment. Take a tour of the facility.

B. A plan to find childcare services involves several steps. Gather information about providers and regulations. Collect inspection reports and other information about each provider. Take a tour of the facilities.

C. Child Care Resource and Referral (CCR&R) agencies can help match your needs with a childcare provider. If there is not a CCR&R agency in your area, you will have to do your own research to find a childcare provider.

D. When looking for a childcare provider, you should tour the facilities in your area that have national accreditation. Study available inspection reports before making a final decision.

Practice 7 Analyze Author's Purpose

9-10.RI.6

Read the article. Then answer the questions.

The Importance of Proper Etiquette

1 Eating is something we all do. Sometimes we eat alone, and sometimes we eat with friends and family. Then there are times when we share a meal with colleagues, coworkers, or even potential employers. While it never hurts to display good manners when eating or dining with others in a casual setting, following proper etiquette is essential in social business settings. Observing proper etiquette tells others you respect their time and are grateful for their attention.

2 Business meetings or conferences may have a reception or social hour. Sometimes a reception or social hour may be designed for professionals to mingle in a more relaxed setting. The first, and perhaps most important, rule is to watch what others are doing. Are most people seated at tables or standing? Are other people eating and drinking, and if so what?

3 If the purpose of the reception or social hour is to make connections with other people, it is important to follow certain steps to encourage those connections. First, keep at least one hand free. Offering a firm handshake is a basic greeting in most American business cultures. Second, do not interrupt others who are deep in conversation. And of course, when you do talk with others, make good eye contact and maintain other socially appropriate behaviors.

4 Business dinners are often more formal than a reception or social hour but not always. Consider the nature of the meeting, its location, who you are meeting with, and what will be discussed. Sharing a meal with your boss is different than a potential boss or client. Dining with one other person is different than with a table full of people. Like attending a social hour, it is important to watch others carefully and follow their lead.

5 When in doubt, it can help to follow generally accepted etiquette. Arriving on time is an important way of demonstrating you respect the other person's schedule. If, however, circumstances are beyond your control, be sure to let others know if you will be late for the meeting. If you arrive on time, but the other person has not, it is standard to wait 15 minutes before calling to check on his or her status.

6 There are dozens of rules to be aware of when participating in a formal dinner. For example, when you are unsure which utensil to use, start at the "outside" of the place setting and work inward. Also, do not order food that is too expensive or too messy. Eat with smaller bites than you might usually use, in case your turn to speak comes sooner than you had anticipated. In general, use the meal as a means to communicate to the other person you are paying attention to him or her and appreciate that person's time.

7 Note that the person you are dining with is not the only one you need to communicate with. Your server is an important part of the experience. A skilled server will help make the experience flow smoothly. Being respectful toward your server not only signals to your potential employer or client how you treat people, but it might also make you an ally.

8 Etiquette requires preparation and attention to detail. Following etiquette tells others you are grateful for their time and respect their opinion. The time you spend learning proper etiquette now will likely be worth the extra effort.

1 What is the author's purpose for writing this article?

A. to convince readers that good manners are separate from etiquette

B. to inform readers when dining etiquette can be ignored

C. to persuade readers that eating with others is important

D. to explain to readers proper etiquette and its importance

2 How does the author advance his or her purpose in paragraph 2?

A. The author refers to the historical significance of having receptions.

B. The author explains that a social hour can also be called a reception.

C. The author introduces the social hour and explains an important rule.

D. The author provides a quote from a leading authority on etiquette.

3 Which of these facts did the author avoid using in paragraph 3 because it does <u>not</u> support his or her purpose?

A. The fact that handshaking can spread germs.

B. The fact that people make connections with others at receptions.

C. The fact that handshaking is common in the United States.

D. The fact that many people attend social hours.

4 How does the author advance his or her purpose in paragraph 4?

A. The author compares and contrasts a social hour with a dinner.

B. The author explains the difference between casual dinners and business dinners.

C. The author notes details to consider when attending a business dinner.

D. The author cautions against having a formal dinner with your boss.

5 How does the author advance his or her purpose in paragraph 6?

A. The author argues some rules are not that important.

B. The author provides examples of some rules to follow.

C. The author compares how rules apply in different situations.

D. The author details the purpose of each utensil.

6 Based on information in the article, what activity should you avoid in formal business settings?

A. taking small bites

B. maintaining good eye contact

C. interrupting a conversation

D. shaking hands

7 Which sentence *best* supports the author's purpose?

A. "A skilled server will help make the experience flow smoothly."

B. "Being respectful toward your server not only signals to your potential employer or client how you treat people, but it might also make you an ally."

C. "Etiquette requires preparation and attention to detail."

D. "Following etiquette tells others you are grateful for their time and respect their opinion."

Read the text. Then answer the questions.

Excerpt from Barbara Jordan's Statement on Nixon's Articles of Impeachment

1 We have heard time and time again that the evidence reflects the payment to defendant's money. The President had knowledge that these funds were being paid and these were funds collected for the 1972 presidential campaign. We know that the President met with Mr. Henry Petersen 27 times to discuss matters related to Watergate, and immediately thereafter met with the very persons who were implicated in the information Mr. Petersen was receiving. The words are: "If the President is connected in any suspicious manner with any person and there be grounds to believe that he will shelter that person, he may be impeached."

2 Justice Story: "Impeachment" is attended—"is intended for occasional and extraordinary cases where a superior power acting for the whole people is put into operation to protect their rights and rescue their liberties from violations." We know about the Huston plan. We know about the break-in of the psychiatrist's office. We know that there was absolute complete direction on September 3rd when the President indicated that a surreptitious entry had been made in Dr. Fielding's office, after having met with Mr. Ehrlichman and Mr. Young. "Protect their rights." "Rescue their liberties from violation."

3 The Carolina ratification convention impeachment criteria: those are impeachable "who behave amiss or betray their public trust." Beginning shortly after the Watergate break-in and continuing to the present time, the President has engaged in a series of public statements and actions designed to thwart the lawful investigation by government prosecutors. Moreover, the President has made public announcements and assertions bearing on the Watergate case, which the evidence will show he knew to be false. These assertions, false assertions, impeachable, those who misbehave. Those who "behave amiss or betray the public trust."

4 James Madison again at the Constitutional Convention: "A President is impeachable if he attempts to subvert the Constitution." The Constitution charges the President with the task of taking care that the laws be faithfully executed, and yet the President has counseled his aides to commit perjury, willfully disregard the secrecy of grand jury proceedings, conceal surreptitious entry, attempt to compromise a federal judge, while publicly displaying his cooperation with the processes of criminal justice. "A President is impeachable if he attempts to subvert the Constitution."

5 If the impeachment provision in the Constitution of the United States will not reach the offenses charged here, then perhaps that 18th-century Constitution should be abandoned to a 20th-century paper shredder!

6 Has the President committed offenses, and planned, and directed, and acquiesced in a course of conduct which the Constitution will not tolerate? That's the question. We know that. We know the question. We should now forthwith proceed to answer the question. It is reason, and not passion, which must guide our deliberations, guide our debate, and guide our decision.

Barbara Jordan

8 What is the author's purpose for writing this text?

A. to inform readers about James Madison's contributions to the Constitution

B. to persuade readers that the president's actions were impeachable

C. to describe how the Constitution's impeachment clause works

D. to explain how reason is used to guide debate and decisions

9 How does the author advance her purpose in paragraph 1?

A. The author provides a quote from Justice Story about impeachment.

B. The author gives details about Henry Petersen's background.

C. The author explains how the impeachment clause handles the use of evidence.

D. The author describes evidence of how the president was connected to the Watergate defendants.

10 What fact does the author include to help advance her purpose in paragraph 2?

A. The author describes how the president directed others to break into a psychiatrist's office.

B. The author explains that the president never met Ehrlichman and Young.

C. The author argues the president had no knowledge of money paid to the Watergate defendants.

D. The author provides a quote from James Madison about impeachment.

11 How does the author advance her purpose in paragraph 3?

A. The author argues that the Carolina ratification convention does not apply.

B. The author provides evidence of how the president supported government prosecutors.

C. The author describes details about the government's lawful investigation.

D. The author explains how the president betrayed the public trust.

12 How does the author advance her purpose in paragraph 4?

A. The author details how the president committed perjury.

B. The author argues that the president attempted to subvert the Constitution.

C. The author describes James Madison's contributions to the Constitution.

D. The author provides a quote from the president about James Madison.

13 How does the author advance her purpose in the final paragraph?

A. The author poses a question that sums up concerns laid out in the previous paragraphs.

B. The author asks the president to answer her question about impeachment.

C. The author suggests no further deliberations or debates are necessary.

D. The author explains the answer to questions others have asked.