

## LA II Semester Final

Passage for questions 1 to 8:

**Give Your Ears a Break**

Chris, noticing his friend's attempts to get his attention, yanked out his earbuds and shouted, "What?" Chris' friend jumped back in alarm, "Hey! No need to shout!"

"Oh, sorry," said Chris. "Guess I had the volume a little loud." Chris realized why he had shouted, but he probably didn't realize the potentially permanent damage he was doing to his hearing.

According to the National Institute on Deafness and Other Communication Disorders, about 28 million Americans have hearing loss. Thanks to increased environmental noise, less time for the ears to recover, and the "pure sound" technology of digital music players, that number is expected to double by the year 2030.

Every day we experience sounds in our environment from sources such as televisions, radios, washing machines, automobiles, buses, and trucks. But when an individual is exposed to harmful sounds—sounds that are too loud or loud sounds over a long time—sensitive structures of the inner ear can be damaged, causing noise-induced hearing loss (NIHL).

**Which Sounds Cause NIHL?**

NIHL can be caused by one-time exposure to loud sound as well as by repeated exposure to sounds at various loudness levels over an extended period. The loudness of sound is measured in units called decibels. For example, normal conversation is approximately 60 decibels, the humming of a refrigerator is 40 decibels, and heavy city traffic noise can be 85 decibels. Examples of sources of loud noises that cause NIHL are motorcycles, firecrackers, and rock concerts, all of which produce sounds that range from 120 to 150 decibels. However, sounds below 80 decibels, even of long duration, are unlikely to cause hearing loss.

Exposure to harmful sounds causes damage to the sensitive hair cells of the inner ear as well as the hearing nerve. These structures can be injured by two kinds of noise: loud impulse noise, such as an explosion, or loud continuous noise, such as that generated in a woodworking shop.

**What Are the Effects of NIHL?**

Impulse sound can result in immediate hearing loss that may be permanent if the structures of the inner ear are severely damaged. This type of hearing loss may be accompanied by tinnitus—a ringing, buzzing, or roaring in the ears or head, which may diminish over time.

Continuous exposure to loud noise can also damage the structure of the hair cells. This results in hearing loss, which could be temporary or permanent. For example, immediately after a loud concert, you may experience muffled hearing or ringing in your ears. This is caused by the stress placed on the hair cells. After a few hours or days, the ringing diminishes and hearing returns to normal. However, if you attended another loud concert the next day or spent the next day mowing the lawns and vacuuming, the probability of permanent hearing loss would increase dramatically.

**Who Is Affected by NIHL?**

More than 30 million Americans are exposed to hazardous sound levels on a regular basis. Exposure occurs in the workplace, in recreational settings, and at home. Noisy recreational activities include target shooting and hunting, snowmobiling, riding go-carts, woodworking, and other noisy hobbies. Harmful noises at home include those made by vacuum cleaners, garbage disposals, gas-powered lawn mowers, leaf blowers, and shop tools. It makes no difference where

a person lives—both urban and rural settings offer their own brands of noisy devices on a daily basis.

Added to this are the increased volume in movie theaters (topping 120 decibels at times) and the maximum volume available on digital music players (105–120 decibels). Personal listening devices send sound directly down the ear canal. Repeated exposure at maximum levels for more than 28 seconds per day can cause permanent damage. It is estimated that about 5.2 million children in the United States between the ages of 6 and 19 have permanent hearing loss due to loud music and other sources. In response to complaints, one prominent manufacturer has made software available that lets users set maximum volume limits on their digital music players.

### Can NIHL Be Prevented?

NIHL is preventable. These steps will help you maintain good hearing.

1. Wear earplugs when you are exposed to high noise levels. Above 85 decibels is considered high.
2. Turn down the volume on personal listening devices, and, when surrounded by loud noise, don't give your ears a double dose; give them a break.
3. Use headphones that shut out external noise so you are not competing to hear.
4. Rest up. Ears need about 18 hours after exposure to loud noise before hearing returns to normal.
5. Go to an audiologist, a doctor who can identify and measure hearing loss. You may need a hearing test.

1) Read the sentence from the passage.

"This type of hearing loss may be accompanied by tinnitus—a ringing, buzzing, or roaring in the ears or head, which may diminish over time."

In which category does the word *tinnitus* belong?

- a. a financial measure
  - b. a medical diagnosis
  - c. a musical term
  - d. a brand name
- DOK 2

2) According to the passage, why did one manufacturer create software that let users limit the volume on their music players?

- a. It had received numerous customer complaints.
- b. It was forced to comply with a new federal law.
- c. Its music players were marketed primarily to children.
- d. It wanted to improve the quality of sound in its players. DOK 1

3) How does the author emphasize the harmful effects of loud noise?

- a. by relating stories of hearing loss sufferers
  - b. by relating personal experience
  - c. by reporting data on hearing loss
  - d. by the use of overly emotional language
- DOK 2

- 4) In which situation is a person MOST LIKELY to suffer NIHL?
- a. living and working in an urban area
  - b. listening to amplified music regularly without ear protection
  - c. using a personal listening device especially on low volumes
  - d. hearing ringing in the ears after exposure to a sound lower than 80 decibels
- DOK 2
- 5) Which fact supports the author's argument that personal listening devices can cause hearing loss?
- a. Hair cells in the ear are sensitive to loud noise.
  - b. Users often fail to follow operating instructions.
  - c. Earbuds may be positioned incorrectly in the ear.
  - d. Maximum volume levels can reach 105–120 decibels.
- DOK 2
- 6) What is the purpose of the questions that appear before each section of the passage?
- a. to guide the reader's purpose for reading
  - b. to emphasize important techniques used by the author
  - c. to divide the information into readable segments
  - d. to encourage the reader to think beyond the facts
- DOK 3
- 7) What should a person do after being exposed to loud noise for an extended period?
- a. take a hearing test
  - b. allow the ears to rest
  - c. wear headphones when listening to music
  - d. insert earplugs into the ear canal
- DOK 2

- 8) Read the sentence from the passage.

"This type of hearing loss may be accompanied by tinnitus—a ringing, buzzing, or roaring in the ears or head, which may diminish over time."

Which BEST defines the word *diminish* as it is used above?

- a. decrease in volume or frequency
  - b. make smaller or narrower in size
  - c. make thinner or fragile in width
  - d. lessen the authority or power of
- DOK 2

Passage for questions 9 to 25:

**The Winter Thaw**  
*by Robert Lindsey Nassif*

For as long as the sixteen-year-old boy could remember, there had been a wall—a long, low wall of loosely stacked stones that divided his family's hundred acres of land from the land of their nearest neighbors, the Rydens. Though James Givens had never actually spoken to any of the Rydens, he had seen them from a distance and had always been told that they began the wall

over a property dispute in the 1850s, nearly half a century before. No one could honestly recall the exact facts surrounding the disagreement. Any information on the circumstances was nebulous at best, so James and his family had created their own versions of the reasons for the dispute. In response to the establishment of the wall, the Givens family had added stones to the barrier, building it higher and higher through the decades.

Now the wall was snow-dusted, with melting icicles that steadily dripped on the snow-covered ground. It was the winter thaw—a time when the indecisive weather alternated above and below freezing, signaling the sap to rise from the maple tree roots where it had been safely stored through the harsh winter. The trees were awakening with the coming spring, reviving and renewing. In preparation for the spring harvest, the Givenses had drilled small holes in several hundred maple tree trunks and had then hammered in metal taps on which hung tin buckets that filled, drip by drip, with crystalline sap. Each day James tramped through the snow up to the hillside maple grove to check the buckets. Finally, the day arrived when James saw that the buckets were nearly full and ready to be harvested to make maple syrup. He ran back to the homestead and alerted his father and his brother, Alfred. They hitched a horse to their wagon and rode up the steep, muddy road to the sugar grove.

Reaching the hilltop, the men leaped from the wagon and began roving from tree to tree, gathering heavy buckets of sap that they hoisted onto the wagon bed. Then they hung empty buckets on the trees to gather more sap. As they harvested farther into the maple grove, they came near the stone wall. On the Rydens' side of the wall were hundreds more maples, also hung with buckets. James overheard Alfred mutter ruefully, "Those trees should be ours, not theirs." The men continued collecting sap buckets near the wall, half-dreading the possibility of encountering the Rydens, who would soon be collecting sap on their side of the division.

When the Givenses' wagon was filled with buckets, the men drove carefully down the rutty road to their sugarhouse—the shack in the valley where syrup was made. There, the precious sap would be poured into large metal evaporating troughs, then boiled down over a ferocious log-fueled fire. When distilled, the thousands of gallons of sap would produce hundreds of bottles of maple syrup—liquid gold. Then the Givenses would make the two-day wagon trip to Bennington, the nearest town, to sell the syrup, earning a large portion of their yearly income. Sap-gathering and syrup-making would consume their every waking hour for the next several weeks while the sap was running. The sap had to be processed within a day of collection, or it would become bitter and useless.

It was during supper on the third day of syruping that a messenger arrived on horseback with a letter from Mr. Givens' widowed sister in Bennington. A section of her roof had collapsed, being weakened by the weight of snow from a late-winter blizzard. "Elizabeth needs our help," said Mr. Givens to his sons as they sat at the table. "Alfred, you and I will take the train to Bennington tomorrow." Then he turned to James and put his hand on James' shoulder. "Son, I hate to leave you with those maple trees, but you know they hold half our family's income. Your brother and I are counting on you. Can you do it?" James nodded solemnly, swallowed hard, and assured his father that he could manage, though he knew that the task of gathering and processing thousands of gallons of sap before it spoiled would be all but impossible.

James' father and brother departed for Bennington before sunrise the next morning. As soon as they left, James hitched up the wagon and headed for the maple grove. There, in the pale pink light of dawn, James was alarmed to discover that the new sap buckets were already full and overflowing. James moved rapidly from tree to tree, hefting the heavy buckets and hauling them to the wagon bed. While he was driving the wagon down the hill to the sugarhouse, the front right wheel lurched into a rut in the road. With a loud crack, the wagon tipped sideways; hundreds of buckets of sap landed with a furious metallic din and splashed golden sap over the crisp, white ground. James was thrown from the wagon and landed in a large snowbank not far

from the stone wall. The horse reared, broke free of its reins, and charged down the hillside toward the barn.

James picked himself up and examined the wagon. The front axle of his family's only horse wagon was broken in half. The wagon was useless. He gripped his head in disbelief, unable to contain his shock and despair. He was running out of time; it would be impossible to harvest the maple sap before it spoiled. There would be no syrup to sell. His family would be ruined. In his head, James began to enumerate all the ways he was disappointing his family.

That's when James heard voices in the distance. He looked beyond the wall toward the Rydens' maple grove, where he saw three men and a woman collecting sap buckets on their property and hauling them to their horse wagon. James watched them as they moved through the sparkling white snow under a white morning sun like a shimmering mirage. He stood still for a few moments, wrapped in a whirl of thoughts as his frosty breath swirled about his head in the chilly air. James knew that with some help and supplies, his desperate situation could be reversed. He would not let pride and stubbornness destroy his family's livelihood. Gathering his courage, James began walking through the crunching snow toward a section of the wall that was only a couple of feet high. He stepped with surprising ease over the row of old stones to the other side. James would soon learn, to his surprise, that overcoming an old grudge required as little effort as overcoming the old stone wall.

9) Why does the author compare maple syrup to liquid gold?

- a. It can be used as a form of currency.
- b. It can be hardened into functional tools.
- c. It is worth a lot of money when sold at market. DOK 2
- d. It is mined from trees the same way that ore is mined from lodes.

10) What is the BEST description for the tone of the last paragraph?

- a. doubtful
- b. worried
- c. optimistic
- d. desperate DOK 3

11) What common theme is found in this passage?

- a. Life's challenges require taking chances.
- b. Hard work and dedication bring rewards. DOK 3
- c. Devotion to family traditions results in pride and satisfaction.
- d. One's character is measured by the ability to help those in need.

12) Read the sentence from the passage.

"Any information on the circumstances was nebulous at best, so James and his family had created their own versions of the reasons for the dispute."

What is meant by the word *nebulous* as it is used in the passage?

- a. clear; informative
- b. vague; indistinct
- c. slanderous; malicious
- d. rumor; gossip DOK 2

13) Why does James need to "gather his courage" before going over to the Rydens' place?

- a. He has heard that they do not like strangers.
- b. He does not know how they will react to him. DOK 2
- c. He has been forbidden by his parents to go there.
- d. He is not sure if he will be able to get over the wall safely.

14) What is the STRONGEST effect of James hitching the wagon and gathering the sap buckets immediately after his father and brother's departure?

- a. James celebrates independence from his family.
- b. James shows responsibility in collecting the sap. DOK 2
- c. James exhibits knowledge in repairing the wagon.
- d. James demonstrates strength in managing the buckets.

15) Read the sentence from the passage.

"In his head, James began to enumerate all the ways he was disappointing his family."

What is meant by the word *enumerate* as it is used in the passage?

- a. list
- b. ponder
- c. understand
- d. calculate DOK 2

16) Which of the following sentences is the BEST example of subjective information?

- a. "The horse reared, broke free of its reins, and charged down the hillside toward the barn."
- b. "James overheard Alfred mutter ruefully, 'Those trees should be ours, not theirs.'"
- c. "For as long as the sixteen-year-old boy could remember, there had been a wall—a long, low wall of loosely stacked stones that divided his family's hundred acres of land from the land of their nearest neighbors, the Rydens."
- d. "James picked himself up and examined the wagon." DOK 2

17) Which of these is ironic?

- a. The snow is melting when it should be frozen. DOK 3
- b. Elizabeth's roof collapses in the middle of harvest.
- c. James easily crosses the wall that has divided the neighbors for years.
- d. The trip to Bennington takes two days of precious harvest time.

18) Read the sentence from the passage.

"James watched them as they moved through the sparkling white snow under a white morning sun like a shimmering mirage."

What is meant by describing the neighbors as a *mirage*? DOK 2

- a. They appeared distorted and ghostly.
- b. They were not people that James knew.
- c. They were a considerable distance from James.
- d. They seemed as if they were not working very hard.

19) Read the sentence from the passage.

"James watched them as they moved through the sparkling white snow under a white morning sun like a shimmering mirage."

What is the effect of the imagery in this sentence?

- a. The neighbors appear intelligent.
- b. The neighbors appear rural.
- c. The neighbors appear supernatural.
- d. The neighbors appear distinguished. DOK 3

20) With which universal idea does this passage MAINLY deal?

- a. overcoming pride
- b. the pioneer spirit
- c. the spring renewal
- d. working with the land DOK 3

21) Read this sentence from the passage.

"In response, the Givens family had added stones to the barrier, building it higher and higher through the decades."

Which of the following is the BEST connotation of the word *barrier*?

- a. peaceful protection
- b. a mark of achievement
- c. unfriendliness and isolation
- d. authority and independence DOK 2

21) Which theme is BEST developed in this passage?

- a. Walls can crumble during the spring thaw. DOK 3
- b. The division of property leads to higher walls.
- c. Families often feud during difficult times of tribulation.
- d. Barriers can be overcome with determination and an open mind.

22) Why does James assure his father that he can harvest the sap by himself? DOK 2

- a. He wants his father to be able to travel to Bennington without additional worry.
- b. He hopes to prove he is ready for the responsibility of running the business.
- c. He intends to heal the grudges between his family and the Rydens.
- d. He believes he can find a more efficient method of gathering sap.

23) What might the stone wall in the passage symbolize? DOK 2

- a. the boundary of the Rydens' property
- b. the image of flowing sap in the trees around the wall
- c. the division between the two families caused by the property dispute
- d. the image of stones being added to make the wall higher and higher through the decades

24) Read the sentence from the passage. DOK 2

"James overheard Alfred mutter ruefully, "Those trees should be ours, not theirs.""

What is the meaning of the word *ruefully*?

- a. bitterly
- b. loudly
- c. foolishly
- d. aggressively

25) Why does James assure his father he can manage to gather and process the sap? DOK 2

- a. He fears his father's disapproval.
- b. He believes the Rydens will help.
- c. He doesn't want to let his family down.
- d. He wants to prove he can be the man of the family.



Passage for questions 26-35 All questions DOK1

All of the students at the Royal School of Dance in College Park, Florida, (1) is learning traditional dances (2) that come from her African heritage. Either the African or the Caribbean dances (3) have its roots in African folk tales. At performances, Carlos sits (4) more quietly than me. Before the last dance recital, (5) to who did you give instructions on practicing her steps? She (6) had her name wrote on her dance shoes.

26) What is the best way, if any, to rewrite the underlined words numbered 1?

- (a) no change
- (b) has wanted to learned
- (c) are learning
- (d) has been learning

27) What is the best way, if any, to rewrite the underlined words numbered 2?

- (a) no change
- (b) that comes from their African heritage
- (c) that come from their African heritage
- (d) that came to her from her African heritage

28) What is the best way, if any, to rewrite the underlined words numbered 3?

- (a) no change
- (b) have their roots in African folk tales
- (c) has its roots in African folk tales
- (d) had their roots in African folk tales

29) What is the best way, if any, to rewrite the underlined words numbered 4?

- (a) no change
- (b) more quietly than I.
- (c) most quietly than me.
- (d) very quietly.

30) What is the best way, if any, to rewrite the underlined words numbered 5?

- (a) no change
- (b) to whom did you give
- (c) who did you give
- (d) you did give who

31) What is the best way, if any, to rewrite the underlined words numbered 6?

- (a) no change
- (b) had wrote her name
- (c) has wrote her name
- (d) had her name written

(1) Carlos brung his clothes to dance practice and so did I. While dancing, (2) Carlos sat his dance bag on the floor next to me. He soon (3) amazed his instructor and me with his dance moves. Because I was amazed, (4) I laid down on the floor and sighed.

32) What is the best way, if any, to rewrite the underlined words numbered 1?

- (a) no change
- (b) Carlos have brought his clothes
- (c) Carlos bringed his clothes
- (d) Carlos brought his clothes

33) What is the best way, if any, to rewrite the underlined words numbered 2?

- (a) no change
- (b) they sat their dance bag
- (c) he set his dance bag
- (d) he has sat his dance bag

34) What is the best way, if any, to rewrite the underlined words numbered 3?

- (a) no change
- (b) amazed his instructor and I
- (c) were amazing us
- (d) had been amazing his instructor and me

35) What is the best way, if any, to rewrite the underlined words numbered 4?

- (a) no change
- (b) I lay down
- (c) I am lying down
- (d) I will be lying down

#### Performance Event DOK 3

Utilizing the following writing prompt, organize and write a letter to the editor that meets the prompt's guidelines. Please use complete sentences utilizing your best language arts skills. Please remember to proofread for content, grammar, mechanics, spelling, and sentence structure. Do your paper outline and prewriting on a separate sheet of your own paper.

Now you will write a paper in response to a writing prompt. First, read the prompt in the box below. Using a separate sheet of paper, spend a short amount of time for pre-writing activities (such as brainstorming, listing, free writing, clustering, mapping, or drawing). After you finish your prewriting activity, write your paper on the test. Look back at your prewriting activity for ideas.



