FSA
ELA & Mathematics
Assessments

Grade 10
FSA ELA Reading
Practice Test Answer Key

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Session 1

Passage 1: from *The Metamorphoses*

by Ovid

1 Pyramus and Thisbe, the one the most beauteous of youths, the other preferred before all the damsels that the East contained, lived in adjoining houses; where Semiramis is said to have surrounded her lofty city with walls of brick. The nearness caused their first acquaintance, and their first advances in love; with time their affection increased. They would have united themselves, too, by the tie of marriage, but their fathers forbade it. A thing which they could not forbid, they were both inflamed, with minds equally captivated. There is no one acquainted with it; by nods and signs, they hold converse. And the more the fire is smothered, the more, when so smothered, does it burn. The party-wall, common to the two houses, was cleft by a small chink, which it had got formerly, when it was built. This defect, remarked by no one for so many ages, you lovers (what does not love perceive?) first found one, and you made it a passage for your voices, and the accents of love used to pass through it in safety, with the gentlest murmur. Oftentimes, after they had taken their stations, Thisbe on one side, and Pyramus on the other, and the breath of their mouths had been mutually caught by turns, they used to say, 'Envious wall, why dost thou stand in the way of lovers? what great matter were it, for thee to suffer us to be joined with our entire bodies? Or if that is too much, that, at least, thou shouldst open, for the exchange of kisses. Nor are we ungrateful; we confess that we are indebted to thee, that a passage has been given for our words to our loving ears.' Having said this much, in vain, on their respective sides, about night they said, 'Farewell'; and gave those kisses each on their own side, which did not reach the other side.

Excerpt from *The Metamorphoses* by Ovid. In the public domain.

Go On

Passage 2: from *Romeo and Juliet*

by William Shakespeare

Romeo and Juliet meet and fall in love, but their families have an old rivalry and will not allow them to be together. In this scene, Romeo sneaks into the orchard of Juliet's family to talk with Juliet, who is at her bedroom window balcony.

2 **Juliet**
What man art thou that, thus bescreen'd in night,
So stumblest on my counsel?

3 **Romeo**
By a name
I know not how to tell thee who I am:
My name, dear saint, is hateful to myself
Because it is an enemy to thee.
Had I it written, I would tear the word.

4 **Juliet**
My ears have yet not drunk a hundred words
Of that tongue's utterance, yet I know the sound;
Art thou not Romeo, and a Montague?

5 **Romeo**
Neither, fair saint, if either thee dislike.

6 **Juliet**
How cam'st thou hither, tell me, and wherefore?
The orchard walls are high and hard to climb;
And the place death, considering who thou art,
If any of my kinsmen find thee here.

7 **Romeo**
With love's light wings did I o'erperch these walls;
For stony limits cannot hold love out:
And what love can do, that dares love attempt;
Therefore thy kinsmen are no let to me.

Go On

8 **Juliet**
If they do see thee, they will murder thee.

9 **Romeo**
Alack, there lies more peril in thine eye
Than twenty of their swords: look thou but sweet,
And I am proof against their enmity.

10 **Juliet**
I would not for the world they saw thee here.

11 **Romeo**
I have night's cloak to hide me from their sight;
And, but thou love me, let them find me here.
My life were better ended by their hate
Than death prorogued, wanting of thy love.

12 **Juliet**
By whose direction found'st thou out this place?

13 **Romeo**
By love, that first did prompt me to enquire;
He lent me counsel, and I lent him eyes.
I am no pilot; yet, wert thou as far
As that vast shore wash'd with the furthest sea,
I would adventure for such merchandise.

14 **Juliet**
Thou knowest the mask of night is on my face;
Else would a maiden blush bepaint my cheek
For that which thou hast heard me speak to-night.
Fain would I dwell on form, fain, fain deny
What I have spoke; but farewell compliment!
Dost thou love me, I know thou wilt say Ay;
And I will take thy word: yet, if thou swear'st,
Thou mayst prove false; at lovers' perjuries,
They say Jove laughs. O gentle Romeo,
If thou dost love, pronounce it faithfully:
Or if thou thinkest I am too quickly won,

I'll frown, and be perverse, and say thee nay,
So thou wilt woo: but else, not for the world.
In truth, fair Montague, I am too fond;
And therefore thou mayst think my 'haviour light:
But trust me, gentleman, I'll prove more true
Than those that have more cunning to be strange.
I should have been more strange, I must confess,
But that thou overheard'st, ere I was 'ware,
My true-love passion: therefore pardon me;
And not impute this yielding to light love,
Which the dark night hath so discovered.

15 **Romeo**
Lady, by yonder blessed moon I swear,
That tips with silver all these fruit-tree tops,—

16 **Juliet**
O, swear not by the moon, the inconstant moon,
That monthly changes in her circled orb,
Lest that thy love prove likewise variable.

17 **Romeo**
What shall I swear by?

18 **Juliet**
Do not swear at all;
Or if thou wilt, swear by thy gracious self,
Which is the god of my idolatry,
And I'll believe thee.

19 **Romeo**
If my heart's dear love,—

20 **Juliet**
Well, do not swear: although I joy in thee,
I have no joy of this contract to-night;
It is too rash, too unadvis'd, too sudden;
Too like the lightning, which doth cease to be
Ere one can say It lightens. Sweet, good night!

This bud of love, by summer's ripening breath,
May prove a beauteous flower when next we meet.
Good night, good night! as sweet repose and rest
Come to thy heart as that within my breast!

Excerpt from *Romeo and Juliet* by William Shakespeare. In the public domain.

1. The highlighted phrases show the correct answers for this question.

Select **two** phrases Ovid uses in Passage 1 to show that Pyramus and Thisbe experience a shared love.

"A thing which they could not forbid, they were both inflamed, with minds equally captivated. There is no one acquainted with it; by nods and signs, they hold converse. And the more the fire is smothered, the more, when so smothered, does it burn. The party-wall, common to the two houses, was cleft by a small chink, which it had got formerly, when it was built. This defect, remarked by no one for so many ages, you lovers (what does not love perceive?) first found one, and you made it a passage for your voices, and the accents of love used to pass through it in safety, with the gentlest murmur. Oftentimes, after they had taken their stations, Thisbe on one side, and Pyramus on the other, and the breath of their mouths had been mutually caught by turns, . . ." (paragraph 1)

2. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Based on Pyramus and Thisbe's situation, what is a theme of Passage 1?

- Ⓐ Lasting relationships depend upon affection.
- ● True love finds ways to overcome any obstacle.
- Ⓒ The smallest defect can cause love to deteriorate.
- Ⓓ Family disapproval can lead to desperate measures.

Part B

Which detail from Passage 1 helps develop the theme in Part A?

- Ⓐ the setting of the city
- ● the structure of the wall
- Ⓒ the beauty of the characters
- Ⓓ the fathers of the characters

Part A

Option B: **This answer is correct.** *Despite the obstacle of the wall, the love of Pyramus and Thisbe remains strong.*

Part B

Option B: **This answer is correct.** *Pyramus and Thisbe use a defect in the wall (which otherwise is an obstacle) in order to communicate, which they would not otherwise be able to do.*

3. The chart below shows the correct answers for this question.

Juliet's feelings change in a variety of ways in section 14 of Passage 2. Drag the feelings listed below onto the chart, in the order in which Juliet experiences them in this section.

Order	**Feeling**
First	
Second	
Third	
Fourth	

Feelings: Drag the options into their correct locations in the boxes above.

uncertainty about how Romeo wants her to act
embarrassment over what Romeo has heard her say
hesitance to take Romeo's words at face value
sincerity about her affection for Romeo

Juliet's feelings change in a variety of ways in section 14 of Passage 2. Drag the feelings listed below onto the chart, in the order in which Juliet experiences them in this section.

Order	**Feeling**
First	embarrassment over what Romeo has heard her say
Second	hesitance to take Romeo's words at face value
Third	uncertainty about how Romeo wants her to act
Fourth	sincerity about her affection for Romeo

Feelings: Drag the options into their correct locations in the boxes above.

4. At the end of Passage 1, why does Ovid use the word "envious" to describe the wall?

Ⓐ It is immune to the pain that Pyramus and Thisbe experience.

Ⓑ It has a flaw that Pyramus and Thisbe associate with their love.

Ⓒ It hears the opinions Pyramus and Thisbe have about each other.

● It experiences the physical contact that Pyramus and Thisbe desire.

Option D: **This answer is correct.** *The use of the word "envious" refers to the idea that the wall is keeping Pyramus and Thisbe physically apart.*

5. In Passage 2, stanza 15, Romeo begins to swear his love for Juliet by the moon. How does Juliet interpret this declaration?

Type your answer in the space provided.

A correct response includes at least one of the following:

- *She dislikes the idea of promising his love by something so changeable.*
- *She says she would rather he swear by himself, since he is the object of her love.*

6. In Passage 2, how do sections 6–10 increase the tension of the passage as a whole?

Ⓐ They show that Romeo is questioning his identity.

Ⓑ They show that Juliet misinterprets Romeo's motives.

Ⓒ They raise the possibility that Juliet may reject Romeo.

● They emphasize the danger that Romeo faces if caught.

Option D: **This answer is correct.** *The details about Juliet's kinsmen and the violence they would perhaps inflict on Romeo pervade the rest of the passage, giving an underlying tension to the exchanges that follow.*

7. *Romeo and Juliet* retells the Pyramus and Thisbe myth in the form of a play. In the excerpt provided in Passage 2, what does the play format help Shakespeare to emphasize about his characters? Select **two** options.

- [x] the various threats they face
- [ ] the physical obstacles separating them
- [x] the conflicting feelings they experience
- [ ] the way society views their relationship
- [ ] the reasons for their families' disapproval
- [ ] the reasons they are drawn to each other

Option A: **This answer is correct.** *Although Ovid only says that Pyramus's and Thisbe's fathers forbid their marriage, Shakespeare dramatizes the family disapproval by suggesting that they may kill Romeo if they find him there.*

Option C: **This answer is correct.** *While Passage 1 presents the characters as having nearly identical sentiments, Romeo and Juliet's exchanges are full of questions and mixed emotions.*

8. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which quotation from Passage 2 summarizes a theme of **both** passages?

Ⓐ "The orchard walls are high and hard to climb; . . ." (section 6)

● "For stony limits cannot hold love out: . . ." (section 7)

Ⓒ "Thou knowest the mask of night is on my face; . . ." (section 14)

Ⓓ "I have no joy of this contract to-night; . . ." (section 20)

Part B

How does Shakespeare dramatize this theme differently than Ovid does in Passage 1?

Ⓐ by placing the characters in a definite setting

Ⓑ by increasing the conflict between the characters

● by changing the type of obstacle the characters face

Ⓓ by allowing the characters to engage in conversation

8.

Part A

Option B: **This answer is correct.** *This quote reveals the theme in both passages that love can overcome obstacles.*

Part B

Option C: **This answer is correct.** *Shakespeare removes the physical barrier that Ovid leaves between his characters and replaces it with the cover of darkness, thus opening up more dramatic possibilities in the scene.*

This is the end of Session 1.

Session 2

Passage 1: Discourse on Woman (1849)

by Lucretia Mott

1 There is nothing of greater importance to the well-being of society at large—of man as well as woman—than the true and proper position of woman. Much has been said, from time to time, upon this subject. It has been a theme for ridicule, for satire and sarcasm. We might look for this from the ignorant and vulgar; but from the intelligent and refined we have a right to expect that such weapons shall not be resorted to,—that gross comparisons and vulgar epithets shall not be applied, so as to place woman, in a point of view, ridiculous to say the least.

2 This subject has claimed my earnest interest for many years. I have long wished to see woman occupying a more elevated position than that which custom for ages has allotted to her. It was with great regret, therefore, that I listened a few days ago to a lecture upon this subject, which, though replete with intellectual beauty, and containing much that was true and excellent, was yet fraught with sentiments calculated to retard the progress of woman to the high elevation destined by her Creator. I regretted the more that these sentiments should be presented with such intellectual vigor and beauty, because they would be likely to ensnare the young.

3 The minds of young people generally, are open to the reception of more exalted views upon this subject. The kind of homage that has been paid to woman, the flattering appeals which have too long satisfied her—appeals to her mere fancy and imagination, are giving place to a more extended recognition of her rights, her important duties and responsibilities in life. Woman is claiming for herself stronger and more profitable food. Various are the indications leading to this conclusion. The increasing attention to female education, the improvement in the literature of the age, especially in what is called the "Ladies' Department," in the periodicals of the day, are among the proofs of a higher estimate of woman in society at large. Therefore we may hope that the intellectual and intelligent are being prepared for the discussion of this question, in a manner which shall tend to ennoble woman and dignify man. . . .

Go On

4 A new generation of women is now upon the stage, improving the increased opportunities furnished for the acquirement of knowledge. Public education is coming to be regarded the right of the children of a republic. The hill of science is not so difficult of ascent as formerly represented by poets and painters; but by fact and demonstration smoothed down, so as to be accessible to the assumed weak capacity of woman. She is rising in the scale of being through this, as well as other means, and finding heightened pleasure and profit on the right hand and on the left. The study of Physiology, now introduced into our common schools, is engaging her attention, impressing the necessity of the observance of the laws of health. The intellectual Lyceum and instructive lecture room are becoming, to many, more attractive than the theatre and the ball room. The sickly and sentimental novel and pernicious romance are giving place to works, calculated to call forth the benevolent affections and higher nature.

Excerpt from "Discourse on Woman" by Lucretia Mott. In the public domain.

Passage 2: from *Pioneer Work in Opening the Medical Profession to Women* (1895)

by Elizabeth Blackwell

5 At this time I had not the slightest idea of how to become a physician, or of the course of study necessary for this purpose. As the idea seemed to gain force, however, I wrote to and consulted with several physicians, known to my family, in various parts of the country, as to the possibility of a lady becoming a doctor.

6 The answers I received were curiously unanimous. They all replied to the effect that the idea was a good one, but that it was impossible to accomplish it; that there was no way of obtaining such an education for a woman; that the education required was long and expensive; that there were innumerable obstacles in the way of such a course; and that, in short, the idea, though a valuable one, was impossible of execution.

7 This verdict, however, no matter from how great an authority, was rather an encouragement than otherwise to a young and active person who needed an absorbing occupation.

8 If an idea, I reasoned, were really a valuable one, there must be some way of realising it. . . .

9 Applications were cautiously but persistently made to the four medical colleges of Philadelphia for admission as a regular student. The interviews with their various professors were by turns hopeful and disappointing. . . .

10 During these fruitless efforts my kindly Quaker adviser, whose private lectures I attended, said to me: 'Elizabeth, it is of no use trying. Thee cannot gain admission to these schools. Thee must go to Paris and don masculine attire to gain the necessary knowledge.' Curiously enough, this suggestion of disguise made by good Dr. Warrington was also given me by Doctor Pankhurst, the Professor of Surgery in the largest college in Philadelphia. He thoroughly approved of a woman's gaining complete medical knowledge; told me that although my public entrance into the classes was out of the question, yet if I would assume masculine attire and enter the college he could entirely rely on two or three of his students to whom he should communicate my disguise, who would watch the class and give me timely notice to withdraw should my disguise be suspected.

11 But neither the advice to go to Paris nor the suggestion of disguise tempted me for a moment. It was to my mind a moral crusade on which I had entered, a course of justice and common sense, and it must be pursued in the light of day, and with public sanction, in order to accomplish its end.

Excerpt from *Pioneer Work in Opening the Medical Profession to Women* by Elizabeth Blackwell. In the public domain.

Passage 3 Audio Clip: Interview with Dr. Mary Ellen Avery

Dr. Mary Ellen Avery (1927-2011) was best known for her research on breathing problems encountered by premature infants—a condition now known as Respiratory Distress Syndrome. A study conducted in 2002 estimated that Dr. Avery's work had helped save the lives of over 800,000 babies. Click on the button to hear an interview with Dr. Avery.

Interview with Dr. Mary Ellen Avery, from the National Library of Medicine. In the public domain. The clip begins at 0:00 and ends at 1:26.

Go On

9. Which phrase supports Mott's position that women's rights are "of greater importance to the well-being of society at large?"

Ⓐ "the intelligent and refined" (paragraph 1)

Ⓑ "intellectual vigor and beauty" (paragraph 2)

Ⓒ "stronger and more profitable food" (paragraph 3)

● "the benevolent affections and higher nature" (paragraph 4)

Option D: **This answer is correct.** *Mott's emphasis on the "higher nature" in written works shows her belief that forms of popular entertainment should have a moral component.*

10. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What central idea about language does Mott express in Passage 1?

Ⓐ Flattering words have failed to satisfy women's need for equality.

Ⓑ Attempts should be made to educate those who use vulgar speech.

Ⓒ Women must learn how to speak well before they can rise in society.

● Artistic words can conceal ideas that limit the progress of equal rights.

Part B

What does Mott cite in paragraphs 3 and 4 as evidence that this situation is changing?

● more substantial literary works

Ⓑ more accurate scientific theories

Ⓒ new opportunities for recreation

Ⓓ increased business opportunities

Part A

Option D: **This answer is correct.** *Mott objects to the lecture she attends because its apparent eloquence conceals ideas she sees as damaging to women's progress.*

Part B

Option A: **This answer is correct.** *In paragraph 4, Mott makes a point that the sentimental novels previously marketed to women are giving way to more substantial fare.*

11. Read the excerpt from Passage 1.

"There is nothing of greater importance to the well-being of society at large—of man as well as woman—than the true and proper position of woman." (paragraph 1)

After stating this central claim, how does Mott structure the rest of the passage?

Ⓐ She criticizes the immaturity of the young and then pleads for better education.

● She names obstacles to progress and then cites positive signs of improvement.

Ⓒ She describes the role of men and then shows how they can help the movement.

Ⓓ She stresses the importance of communication and then describes what it can accomplish.

Option B: **This answer is correct.** *Mott names the lecture she attends as an example of how much there still is to combat but proceeds to discuss a number of ways in which the women's movement has made positive strides.*

12. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Read this excerpt from Passage 2.

11 But neither the advice to go to Paris nor the suggestion of disguise tempted me for a moment. It was to my mind a moral crusade on which I had entered, a course of justice and common sense, and it must be pursued in the light of day, and with public sanction, in order to accomplish its end.

Based on the phrase public sanction, in what way was Blackwell determined to accomplish her goals?

Ⓐ without criticism

Ⓑ without attention

Ⓒ without hesitation

● without deception

Part B

Which phrase from the excerpt provides a clue to the meaning of the phrase public sanction?

Ⓐ "the advice to go to Paris"

Ⓑ "a moral crusade"

● "in the light of day"

Ⓓ "to accomplish its end"

12.

Part A

Option D: **This answer is correct.** *The phrase and subsequent surrounding text indicate that Blackwell wishes to accomplish her goals without having to disguise herself or study elsewhere. She wants the public to know what she intends to accomplish.*

Part B

Option C: **This answer is correct.** *The phrase "in the light of day" indicates that Blackwell wishes to accomplish her goals with everyone knowing about it.*

13. The chart on the next page shows the correct answers for this question.

Complete the chart to show how Mott uses the sentences from Passage 1 to develop her argument.

Sentence	Effect
"... I listened a few days ago to a lecture ... fraught with sentiments calculated to retard the progress of woman..." (paragraph 2)	
"The minds of young people generally, are open to the reception of more exalted views upon this subject." (paragraph 3)	
"A new generation of women is now upon the stage, improving the increased opportunities... for... knowledge." (paragraph 4)	

shows that support for change may be growing	establishes her primary claim
provides evidence for the need for change	presents an example of progress

13. Complete the chart to show how Mott uses the sentences from Passage 1 to develop her argument.

Sentence	Effect
"... I listened a few days ago to a lecture ... fraught with sentiments calculated to retard the progress of woman..." (paragraph 2)	provides evidence for the need for change
"The minds of young people generally, are open to the reception of more exalted views upon this subject." (paragraph 3)	shows that support for change may be growing
"A new generation of women is now upon the stage, improving the increased opportunities... for... knowledge." (paragraph 4)	presents an example of progress
	establishes her primary claim

14. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

What is Blackwell's purpose for describing her experiences in Passage 2?

- ● to show how she handled the obstacles in the way of her goals
- Ⓑ to criticize the physicians who discouraged her interest in medicine
- Ⓒ to illustrate how effective women could be in traditional male roles
- Ⓓ to argue that medicine would benefit if more women were involved

Part B

Which phrase does Blackwell use to help emphasize this purpose?

- Ⓐ "curiously unanimous" (paragraph 6)
- Ⓑ "long and expensive" (paragraph 6)
- Ⓒ "absorbing occupation" (paragraph 7)
- ● "cautiously but persistently" (paragraph 9)

Part A

Option A: **This answer is correct.** *Blackwell mentions that she applied to many medical colleges without gaining entry, but that did not deter her from accomplishing her goal of becoming a doctor.*

Part B

Option D: **This answer is correct.** *This phrase describes how Blackwell approached the obstacles she faced gaining entry into a medical college.*

15. The chart below shows the correct answers for this question.

Both Elizabeth Blackwell in Passage 2 and Mary Ellen Avery in Passage 3 emphasize their efforts to be admitted to medical school. Complete the table below to show which details match each passage.

	Passage 2	Passage 3	Both Passages
received help from a mentor	☐	☑	☐
found choice of schools limited	☐	☐	☑
was discouraged from pursuing goals	☑	☐	☐

16. This question has two parts. First, answer Part A. Then, answer Part B.

Part A

How are Mott's and Blackwell's perspectives similar?

- ● Both view women's rights as an ethical issue.
- Ⓑ Both think intellect can conceal destructive ideas.
- Ⓒ Both recognize positive signs in women's progress.
- Ⓓ Both emphasize the importance of self-confidence.

Part B

Select **two** quotations that support the answer in Part A.

- [x] ". . . a more elevated position than that which custom for ages has allotted to her." (paragraph 2)
- [ ] "I regretted the more that these sentiments should be presented with such intellectual vigor. . . ." (paragraph 2)
- [ ] "A new generation of women is now upon the stage, improving the increased opportunities. . . ." (paragraph 4)
- [ ] ". . . the idea was a good one, but that it was impossible to accomplish it." (paragraph 6)
- [ ] ". . . rather an encouragement than otherwise to a young and active person. . . ." (paragraph 7)
- [x] "It was to my mind a moral crusade on which I had entered, a course of justice and common sense, . . ." (paragraph 11)

16.

Part A

Option A: **This answer is correct.** *Mott's repeated appeals for achieving an "elevated position" for women and Blackwell's pronouncement that she is on a "moral crusade" support this interpretation.*

Part B

Option A: **This answer is correct.** *The use of the phrase "elevated position" indicates that Mott views women's rights as an ethical issue.*

Option F: **This answer is correct.** *The use of the phrase "moral crusade" indicates that Blackwell views women's rights as an ethical issue.*

The highlighted phrases show correct answers for numbers 17–20.

For each highlight, select the word or phrase that is correct.

17.

There are four highlights in the essay to show which word or phrase may be incorrect. For each highlight, click the word or phrase that is correct.

People often talk about the beauty of a sunset or sunrise. The Sun is able to inspire many feelings in ~~people~~ people: awe, wonder, and even delight. Some of the Sun's optical phenomena are so rare and mysterious that for centuries they were believed to have mystical associations. But knowing the scientific explanations for these natural light shows doesn't make them any less breathtaking.

18.

There are four highlights in the essay to show which word or phrase may be incorrect. For each highlight, click the word or phrase that is correct.

Rainbows, among the most common optical effects, are caused by a process known as refraction. Refraction takes place when the Sun's light rays are bent, reflected, and ~~split~~ split into an arc of color as they pass through drops of water in the atmosphere. This happens because light bends at different angles depending on its wavelength.

19.

There are four highlights in the essay to show which word or phrase may be incorrect. For each highlight, click the word or phrase that is correct.

Other optical effects are rarer because they require more specific circumstances. One such phenomenon is variously called a parhelion, a mock sun, or ~~referred to as a sundog~~ a sundog. Sundogs are caused when flat, hexagonal ice crystals are present in the atmosphere. As the crystals move, light is refracted through the crystals to create a circular effect called a halo. If the crystals are being pushed in one direction by the wind, the light will be concentrated in spots on either side of the ~~halo~~ halo; these bright spots are known as sundogs.

Answer the following questions based on the underlined sections of the passage.

20. In the first-ever televised presidential debate, candidate Richard Nixon was famously outmatched by the less experienced but more appealing John F. Kennedy. At least, that's what those watching the debate on television said. However, most people listening to the debate on the radio declared Nixon the winner. What led to this discrepancy? While Nixon possessed years of White House experience, Kennedy had charmed the public with his natural gift of clear communication.

Choose the correct phrase to complete the sentence.

Ⓐ Kennedy charms the public with his natural gift of clear communication.

● Kennedy charmed the public with his natural gift of clear communication.

Ⓒ Kennedy will charm the public with his natural gift of clear communication.

Ⓓ correct as is

21. Nixon would later accuse President Kennedy of being a "puppet who echoed his speechmaker," but it was not speechmaking that made his words resonate so strongly with his audience. Not that Kennedy didn't have a speechwriter, of course. Every American president has had to put a professional speechwriter to good use. Although politicians often don't write their own speeches, the speeches are a collaboration between the writer and the speaker. The writer and speaker first agree on a broad framework for the speech: its goals and audience are top considerations. Next, the speechwriter creates a first draft. The speaker then reviews the draft and applies changes based on his or her own speaking style.

Choose the correct spelling.

Ⓐ resanate

Ⓑ resenate

Ⓒ resonnate

● correct as is

22. Nixon would later accuse President Kennedy of being a "puppet who echoed his speechmaker," but it was not speechmaking that made his words resonate so strongly with his audience. Not that Kennedy didn't have a speechwriter, of course. Every American president has had to put a professional speechwriter to good use. Although politicians often don't write their own speeches, the speeches are a collaboration between the writer and the speaker. The writer and speaker first agree on a broad framework for the speech: its goals and audience are top considerations. Next, the speechwriter creates a first draft. The speaker then reviews the draft and applies changes based on his or her own speaking style.

Choose the correct punctuation.

Ⓐ speech, its goals

● speech; its goals

Ⓒ speech and its goals

Ⓓ correct as is

23. A speechwriter must also be well versed in the art of storytelling. Robert Lehrman, a former White House speechwriter, admitted to using novels as an influence for his speechwriting. Although speechwriters are somewhat anonymous, they are a constant in the world of politics. Running a campaign—or a country—is an impossible task to take on alone.

What phrase could the writer add to the end of this sentence to emphasize its main point?

- ● , an effective way to compel a large audience.
- Ⓑ , but writing speeches should always come first.
- Ⓒ , but it can also cause confusion for new writers.
- Ⓓ , which is a good way to learn about any subject.

This is the end of Session 2.

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