

**Directions**

This Practice Test contains several types of questions. The following samples show the types of test questions used. For all items, circle the correct answer(s).

**Sample A: Multiple-choice (one correct response)**

What does the word cruel mean as it is used in paragraph 6?

- A. happy
- B. slow
- C. unkind
- D. easy

**Sample B: Multiple-select (multiple correct responses)**

**Read this sentence from paragraph 14.**

“Having a dog as a pet is a huge task.”

Select **two** sentences that support this statement.

- A. Dogs show love and affection by licking faces.
- B. Dogs require being fed on a regular schedule.
- C. Dogs often help improve the health of their owners.
- D. Dogs make good companions for many people.
- E. Dogs need supplies and healthcare that can be costly.

**Sample C: Two-part multiple-choice (with evidence responses)**

Read the passage and answer the questions that follow.

**from *Heidi***

by Johanna Spyri

Heidi, climbing on a chair, took down the dusty book from a shelf. After she had carefully wiped it off, she sat down on a stool.

“What shall I read, grandmother?”

“Whatever you want to,” was the reply. Turning the pages, Heidi found a song about the sun, and decided to read that aloud. More and more eagerly she read, while the grandmother, with folded arms, sat in her chair . . . When Heidi had repeated the end of the song a number of times, the old woman exclaimed: “Oh, Heidi, everything seems bright to me again and my heart is light. Thank you, child, you have done me so much good.”

Heidi looked enraptured<sup>1</sup> at the grandmother’s face, which had changed from an old, sorrowful expression to a joyous one.

Excerpt from *Heidi* by Johanna Spyri. In the public domain.

<sup>1</sup> **enraptured:** very pleased

The following item has two parts. Answer Part A and then answer Part B.

**Part A**

How does the grandmother feel when Heidi finishes reading?

- A. bored
- B. tired
- C. happy
- D. patient

**Part B**

Which quotation from the passage **best** supports the correct answer to Part A?

- A. “Heidi, climbing on a chair, took down the dusty book from a shelf.”
- B. “Turning the pages, Heidi found a song about the sun, and decided to read that aloud.”
- C. “More and more eagerly she read, while the grandmother, with folded arms, sat in her chair.”
- D. “Heidi looked enraptured at the grandmother’s face, which had changed from an old, sorrowful expression to a joyous one.”

**Sample D: Editing Task**

Some test items require you to determine if an underlined word or phrase in a passage is used correctly.

**There are words or phrases in the passage that are underlined to show they may be incorrect. For each underlined word or phrase, select the correct replacement.**

The creator of Mickey Mouse was born December 5, 1901, in Chicago. His name was Walter Disney. He began drawing pictures when he were a young boy. His first drawings were of his neighbor's horse, Rupert.

Replace were with

- A. were
- B. was
- C. am
- D. is

Answers to Sample Questions											
<b>A</b>	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/>	<input type="radio"/> D		<b>C</b>	<b>Part A</b>	<input type="radio"/> A	<input type="radio"/> B	<input checked="" type="radio"/>	<input type="radio"/> D
<b>B</b>	<input type="radio"/> A	<input checked="" type="radio"/>	<input type="radio"/> C	<input type="radio"/> D	<input checked="" type="radio"/>		<b>Part B</b>	<input type="radio"/> A	<input type="radio"/> B	<input type="radio"/> C	<input checked="" type="radio"/>
	Select <b>two</b>					<b>D</b>		<input type="radio"/> A	<input checked="" type="radio"/>	<input type="radio"/> C	<input type="radio"/> D

Read the passages and circle the answers for Numbers 1 through 7.

## Passage 1 The Fight for Rights

by Eileen Terrill and Geoff Williams

- 1** Civil rights are the rights that are guaranteed to all citizens of a nation. Some of these include the right to go to school, to ride public transportation, to use a library, to see a movie, and to eat in a restaurant. The right to vote and the right to be treated equally under the law are others.
- 2** Our nation’s Constitution is supposed to address the rights of every citizen. But U.S. laws have not always been fair. Even after the Civil War (1861–1865), black Americans were not treated the same as white Americans were treated. Congress passed three amendments—the 13th, 14th, and 15th—to protect the rights of former slaves. But officials and citizens in the South enforced their own set of laws at the state level. They found ways to prevent black Americans from exercising their rights and passed laws designed to keep the races segregated.
- 3** Black people were not only kept separated from white people, they also were treated unequally. They were not allowed to sit with white people on trains and buses or in restaurants, movie theaters, churches, libraries, and many other public areas. They were not allowed to use the “white” hospitals or restrooms. Black students and white students could not go to the same schools.
- 4** Local and state officials in the South used fear, intimidation, and the law to keep black people from voting. The jobs available to black workers were limited. They did not have the freedom to live anywhere they wanted. Black Americans faced discrimination in almost every aspect of their lives. They were treated like second-class citizens. But in the 1950s and 1960s, concerned people, both black and white, began working together to change all of that.
- 5** Out of those decades grew a historic civil rights movement. Growing numbers of African Americans found the courage to take action and fight for their rights—even when they were threatened with harm or death. Some of these people have become famous for their efforts to end discrimination—the Rev. Dr. Martin Luther King, Jr., Thurgood Marshall, and Rosa Parks.
- 6** But there were many people involved in the modern civil rights movement. The movement succeeded because so many individuals found the courage to speak up and join together. They demanded change and met hate and anger with nonviolence. They were cursed at, arrested, and beaten for their efforts.

Some, like King, were murdered. The actions of many of these other people may be less familiar than King's, but they made a significant impact on the movement.

Reprinted from *Cobblestone*, February 2014, Vol. 35, No. 2, © 2014 by Carus Publishing Company/Cricket Media.

## Passage 2

### The Sit-ins That Shook Up the Nation

by Elizabeth McDavid Jones

- 7** On the last day of January in 1960, Ezell Blair Jr. came home from college and casually asked his parents' permission to cause some trouble. "I'd like to know," he said, "because tomorrow we're going to do something that will shake up this town."
- 8** What Blair and three other students at North Carolina Agricultural and Technical College accomplished the next afternoon did shake up their town—Greensboro, North Carolina. The shock waves from their action reverberated<sup>1</sup> across the United States and changed the way black and white people lived together.
- 9** In 1960, especially in the South, things were quite different for black people. Blacks could sit only in certain sections of theaters, usually the balcony. Public swimming pools and golf courses were off limits. Blacks couldn't use the same water fountains as white people, and even public libraries were sometimes restricted.
- 10** Segregation means forcing people of different races to live, work, and go to school apart. Integration, the opposite, means the removal of legal and social barriers that segregate racial groups.
- 11** Dr. Martin Luther King Jr., the civil rights leader and president of the Southern Christian Leadership Conference, said that segregation for years had been "America's shame." Beginning in the 1950s, African Americans along with others began to rise up against segregation and to march, boycott, and protest.
- 12** Ezell Blair and his friends David Richmond, Joseph McNeil, and Franklin McCain knew Dr. King's philosophy of civil disobedience. And they had read about Mahatma Gandhi's success with passive resistance in India. Both King and Gandhi believed in peacefully disobeying unjust laws and customs.

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<sup>1</sup> **reverberated:** were felt

- 13** Lots of college students talked about taking action, but Blair and his friends decided to stop talking and do something. According to Richmond, "We used to question, 'Why is it that you have to sit in the balcony? Why do you have to ride in the back of the bus?'"
- 14** The four chose Monday, February 1. After their last class that day, they met at the campus library and headed for downtown, a fifteen-minute walk.
- 15** They first stopped at the clothing store owned by Ralph Johns, a white supporter of civil rights and friend to many A&T students, including McNeil. Johns is said to have encouraged McNeil to take action and provided the students with money and advice.
- 16** The four young men then proceeded to Woolworth's Five and Dime Store on South Elm Street. They made a few purchases of school supplies, shoe polish, and toothpaste at counters that accepted their business.
- 17** Then came the big test: to take a seat and ask to be served at Woolworth's whites-only lunch counter.
- 18** "You bet we were scared," remembered David Richmond. "We didn't know what to expect. We figured we would be arrested."
- 19** A black waitress demanded to know what the students were doing. "You know you're supposed to eat at the other end," she said, referring to the stand-up counter where blacks were allowed to eat. She called the counter manager, who called the store manager, C.L. Harris. Harris asked Blair and his friends to leave, but the young men refused to budge. They had vowed not to move unless they were served.
- 20** Harris contacted the police, but no legal action was taken.
- 21** Finally, Harris decided to close the store, since it was near closing time anyway. The four stayed fifteen minutes longer. When they left, they promised to return the next day. They felt elated and encouraged. They had bucked tradition. They had demanded fair treatment. And nothing bad had happened to them.
- 22** Back on campus, they spread the word about the sit-in. The following day, they returned to the lunch counter accompanied by about thirty students, male and female. Again they were denied service.
- 23** On Wednesday, sixty-three of the sixty-six seats at the lunch counter were filled by black students.

- 24** On Thursday, three white college students joined the black students from A&T and other colleges in the sit-in. But along with the protesters were counterprotesters, people who did not agree with integration.
- 25** One black student offered to pay five dollars for a glass of water. No service.
- 26** By Friday, three hundred protesting youths filled the aisles of Woolworth's. And on Saturday even the A&T football team crowded into the store. The store was forced to close because of a bomb threat that afternoon, and the crowd carried its protest to a nearby Kress store. That store also closed that afternoon for safety reasons.
- 27** By the next week, sit-ins had occurred in stores throughout North Carolina. Protesters were picketing Woolworth's in New York City. A nationwide boycott was organized so no one would shop at Woolworth's until store officials changed their policy and offered integrated lunch counters.
- 28** Protests and sit-ins spread across the South to Virginia, Maryland, Tennessee, Alabama, South Carolina, Louisiana, and Florida. Not all of the protesters were as fortunate as Blair and his friends. Many were arrested for trespassing and were sent to jail.
- 29** Little by little, the sit-ins began to have an effect. During that spring, stores in Florida, Maryland, and Tennessee ended their segregated lunch counters. Some stores in Virginia and North Carolina followed suit, and finally, in late July, nearly six months after Blair, Richmond, McNeil, and McCain first "shook up the town," the Woolworth's lunch counter in Greensboro was integrated.
- 30** Though the struggle for equality continues, things are better today, thanks in part to the four college students from Greensboro.

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1. What is a central idea of passage 1?
  - A. White and black Americans did not have the same job opportunities.
  - B. Black Americans were not allowed to eat in the same restaurants as white Americans.
  - C. Many people were brave and courageous in gaining equality for black Americans.
  - D. Dr. Martin Luther King worked to improve the lives of black Americans.
  
2. Which word is **closest** in meaning to the word aspect as it is used in paragraph 4?
  - A. view
  - B. part
  - C. direction
  - D. appearance



3. The following item has two parts. Answer Part A and then answer Part B.

**Part A**

Which statement **best** represents the author’s viewpoint in passage 2?

- A. People who take action can change the lives of many.
- B. Disputes strengthen society and are necessary for its survival.
- C. Civil rights are the same for all people.
- D. Rules are made to protect the common good of all people.

**Part B**

Which sentence from passage 2 supports the correct answer to Part A?

- A. “Finally, Harris decided to close the store, since it was near closing time anyway.”
- B. “But along with the protesters were counterprotesters, people who did not agree with integration.”
- C. “Not all of the protesters were as fortunate as Blair and his friends.”
- D. “Though the struggle for equality continues, things are better today, thanks in part to the four college students from Greensboro.”

4. How does the author describe the first sit-in, in paragraphs 14–21?

- A. by providing a chronological account of events
- B. by presenting the events as a speech by one of the participants
- C. by retelling the events as if they were a participant’s dream
- D. by retelling the events using figurative language

5. The following item has two parts. Answer Part A and then answer Part B.

**Part A**

What is the central idea of passage 2?

- A. All people should be treated the same.
- B. The actions of a few people can have far-reaching results.
- C. Civil rights affect everyone, young and old.
- D. Nonviolence is the only way to achieve equality for all.

**Part B**

Which sentence from passage 2 **best** supports the correct answer to Part A?

- A. "The shock waves from their action reverberated across the United States and changed the way black and white people lived together."
- B. "In 1960, especially in the South, things were quite different for black people."
- C. "Segregation means forcing people of different races to live, work, and go to school apart."
- D. "They made a few purchases of school supplies, shoe polish, and toothpaste at counters that accepted their business."

- 6.** Select **two** sentences that show ways in which passage 1 and passage 2 are similar.
- A.** They both discuss Mahatma Gandhi.
  - B.** They both list the inequalities black Americans faced.
  - C.** They both discuss the Greensboro sit-in.
  - D.** They both discuss Martin Luther King, Jr.
  - E.** They both share information about college students.
  - F.** They both discuss the civil rights movement.
- 7.** In what way is passage 2 different from passage 1?
- A.** Passage 2 describes how the civil rights movement grew when protestors participated in specific events.
  - B.** Passage 2 describes the rights guaranteed by the United States Constitution that were denied to black Americans.
  - C.** Passage 2 describes the role of law enforcement officers in protecting the rights of all citizens.
  - D.** Passage 2 describes civil rights leaders and how they made progress in the fight for equality.

Read the passage and circle the answers for Numbers 8 through 14.

from "Wolf! In the Alley"

by Rosemary Laughlin

- 1 "It's ringing! Don't you hear it? Hurry, Paul!"
- 2 Skidding on loose cinders, Paul Schneider shot down the alley and around to the front of the house. Banging through the screen door, he lunged for the jangling telephone.
- 3 "Allo? Pauly? What took you so long?" Mama's German-accented voice was suspicious.
- 4 Paul tried not to sound out of breath. "I was out looking for the iceman." That was not a lie. One could look for the iceman while practicing baseball pitches with Tony.
- 5 "And Anton?"
- 6 "He's on the lookout with me."
- 7 "Have you finished your schoolwork?" asked Mama. "Are the potatoes peeled for supper? Our Sunday shoes have yet to be polished. You must teach Anton how to do that just the way Papa always wanted."
- 8 Mama's directions went on and on. Paul held the receiver away from his ear. He didn't want to hear what he knew would be her parting words: "No baseball! It is a waste of time only for the idle rich!"
- 9 He interrupted so he wouldn't have to disobey. "I think I hear the iceman now! I'll see you at supper, Mama. Everything is fine."
- 10 Fine? No, things weren't. Papa had died in the spring, and now Mama managed his tailor shop in downtown Omaha, speaking English as best she could while desperately trying to make ends meet. Three older brothers were learning trades, and another was in the Franciscan seminary. Paul's sister Clara had run the house until she enrolled in business school. Now she was gone all day, too, so doing the household chores fell to the youngest boys after school.
- 11 Paul knew what he wanted to be—a major league baseball player. Everyone said he had the makings of a star pitcher. He even had the chance to play for a league team next summer. The step after that was for pay! But Mama said no. Always the same reason—not worthwhile . . . for the idle rich. She couldn't see sports any other way.

- 12** Angry and quite sorry for himself, Paul grumbled as he went back out to find Tony.
- 13** Several days later a college student appeared at the door. When Joseph entered the seminary, he'd left an empty bed at home. Mama advertised for a boarder. Frank Molczyk was studying at Creighton University and wanted a quiet place with wholesome food. Mama liked him.
- 14** So did the boys. They quickly discovered Frank was friendly and funny. He told them lots of stories about his hometown in rural Nebraska, where Bohemians, Russians, and Poles had settled. The immigrant families got along fine, but because everyone spoke so little English, there were always silly misunderstandings that became hilarious the way Frank told the story. When Frank described the difficulty of playing baseball in four languages, Paul confided his own baseball ambitions.
- 15** "So you're pretty good?" Frank said.
- 16** "Oh, he is!" Tony burst out loyally. "But Mama won't let him join a team. She doesn't even want him to practice. She calls from the tailor shop to check that we're in the house and not playing catch in the alley."
- 17** "One of these days I'm going to break a leg racing in," Paul grumped.
- 18** Frank laughed. "Take me out to the ball game . . . ," he bellowed out in a voice that was very loud and off-key. "Hey, tell you what," Frank said. "I'll study by the phone and rig a line to a bell on the sill of the window by the alley. You'll never miss hearing the phone ring again, I can pull the bell before the first ring is finished, and you can be in by the third. She'll never know."
- 19** Paul and Tony agreed. What Mama didn't know couldn't hurt her. But it *could* hurt to keep a good pitcher from polishing his skill.
- 20** Frank's scheme worked. The first time Mama phoned, Frank jerked the bell line, and Paul was in before the third ring started. A week of phone calls passed. Paul and Tony figured Mama would soon trust them so much she would stop calling. But they wouldn't let up their guard. Mama was strict. And tough.
- 21** One crisp afternoon, Frank's bell sent Paul racing to the house. He rushed through the door, but the phone wasn't ringing.
- 22** "Maybe a customer interrupted her," said Frank, looking up from his books. "Better stay a few minutes and catch the first ring when she calls back." Paul waited, but soon grew restless and returned to the alley.
- 23** The bell rang. Paul ran. Silence again.

- 24 After another instance, Paul and Tony caught on.
- 25 "That Frank!" said Paul. "He wants a story to tell his buddies back home! We hear about *them*. They hear about *us*."
- 26 Tony nodded. "Like the Aesop's fable in our reader, about the boy who cries *Wolf!* to see the villagers run."
- 27 The two marched in to Frank. Paul scowled. "So you like to see me race and skid? You like my red, sweaty face? Too bad, Frank. No more."
- 28 Frank laughed heartily. "You're a scream to watch, Paul! I couldn't resist. But enough is enough. I'm kind. I won't fool you again."
- 29 Five minutes later the bell rang steadily on its pull line.
- 30 "He must think we're stupid," said Tony. He signaled for a curve ball.
- 31 Frank appeared as a fastball smoked into Tony's glove. "Boys," he said, "your mom just called. Why didn't you come in? I finally answered and said I thought maybe you were out cleaning the shed."
- 32 "Sure, Frank. Thanks. Let us know the next time she calls. It's great to have you on our side."
- 33 Ten minutes later the bell sounded. Again Frank came out with the same story. "Don't you believe me?" he asked.
- 34 "Sure, Frank!" Paul and Tony did not break their pitch-and-catch rhythm. "He's a good actor," Paul observed when Frank returned to the house.
- 35 The boys returned to their game. The sun sank slowly through the pleasant autumn afternoon.
- 36 "Stee-rike three! Hoo-boy. Six in a row!"
- 37 "Stee-rike? *Was meint das?*" Mama swept toward them down the alley. Paul had never actually seen a Wagnerian<sup>1</sup> opera, but he'd heard enough to believe that Mama might be a vengeance-driven Valkyrie<sup>2</sup> from on high.

Excerpt from "Wolf! In the Alley," by Rosemary Laughlin, from *Cricket*. Published by Cricket Media. Copyright © 2011.

<sup>1</sup> **Wagnerian:** by German composer Richard Wagner, known for his powerful, emotional operas, including one about the Valkyries

<sup>2</sup> **Valkyrie:** in Norse mythology, maidens who serve the god Odin, sent by him to retrieve the souls of dead heroes from battlefields

8. In what way do the details in paragraph 26 help develop a central idea of the story?
- A. They suggest that the boys think Frank is acting like a wolf in the Aesop story.
  - B. They show that the boys remember the Aesop story and think Frank has cried wolf too often.
  - C. They tell that the boys decide to ignore Frank’s warnings because they are too interested in playing baseball.
  - D. They explain the relationship between the boys and Frank and why they get along.
9. The following item has two parts. Answer Part A and then answer Part B.

**Part A**

How does the author reveal Paul’s view of his mama?

- A. The author has Paul tell Mama what he feels.
- B. The author has Tony tell what Paul feels about Mama.
- C. The author shows how Paul reacts to Mama’s phone calls.
- D. The author shows how Frank reacts to Mama.

**Part B**

Select the sentence that **best** supports the correct response in Part A.

- A. “Paul held the receiver away from his ear.”
- B. “Paul’s sister Clara had run the house until she enrolled in business school.”
- C. “Paul and Tony figured Mama would soon trust them so much she would stop calling.”
- D. “‘Maybe a customer interrupted her,’ said Frank, looking up from his books.”

**10. Read these sentences from paragraph 20.**

"A week of phone calls passed. Paul and Tony figured Mama would soon trust them so much she would stop calling. But they wouldn't let up their guard. Mama was strict. And tough."

Choose **two** ways that these sentences fit into the overall structure of the passage.

- A.** They suggest that Paul should find another place to practice pitching with his brother.
- B.** They predict Mama's reaction when she finds Paul playing baseball with his brother in the alley.
- C.** They remind the reader that young people have a hard time making decisions.
- D.** They describe the feelings that young people have toward their parents when they disagree with them.
- E.** They point out the feelings that Paul has toward playing baseball.
- F.** They show that Paul is afraid of his mother's reaction to finding out that he is practicing pitching.



11. The following item has two parts. Answer Part A and then answer Part B.

**Part A**

What is a theme of “Wolf! In the Alley”?

- A. People can be trusted.
- B. Things are not always what they seem to be.
- C. Hardship helps make a person strong.
- D. It is not easy to achieve fame.

**Part B**

Select a detail from paragraphs 33–35 of passage 1 that helps convey this theme.

- A. “Ten minutes later the bell sounded.”
- B. “‘He’s a good actor,’ Paul observed when Frank returned to the house.”
- C. “The boys returned to their game.”
- D. “The sun sank slowly through the pleasant autumn afternoon.”

12. The following item has two parts. Answer Part A and then answer Part B.

**Part A**

The author uses the phrase “lunged for” in paragraph 2 instead of words like “got” or “went for.” What does the use of the phrase “lunged for,” along with the other information in paragraph 2, suggest about Paul?

- A. He wants to show off how fast he is.
- B. He is afraid he will not answer in time.
- C. He thinks the phone is broken.
- D. He has a long reach.

**Part B**

Which detail from the story **best** supports the same conclusion about Paul?

- A. “He interrupted so he wouldn’t have to disobey.”
- B. “Several days later a college student appeared at the door.”
- C. “One crisp afternoon, Frank’s bell sent Paul racing to the house.”
- D. “‘He must think we’re stupid,’ said Tony.”

13. Which event is the cause of Mama sweeping down the alley while Paul and Tony are playing baseball?

- A. Paul does not answer the phone when the bell sounds.
- B. Frank goes into the alley to tell Paul and Tony their mother called.
- C. Frank apologizes for fooling Paul about Paul’s mother telephoning.
- D. Paul pretends the phone is ringing when it is not.

- 14.** Which **two** statements explain how paragraph 11 helps develop the plot?
- A.** It shows that Paul’s mother hopes he becomes a star baseball player.
  - B.** It describes the way in which Paul plays baseball.
  - C.** It sets up the conflict Paul faces between baseball and his mother.
  - D.** It explains the reason Paul thinks he isn’t good enough at playing baseball.
  - E.** It suggests that Paul is going to stop playing baseball.
  - F.** It allows the reader to understand how Paul feels.

There are **five** words or phrases in the passage that are underlined to show they may be incorrect. For each underlined word or phrase, circle the correct replacement.

The great African American explorer Matthew Henson might never have accomplished his dream without the help of a sea captain. When Henson approached the captain of a merchant ship to ask for a job, the captain was impressed by the boy's ambition. Henson was only twelve years old, but the captain took a liking to Henson and hired him as a cabin boy. They taught him math, geography, and navigation. Later on Henson put those skills to good use.

When Robert E. Peary a naval officer, met Henson, he recognized his intelligence and sense of adventure. Peary offered him a job. The two made several trips to Greenland. Henson learned to speak Inuit. The Eskimos taught him how to survive the harsh climate. Peary told Henson about his dream to be the first person to reach the North Pole. Henson eagerly accepted his invitation to join himself.

In 1908, Peary's expedition including Henson left on the *USS Roosevelt* from New York for Canada. On March 1, 1909, the team pointed their dog sleds north and set out on the 475-mile journey. Crossing the ice-covered Arctic Ocean was treacherous. Most expedition members turned back. The skills that Henson had learned from the Eskimos helped the men stay alive. Finally, on April 6, Peary, Henson, and four Eskimos reached their goal: 90 degrees north. While Peary received great recognition for the accomplishment, it was not until much later that Henson was honored for his important part in reaching the North Pole.

**15.** Replace They with

- A.** They
- B.** Them
- C.** He
- D.** The captain

16. Replace Peary a naval with

- A. Peary a naval
- B. Peary; a naval
- C. Peary, a naval
- D. Peary) a naval

17. Replace The Eskimos with

- A. The Eskimos
- B. The Eskimos,
- C. The Eskimos—
- D. The Eskimos;

18. Replace himself with

- A. himself
- B. herself
- C. he
- D. him

19. Replace treacherous. with

- A. treacherous—
- B. treacherous,
- C. treacherous;
- D. treacherous.