

Reading

Read the passage. Then answer the questions that follow.

The Glowing Beagle

by Karen Brinkmann

1 Dogs have provided many services for people over the years. Working and herding dogs pull sleds and shepherd animals. Service dogs guide and protect people with special needs. Police dogs assist in tracking down and apprehending criminals. Assistance dogs perform necessary tasks for people. And of course, dogs are probably best known for their faithful companionship to individuals and families.

2 But dogs may soon be able to add another talent to their long list of abilities: the potential to help researchers cure diseases because of the dogs' ability to glow. Yes, you read that correctly: scientists in Korea have designed and bred a dog that glows under ultraviolet light. Let's take a look at this unprecedented scientific creation in order to understand why it was accomplished as well as how it could help doctors study and eradicate diseases.

3 For many years, scientists have studied bioluminescent sea creatures such as jellyfish. *Bioluminescent* means a creature can produce and emit its own light. After years of observing and experimenting with these types of creatures, scientists discovered a protein called *green-fluorescent protein*, which is responsible for giving the jellyfish and other creatures the ability to glow. They determined a way to isolate the protein. Then, they transferred it into the cells of a puppy before the puppy was even born. The result was a delightful dog named Tegan who is like any other beagle except that she appears to glow when placed under an ultraviolet light.

4 You may be wondering how in the world a glowing beagle pup could possibly help researchers find a cure for diseases such as Alzheimer's and Parkinson's. The answer to that question lies not in the fact that the dog glows but that scientists have created a method to transfer genes. Because the gene transfer process has been successful, scientists are hopeful that other gene transfers will also be successful. And these gene transfers could lead to a better understanding, if not a cure, for many different kinds of diseases.

5 Human beings and dogs share the ability to contract 268 genetic diseases. If scientists can successfully conduct research on a dog that has a disease that a human can also develop, the scientists may find clues to curing that disease by observing the dog. Dogs share some of the same physiological and anatomical body parts that people do, so studies of dogs translate well to studies of humans. Plus, dogs are social creatures and respond well to commands. They are better subjects to study than laboratory rats or mice.

6 Though transferring fluorescent genes to a dog does not harm a dog in any way, there are some critics of the process. Some animal rights groups discourage any testing on animals. Many suggest alternatives to animal testing, including testing humans instead. However, though many studies have been conducted using human volunteers, the type of gene testing that scientists have done on dogs cannot be conducted on humans.

Go On

7 Another drawback of the program is the expense. Scientific research is typically costly, but genetic testing requires equipment and technology that come at a very high price. Additionally, testing on dogs would require that researchers find caregivers for the dogs. Small creatures such as mice and rats can live happily in small cages, but dogs of course cannot. Researchers who want to dedicate their lives to performing gene transfers on pups would need to find a way to house the dogs in a humane way.

8 Still, scientists are optimistic. They see great potential in these developments and hope that the future of scientific research on genes is bright, not only for humans, but for their best friends, the dogs.

1 This question has two parts. First, answer part A. Then, answer part B.

Part A

What is one central idea of the article?

- A** Dogs are known for their loyal and devoted companionship to humans.
- B** Bioluminescent sea creatures may help researchers cure diseases such as Parkinson's.
- C** It is safer and easier to conduct research on dogs than on humans.
- D** Glowing beagles could help doctors effectively treat human diseases.

Part B

Which sentence from "The Glowing Beagle" **best** supports the answer to part A?

- A** "For many years, scientists have studied bioluminescent sea creatures such as jellyfish."
- B** "If scientists can successfully conduct research on a dog that has a disease that a human can also develop, the scientists may find clues to curing that disease by observing the dog."
- C** "However, though many studies have been conducted using human volunteers, the type of gene testing that scientists have done on dogs cannot be conducted on humans."
- D** "They see great potential in these developments and hope that the future of scientific research on genes is bright, not only for humans, but for their best friends, the dogs."

2 Look at the first sentence of the passage.

Dogs have provided many services for people over the years.

What relationship does this sentence have with the rest of the first paragraph?

- A** It introduces a problem. The rest of the paragraph lists possible solutions.
- B** It states an observed effect. The rest of the paragraph examines causes.
- C** It provides an opinion. The rest of the paragraph provides reasons.
- D** It presents an idea. The rest of the paragraph gives examples.

3 Which of the following gives the **best** summary of the ideas in “The Glowing Beagle”?

- A** Some animals, such as jellyfish, can produce their own light. By transferring the light-producing gene to dogs, scientists have found a way to make dogs glow when placed under ultraviolet light. This could lead to important discoveries.
- B** The fascinating study of bioluminescent sea creatures has led to new research for curing diseases. However, scientists now cruelly perform tests, such as gene transfers, on live animals.
- C** By successfully transferring genes from light-producing sea creatures to dogs, scientists have found a way to study and possibly cure diseases in people. Though there are several drawbacks, scientists are hopeful that the challenges can be overcome.
- D** Scientists have discovered a cure for Alzheimer’s disease. By transferring genes from bioluminescent sea creatures to dogs, researchers discovered where disease-producing genes can be found. They found ways to prevent these genes from becoming active.

Go On

4

The author believes the gene transfer process is a positive discovery, but she also wants to acknowledge that there are people who oppose it. Which sentence from the passage **best** supports this statement?

- A "And of course, dogs are probably best known for their faithful companionship to individuals and families."
- B "The result was a delightful dog named Tegan who is like any other beagle except that she appears to glow when placed under an ultraviolet light."
- C "Though transferring fluorescent genes to a dog does not harm a dog in any way, there are some critics of the process."
- D "Small creatures such as mice and rats can live happily in small cages, but dogs of course cannot."
- E "They see great potential in these developments and hope that the future of scientific research on genes is bright, not only for humans, but for their best friends, the dogs."

5

Below are three claims that one could make based on the article "The Glowing Beagle."

Claims	
	Gene transfers are an important breakthrough that could greatly benefit humans.
	Because of their similarity to humans, dogs are some of the best research subjects.
	Genetic testing is too costly and controversial to hold much promise.

Draw an X by the claim that is supported by the **most** relevant and sufficient evidence within "The Glowing Beagle." Then write down two sentences from the article that **best** provide evidence to support the claim selected in part A.

First sentence: _____

Second sentence: _____

Read the passage. Then answer the questions that follow.

The Battle Picnic

by Jonas Sellers

- 1 [Scene: a well-furnished drawing room in a fancy Washington D.C. home, July 16, 1861.]
- 2 MANFRED [Excitedly.] Well, the war with the Confederates has finally begun! We are determined to march to Richmond, and we will certainly overcome those rebels before the month has ended. Our victory will be swift, and the rebels will learn that they should not have unleashed Pandora's box with their traitorous ways.
- 3 JENNY [Distressed.] I believed that the war had already started in April, when the Confederate soldiers fired boldly on Fort Sumter. Surely that was an easy victory for them, and thankfully no one was killed on either side. But with all the volunteers President Lincoln gathered, why would the Confederate forces try to attack us now? I have heard officials say that our display of strength would frighten the Confederates into submission. [Pausing briefly in thought.] I am anxious about beginning a war; surely, many people will be harmed by such a serious act.
- 4 MANFRED [With a knowing smile.] I believe, sister, that you are less worried about war in general than about the safety of your own dear brother. Do not waste a moment worrying on my account; we will reward those Southern soldiers with a hearty beating, bring the black sheep back into the Union, and be at restful, even boring, peace again before you notice I am gone. By fighting, we will show our strength and our well-deserved confidence because we are battling on the proper side.
- 5 JENNY When must you leave?
- 6 MANFRED I came to say farewell, dear sister, as we march as soon as we are gathered. [Manfred walks over to the window and looks out.] Look at all the fine and fancy carriages filled with townspeople, determined to travel the road with our troops. What a stirring show of public support!
- 7 JENNY [Joining him at the window.] What can they be thinking of, to so merrily follow troops into battle?
- 8 MANFRED They are thinking that the battle will offer rewarding entertainment. They are thinking they will see our troops easily march to victory, just as I am thinking.
- 9 [Scene: July 21, 1861, along the Bull Run River, near Manassas Junction; there is a mass of confusion, with sightseers grabbing baskets and jumping into carriages; soldiers running toward the road heading back to Washington, and many soldiers dead and dying on the battlefield.]
- 10 JENNY [Totally distraught, staring toward the field.] Father, where is Manfred? Can you see Manfred anywhere on the battlefield?
- 11 MR. BENJAMIN [Demandingly.] Manfred will have to take care of himself. Sit down and get settled now, quickly as you can. The road is already filled to overflowing with panicky people.
- 12 JENNY Father, this is the most horrifying experience of my life. Why did we come? Why did so many people come, to picnic at a battle?

Go On

- 13 MR. BENJAMIN [Squarely facing Jenny.] Look at the growing hoards of Confederate soldiers, advancing so quickly. Our troops are fleeing off the field like bats from hell, hurrying back toward Washington, dropping their goods and guns so that they can run even faster.
- 14 JENNY I do not think they are cowards, Father. Who would stand at such a show of force?
- 15 MR. BENJAMIN We must go. We can talk later. Before long, the Confederates will be chasing us back to Washington, and who could imagine what might happen if they were to apprehend us?
- 16 JENNY I knew we should not have come!
- 17 MR. BENJAMIN Yes, I see that now.
- 18 JENNY [Solemnly.] I hope that Manfred makes it home safely. I hope . . . but I am not at all certain.
-

6 This question has two parts. First, answer part A. Then, answer part B.

Part A

What is one central theme of “The Battle Picnic”?

- A** It is unrealistic to believe that wars are not deadly.
- B** Believing you can win is more important than actually winning.
- C** One’s attitude toward an event will affect the outcome of that event.
- D** It is important to stay calm during times of crisis.

Part B

Select **three** pieces of evidence that support the answer to part A.

- A** “I believed that the war had already started in April, when the Confederate soldiers fired boldly on Fort Sumter.”
- B** “I came to say farewell, dear sister, as we march as soon as we are gathered.”
- C** “What can they be thinking of, to so merrily follow troops into battle?”
- D** “Manfred will have to take care of himself. Sit down and get settled now, quickly as you can.”
- E** “. . . there is a mass of confusion, with sightseers grabbing baskets and jumping into carriages; soldiers running toward the road heading back to Washington, . . .”
- F** “Father, this is the most horrifying experience of my life. Why did we come? Why did so many people come, to picnic at a battle?”
- G** “We must go. We can talk later.”

7

Which details from “The Battle Picnic” **best** support the inference that the characters do not fully understand their situation? Select all that apply.

- A** Almost everyone is excited about a picnic on the battlefield.
- B** The Union soldiers are preparing to march on the Confederate capital of Richmond.
- C** Manfred says he and the other Union soldiers will overcome the Confederates before the month has ended.
- D** People decide to leave the battle region as quickly as possible once the Confederates take control.
- E** The people fleeing the battle are afraid they will be attacked by the advancing Confederate soldiers.

8

Read these sentences from “The Battle Picnic.”

Do not waste a moment worrying on my account; we will reward those Southern soldiers with a hearty beating, bring the black sheep back into the Union, and be at restful, even boring, peace again before you notice I am gone. By fighting, we will show our strength and our well-deserved confidence because we are battling on the proper side.

What do you learn about Manfred’s character by what he says?

- A** He believes battle is more exciting than daily life.
- B** He cares for his sister so much that he does not want to frighten her.
- C** He does not want to fight but he feels he must do so for his country.
- D** He does not care that his sister is concerned for his safety.

9

When Manfred states in “The Battle Picnic” that he is battling on the “proper side,” what does the word “proper” suggest?

- A** Manfred is certain that his side will win.
- B** Manfred believes he is the only person able to behave in a correct manner.
- C** Manfred views the war as necessary.
- D** Manfred believes his side is supported by the forces of justice.

Go On

10

What is the effect of Manfred’s comment in “The Battle Picnic” that he will be back before Jenny notices he is gone?

- A It creates a break in the tension of the passage because the audience knows that Manfred is using humor in his response to Jenny.
- B It creates a sense of dread since the audience knows that Manfred’s prediction of a quick and easy victory is incorrect.
- C It causes the audience to share Jenny’s sense of fear because the audience can tell Manfred is lying on purpose.
- D It causes the audience to share Jenny’s anger because the audience knows that Jenny has begged Manfred not to go to war.

11

At the beginning of the play, Manfred says, “Our victory will be swift, and the rebels will learn that they should not have unleashed Pandora’s box with their traitorous ways.” Read this telling of the Greek myth “Pandora’s Box.”

Pandora’s Box

Long ago, the god Zeus was angry with two brothers named Epimetheus and Prometheus. Zeus, who was the most powerful of all the gods, had a plan to get even. He ordered another god, Hephaestos, to make a very beautiful woman out of clay. This woman, Pandora, was sent to Earth by Zeus to marry Epimetheus. As a wedding gift, Zeus gave Pandora a box but made her promise never to open it.

Pandora was very curious by nature, and after resisting for as long as she could, she finally opened the box. Out flew all the horrors and evils of the world—hate, disease, misery, poverty, envy, and more—which Zeus had hidden away in the box. Frightened by all the evil rushing out, Pandora quickly closed the lid, not realizing that there was one thing still trapped inside. That thing was hope.

What does Manfred suggest through his reference to Pandora’s box? Use details from both “The Battle Picnic” and “Pandora’s Box” in your answer.

Read the passage. Then answer the questions that follow.

It's a Great Time to Be in Publishing!

by Dan Costa, PC Magazine

1 Despite reports to the contrary, this is a great time to be in publishing. I don't mean to make light of the countless media layoffs, paper-thin magazines, anemic advertising revenue, risk-averse book publishers, or a once-venerable newspaper industry that seems to be printing more pink slips than papers these days. And, yes, I too am worried about my media job. Still, when I think about the vast array of new opportunities—the e-book platform, on-demand publishing, customized editorial, mobile commerce platforms, and an ever-growing global audience of sophisticated readers—I see a thriving industry in the making. Publishing will survive. It just won't look anything like what we're used to.

E-Books: Books, but Better

2 My love of books is what drives my interest in e-book readers. There's no denying the appeal of the clarity of the printed word, the sound of a freshly turned page, or the musty smell of an old edition. Still, e-ink is an impressive technology, and e-book readers are superior to traditional tomes.

3 Being able to store, carry, search, and annotate an entire digital library has had a huge impact on how we read.

People Read More Than Ever

4 It seems as if we've been reading about the decline of reading for years. It simply isn't true. People read more now than ever, and they write more, too. I grant that we're probably reading fewer newspapers and novels. And, sure, this is a bad thing. People just don't read the same way they once did.

5 Computers have made interacting with text an increasingly large part of our lives. No longer do we need to run to the newsstand, slap down some cash, and pick up a publication. Now, we simply go to the Web site, where the same content is often free. In fact, we're rarely not reading: On my train commute this morning, eight out of every ten people were reading. So what if the majority of them were doing it on a phone? It still counts. And the new publishing industry (authors, editors, Web producers, and designers) is providing that content.

DIY Publishing Is on the Rise

6 Don't write off print yet, either. The massive move toward on-demand publishing is eliminating the waste from the printing process. Book publishers are rapidly embracing digital printing technologies over costly, dated offset methods, to make copies of their backlist available on demand. Books that were impossible to find a few years ago can now be ordered one at a time. On-demand printing is the way the magazine industry is heading, as well.

Digital Distribution Is Cheap

7 Every time I talk to print publishing folks, they tell me how awful it is that words and text move around the Web so easily. Rarely do I hear any appreciation for how many more readers they reach. While I'm writing this, the top story on Google News about Supreme Court nominee, Sonia Sotomayor, is from the New Jersey Star Ledger. It will be read by hundreds of thousands of readers across the globe, in addition to a few thousand in the paper's home state. Going from regional paper to global publisher has a huge upside.

Go On

More than Ever, We Need Filters

8 Above all else, the publishing industry needs to embrace its role as a filter. Anyone who reads on the Web is exposed to thousands of links every day. Throw in RSS feeds, news aggregators, a few Google Searches and we're swimming in a sea of information.

9 Despite the length of this column, every word that comes into my head doesn't get published; my editor curbs my verbosity, and even then, my time on the PCMag.com home page is limited. The digital world may be awash in information, but there's huge demand for editing, curating, and artful presentation. In other words, publishing. Author and blogger Steven Johnson has suggested this filtering service could save the newspaper industry, but that's just a start.

10 If the economic crisis has taught us anything, it is that the media business, like most businesses, could use a little editing.

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

Part A

Which of the following is a key argument in the passage?

- A** People read fewer newspapers and novels than they ever did in the past.
- B** People in print publishing tend not to appreciate the advantages of digital publishing.
- C** Digital publications need more editing than traditional publications.
- D** Modern technologies are changing publishing and information access for the better.

Part B

Which statement from "It's a Great Time to Be in Publishing!" does **not** support the answer to part A?

- A** "Still, when I think about the vast array of new opportunities . . . I see a thriving industry in the making."
- B** "Despite the length of this column, every word that comes into my head doesn't get published . . ."
- C** "The massive move toward on-demand publishing is eliminating the waste from the printing process."
- D** "Computers have made interacting with text an increasingly large part of our lives."

- 13** In the first paragraph of “It’s a Great Time to Be in Publishing!”, how does author Dan Costa respond to the concerns of people who might disagree with him?
- A** He identifies things that others consider to be negative changes to publishing but explains that these are actually positive changes.
 - B** He lists what other people claim are negative changes to the publishing industry and then presents evidence that these changes never occurred.
 - C** He acknowledges that bad things have happened in publishing but suggests that new opportunities have been created.
 - D** He presents information about positive changes in the publishing industry and suggests that people who disagree with him are simply opposed to new technology.

- 14** The author of “It’s a Great Time to Be in Publishing!” believes that publishing in the future will look different from publishing in the past. Select **three** pieces of evidence that support this statement.
- A** “There’s no denying the appeal of the clarity of the printed word, the sound of a freshly turned page, or the musty smell of an old edition.”
 - B** “Being able to store, carry, search, and annotate an entire digital library has had a huge impact on how we read.”
 - C** “On my train commute this morning, eight out of every ten people were reading. So what if the majority of them were doing it on a phone?”
 - D** “Every time I talk to print publishing folks, they tell me how awful it is that words and text move around the Web so easily.”
 - E** “Above all else, the publishing industry needs to embrace its role as a filter.”
 - F** “If the economic crisis has taught us anything, it is that the media business, like most businesses, could use a little editing.”

- 15** How does the author of “It’s a Great Time to Be in Publishing!” connect an increase in reading to modern methods of publishing?
- A** by making an analogy between reading newspapers and novels and reading on cell phones
 - B** by contrasting the form and content of what people used to read to what they read now
 - C** by separating the benefits of traditional publishing models into different categories
 - D** by comparing and contrasting on-demand printing and other digital printing technologies

Go On

16

Read the sentences from the text on the left. Then match the underlined word in each sentence to its closest definition on the right.

“Still, when I think about the vast array of new opportunities—the e-book platform, on-demand publishing, customized editorial, mobile commerce platforms, and an ever-growing global audience of sophisticated readers—I see a thriving industry in the making.”

“Still, e-ink is an impressive technology, and e-book readers are superior to traditional tomes.”

“Throw in RSS feeds, news aggregators, a few Google Searches and we’re swimming in a sea of information.”

gadgets

collectors

phones

systems

books

reporters

Read the passage. Then answer the questions that follow.

from *Five Weeks in a Balloon*

by Jules Verne

published by George Routledge and Sons, 1876

1 Dr. Ferguson had a friend—not another self, indeed, an alter ego, for friendship could not exist between two beings exactly alike.

2 But, if they possessed different qualities, aptitudes, and temperaments, Richard Kennedy and Samuel Ferguson lived with one and the same heart, and that gave them no great trouble. In fact, quite the reverse. . . .

3 The acquaintanceship of these two friends had been formed in India, when they belonged to the same regiment. While Richard would be out in pursuit of the tiger and the elephant, Samuel would be in search of plants and insects. Each could call himself expert in his own province, and more than one rare botanical¹ specimen, that to science was as great a victory won as the conquest of a pair of ivory tusks, became the doctor's booty.

4 Since their return to England they had been frequently separated by the doctor's distant expeditions; but, on his return, the latter never failed to go, not to ASK for hospitality, but to bestow some weeks of his presence at the home of his crony Richard.

5 The Scot talked of the past; the doctor busily prepared for the future. The one looked back, the other forward. Hence, a restless spirit personified in Ferguson; perfect calmness typified in Kennedy—such was the contrast.

6 After his journey to the Thibet, the doctor had remained nearly two years without hinting at new explorations; and Richard, supposing that his friend's instinct for travel and thirst for adventure had at length died out, was perfectly enchanted. They would have ended badly, some day or other, he thought to himself; no matter what experience one has with men, one does not travel always with impunity² among cannibals and wild beasts. So, Kennedy besought the doctor to tie up his bark for life, having done enough for science, and too much for the gratitude of men.

7 The doctor contented himself with making no reply to this. He remained absorbed in his own reflections, giving himself up to secret calculations, passing his nights among heaps of figures, and making experiments with the strangest-looking machinery, inexplicable to everybody but himself. It could readily be guessed, though, that some great thought was fermenting³ in his brain.

8 "What can he have been planning?" wondered Kennedy, when, in the month of January, his friend quitted him to return to London.

9 He found out one morning when he looked into the Daily Telegraph.

10 "Merciful Heaven!" he exclaimed, "the lunatic! the madman! Cross Africa in a balloon! Nothing but that was wanted to cap the climax! That's what he's been bothering his wits about these two years past!"

¹ **botanical:** relating to plants

² **impunity:** being free from punishment or harm

³ **fermenting:** being in a state of intense activity

Go On

11 . . . On that very evening Kennedy, half alarmed, and half exasperated, took the train for London, where he arrived next morning.

12 Three-quarters of an hour later a cab deposited him at the door of the doctor's modest dwelling, in Soho Square, Greek Street. Forthwith he bounded up the steps and announced his arrival with five good, hearty, sounding raps at the door.

13 Ferguson opened, in person.

14 "Richard! You here?" he exclaimed, but with no great expression of surprise, after all.

15 "Richard himself!" was the response. . . .

16 "And what have you come to town for?"

17 "To prevent the greatest piece of folly that ever was conceived."

18 "Folly!" said the doctor.

19 "Is what this paper says, the truth?" rejoined Kennedy, holding out the copy of the Daily Telegraph, mentioned above.

20 "Ah! That's what you mean, is it? These newspapers are great tattlers! But, sit down, my dear Richard."

21 "No, I won't sit down!—Then, you really intend to attempt this journey?"

22 "Most certainly! All my preparations are getting along finely, and I—"

23 "Where are your traps? Let me have a chance at them! I'll make them fly! I'll put your preparations in fine order." And so saying, the gallant Scot gave way to a genuine explosion of wrath.

24 "Come, be calm, my dear Richard!" resumed the doctor. "You're angry at me because I did not acquaint you with my new project."

25 "He calls this his new project!"

26 "I have been very busy," the doctor went on, without heeding the interruption; "I have had so much to look after! But rest assured that I should not have started without writing to you."

27 "Oh, indeed! I'm highly honored."

28 "Because it is my intention to take you with me."

29 Upon this, the Scotchman gave a leap that a wild goat would not have been ashamed of among his native crags.

30 "Ah! Really, then, you want them to send us both to Bedlam!"

31 "I have counted positively upon you, my dear Richard, and I have picked you out from all the rest."

32 Kennedy stood speechless with amazement. . . .

33 But he made up his mind to oppose his friend's departure by all means in his power, and so pretended to give in, at the same time keeping on the watch. As for the doctor, he went on diligently with his preparations.

17

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

Part A

How does Richard Kennedy feel when he reads the newspaper article about Samuel Ferguson's plan?

- A** He is shocked.
- B** He is angry but amused.
- C** He is nervous.
- D** He is secretly proud.

Part B

Which sentence from the story **best** supports the answer to part A?

- A** "While Richard would be out in pursuit of the tiger and the elephant, Samuel would be in search of plants and insects."
- B** "The Scot talked of the past; the doctor busily prepared for the future."
- C** "'Merciful Heaven!' he exclaimed, 'the lunatic! the madman!'"
- D** "'Oh, indeed! I'm highly honored.'"

18

What themes are revealed through the descriptions and interactions of Richard Kennedy and Samuel Ferguson? Select all that apply.

- A** True friends are willing to forgive past mistakes.
- B** Even the closest friends face challenges in their relationship.
- C** Even the best friendships can fade over time.
- D** Good friends always agree about important issues.
- E** Friendship is more important than success.
- F** Close friendships can develop between very different people.

Go On

19 Read the dialogue in paragraphs 21 through 27 of the excerpt. What does the dialogue reveal about Richard Kennedy?

- A** He is hurt because the doctor didn't tell him about the plans.
- B** He is outraged because he considers the trip to be dangerous.
- C** He is impatient to get started on the journey.
- D** He is pleased that he will be included on the trip.

20 The ancient Greek poem *The Odyssey* tells of the journey Odysseus makes to return to his home after the Trojan War and the many obstacles he faces and strange worlds he encounters. Based on the excerpt, how is the universal theme of the journey different in *Five Weeks in a Balloon*?

- A** The main character knows he must make the journey alone without help from others.
- B** The main character chooses to leave home and seek out adventure.
- C** The main character does not have a home that he can return to.
- D** The main character's journey will take him to a familiar and popular place.

Read the following excerpt from a play adapted from *Five Weeks in a Balloon*.

It is morning, outside Dr. Samuel Ferguson's modest home in London. Richard Kennedy exits a cab, runs up the steps, and pounds on the door. Samuel opens it.

SAMUEL [Enthusiastic but not surprised]: Well hello, Richard! What are you doing here?

RICHARD [Shaken]: What do you think? I'm here to stop you from committing the most outrageous foolishness of your life!

SAMUEL [Furrowing his brow]: Foolishness?

RICHARD [Holding out and waving a copy of the Daily Telegraph, open to the article about Samuel and his plan to cross Africa in a balloon]: Is it true what the paper says? What on earth can you be thinking?

SAMUEL [Smiling]: Is that what all this fuss is about? Come inside, my dear friend, and take a seat.

[The two men step inside and enter Samuel's front room. Samuel gestures toward the couch.]

RICHARD: [Angrily.] No, I will not sit down! Are you honestly going to attempt this ill-fated journey?

SAMUEL: [Calmly] Absolutely. All my preparations are coming along most smoothly.

Compare and contrast how the differing structures of the story and the play contribute to the communication of meaning. Use details from both texts to support your response.

Read the passage. Then answer the questions that follow.

Showdown in a Paris Theater

by Michael Ray Taylor, *Odyssey*

1 On April 7, 1864, more than 500 of France’s most famous scientists, journalists, artists, and novelists crowded into an auditorium at the Sorbonne, a Paris university. They had come to see a scientific demonstration.

2 An elegantly dressed man stepped onto the stage. “I think we’ve had quite enough of poetry, enough fantasy,” he said. “It is time for the true method, that of science, to assert and exercise its rights.” The man’s name was Louis Pasteur.

3 He walked to a table bearing oddly shaped bottles, a microscope, and a recent invention called a Bunsen burner. The lights dimmed. Using another recent invention, the slide projector, Dr. Pasteur began to describe the experiments sitting before him.

4 These experiments, he explained, would finally settle one of the biggest scientific controversies of his time: Do microbes “spontaneously generate”? In other words, can life appear from nothing whenever nutrients are present? Scientists once thought that rats grew from cheese placed in a corner, that maggots appeared automatically in rotting meat, and that frogs arose from pond slime. By Pasteur’s time, many scientists had already shown that this was not the case—at least with larger organisms. As early as 1668, an Italian doctor named Francesco Redi had shown that maggots, for example, could grow only from fly eggs laid by adult flies.

5 But microorganisms remained poorly understood, and most scientists of the day believed that these smallest life forms could, in fact, appear from nothing. Pasteur was convinced that spontaneous generation was impossible, but he knew it would take clear scientific evidence to sway those who held opposite views. He was certain that this was important, because he believed that the spread of germs—microbes, known today as *pathogens*—was the cause of disease.

6 One scientist in the audience, Félix Archimède Pouchet, was director of the Rouen Museum of Natural History. He was already devising the ways he would attack Pasteur’s experiments in a newspaper article the following week. For what Pasteur began to argue up on the stage was that Pouchet’s earlier experiments, which had appeared to support the idea of spontaneous generation, had contained a serious flaw.

7 In 1859, Pouchet had sealed boiled water in a glass bottle, then placed the bottle upside down and opened it in a trough filled with mercury. Mercury, a heavy metal, would not allow the water to escape from the bottle. Also, it was thought that mercury would kill any organisms that might otherwise get into the upside-down bottle. Pouchet believed that for spontaneous generation to take place, oxygen had to be present, so he piped some chemically pure oxygen into the bottle through the mercury.

8 “But so far, the bottle had only water and oxygen,” Pasteur said, as he demonstrated Pouchet’s experiment to his audience. It still needed a food source.

9 “‘Next,’ Pouchet writes, ‘a bit of hay massing ten grams, in a vial sealed with emery, is removed from an oven heated to 100 degrees, where it has sat for thirty minutes, and is placed in the flask from below the surface of the mercury.’”

10 Pasteur uncorked a vial and transferred hay into a flask on-stage, inverted over a vat of mercury in advance.

11 “This, gentlemen, is the experiment which has renewed interest in the doctrine of spontaneous generation. And here is its result: After eight days, the infusion contains a fully developed mold. What is Pouchet’s conclusion? Simply that the atmosphere didn’t serve as the vehicle for these germs, these microscopic beings.

12 “When microbes grew in the brew, he argued that they had to have ‘appeared’ there, because no live cells had been in any of his ingredients.” However, Pasteur explained, when he studied the experiments, he observed that Pouchet’s tub of mercury contained a great deal of dust. We now know that dust is full of live germs. What no one knew at the time—but Pasteur guessed—was that some germs would not be harmed by exposure to mercury, especially if surrounded by a protective dust coating.

13 Pasteur’s strategy was to design a new type of flask that would let air into it—providing an oxygen source—but would not allow microbes to enter. He created two types of flasks: one with a straight neck, which microbes could easily enter, and another with an S-shaped neck that trapped microbes in the bottom of the curve.

14 Pasteur filled these bottles with a variety of food sources—not just hay and water, but chicken and beef broth, too. After he heated everything inside the bottle (water, air, and food) to a temperature that would kill all organisms, microbes readily grew in the bottles with the straight necks. However, nothing grew in the flasks with the S-necks, even though air, but not microbes, could still get inside.

15 As Pasteur explained to the rapt audience before him, some of these bottles had been sitting for several years, and yet no germs had grown in the food source below the trap.

16 “I have kept away from it the germs that are floating in the air,” he said. “I have kept away from it life, for life is the germ, and the germ is life!”

17 Many in the audience rose to give him a standing ovation.

18 But not Pouchet.

22

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

Part A

What does the author of "Showdown in a Paris Theater" believe about science?

- A** It is not a rewarding field of study.
- B** It remains poorly understood.
- C** It is more competitive than other fields.
- D** It often leads to opposing conclusions.

Part B

Which sentence from the passage **best** supports the answer to part A?

- A** "An elegantly dressed man stepped onto the stage."
- B** "Pasteur was convinced that spontaneous generation was impossible, but he knew it would take clear scientific evidence to sway those who held opposite views."
- C** "Pasteur uncorked a vial and transferred hay into a flask on-stage, inverted over a vat of mercury in advance."
- D** "Many in the audience rose to give him a standing ovation."

23

Read this sentence from paragraph 5.

But microorganisms remained poorly understood, and most scientists of the day believed that these smallest life forms could, in fact, appear from nothing.

Which phrase in the sentence helps you understand the meaning of the word "microorganisms"?

- A** "poorly understood"
- B** "scientists of the day"
- C** "these smallest life forms"
- D** "appear from nothing"

24

Which sentence from paragraph 12 is **most** important to understanding why Pouchet's experiment was flawed?

- A** "When microbes grew in the brew, he argued that they had to have "appeared" there, because no live cells had been in any of his ingredients."
- B** "However, Pasteur explained, when he studied the experiments, he observed that Pouchet's tub of mercury contained a great deal of dust."
- C** "We now know that dust is full of live germs."
- D** "What no one knew at the time—but Pasteur guessed—was that some germs would not be harmed by exposure to mercury, especially if surrounded by a protective dust coating."

25

What is the author's purpose in writing "Showdown in a Paris Theater"? Select all that apply.

- A** to narrate an important event in the history of science
- B** to show how science can be more exciting than history
- C** to prove that one historical scientist falsified his data
- D** to challenge current science about spontaneous generation
- E** to show that scientific ideas often change with time

Go On

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

Part A

Based on evidence in the passage, what inference can be made about Pouchet?

- A** He did not believe that Pasteur was a true scientist.
- B** He would have been happy if Pasteur's experiments had failed.
- C** He thought Pasteur was conducting his experiments out of spite.
- D** He knew that Pasteur's scientific methods were flawed.

Part B

Find two sentences in the passage with details that support the correct answer to part A. Write the sentences on the lines below.

Sentence 1: _____

Sentence 2: _____

Writing and Research

This is a rough draft of a persuasive essay. It has some mistakes. Read the essay. Then answer the questions that follow.

On the Air

Of all the school projects I can think of, there is one that would be the most fun. It would be great for the school as well as the community. I think our middle school should have an FM radio station, just like the one at the high school. That station is completely run by students.

Everyone knows that Bentwood High School already has its own radio station, but few people realize 100 kids are behind it. Every Tuesday after school, three or four students take turns hosting the program. The program lasts for one full hour, and the whole town hears the broadcast.

We could do something similar to create a radio station here at the middle school. Mr. Smith has volunteered to be our faculty advisor and help us get a radio-broadcasting license. He told us, "The most important thing you need is a plan like the one I put into effect way back when I was in middle school." That plan includes a radio tower to send and receive radio signals. The other things we need are a control booth about 10 feet square

and a sound studio for recording music and interviews. In addition, we need equipment, such as a sound mixing board, a transmitter, some CD players, and one or two computers that can store digital music files.

Although people might say that having a radio station at the middle school would be expensive, I doubt that it would be. The students who want to be involved with the radio station could find ways to raise money for it. Their families could donate used equipment such as computers and CD players that would help cut down on the cost to the school. Business owners in town might donate time and materials to help build the sound studio and control booth.

The main reason to have a radio station at our school is that it would be a very worthwhile project for all the kids involved. We would be doing creative and technical things as well as working together and communicating with others. Operating our own radio station would give us something to do after school besides playing video games and hanging out.

A middle school radio station is not an impossible dream. With the right support, it can start coming true tomorrow. Our school needs to give us a chance to succeed.

27

Read this sentence from the essay.

That station is completely run by students.

Which changes this sentence from the passive voice to the active voice?

- A** That station has been completely run by students.
- B** Students completely run that station.
- C** That station was completely run by students.
- D** Running that station is completely done by students.

28

Read this sentence from the essay.

Their families could donate used equipment such as computers and CD players that would help cut down on the cost to the school.

Which should replace the underlined part to make the punctuation in the sentence correct?

- A** equipment . . . such as computers and CD players
- B** equipment: such as computers and CD players
- C** equipment—such as computers and CD players,
- D** equipment, such as computers and CD players,

Go On

29

Read this sentence from the essay.

Operating our own radio station would give us something to do after school besides playing video games and hanging out.

What type of phrase is underlined and how does it function in this sentence?

- A** a participial phrase that functions as an adjective
- B** a participial phrase that functions as the subject
- C** a gerund phrase that functions as the subject
- D** a gerund phrase that functions as the verb

30

Read this sentence from the essay.

Our school needs to give us a chance to succeed.

On the lines below, write a new sentence that changes the sentence above from the indicative to the imperative mood.

Mavis wrote an informational report about the years before the American Revolution for her history class. Her draft lacks a topic sentence. Read the first paragraph of the report and the directions that follow.

One group of colonists wished to remain part of Great Britain and argued that the relationship between the colonies and the mother country should stay the same. These colonists were called "Loyalists." A second group wished to remain as British colonies but also hoped that the colonies could make more decisions for themselves. A third group wanted the colonies to declare independence from Britain. The third group, obviously, won out.

Which of the following is the **most** appropriate topic sentence to begin the paragraph?

- A** The years before the American Revolution were a time of uncertainty and excitement in the thirteen American colonies.
- B** Some groups of colonists wanted the relationship between Britain and the colonies to stay the same, but two other groups felt differently.
- C** In the years leading up to the American Revolution, colonists fell into three main groups of thought about the relationship between the colonies and Britain.
- D** The British government, in contrast, felt that the colonies could not protect themselves and were not paying their fair share of taxes for that protection.

A student is writing an opinion letter to her teacher about group assignments. Read the letter. Then, answer the question that follows.

Dear Ms. Jackson,

I am writing to suggest that we have fewer group projects and more individual assignments in your class. So far, all of our big assignments have been group projects, and several other group assignments are coming up. I realize that group projects teach students how to work together. This is good, because in the real world people have to work together all the time. However, as middle school students, a lot of us are involved in extracurricular activities. This makes it hard to find a time outside of school when we can all get together to work on our assignments. Plus, with group projects, there are times when not everyone does his or her fair share. I'm not saying I'd like for there to be no more group projects in your class. Group projects can actually be a lot of fun and a great learning experience.

Sincerely,

Rebecca Snowe

Which sentence is the **best** closing statement for this student's letter?

- A** I'm simply asking that you please consider a greater balance between group projects and individual assignments.
- B** I'm just wondering if you could please ask the other students in class if they would like fewer group projects as well.
- C** I'm only suggesting that you please consider teaching students how to work together through other situations besides group projects.
- D** I'm just hoping that you will please consider giving us individual grades instead of group grades on future group projects.

33

Marisa wrote a narrative story for a creative writing contest. However, her draft lacks a transition between paragraphs. Read the paragraphs from the narrative and the directions that follow.

Kate fidgeted in her seat. It was the night of her school’s film festival, and her film was up next. She was worried about the audience’s reaction. What if they didn’t laugh at the parts that were supposed to be funny? Or, worse, laughed at the parts that were supposed to be serious? She shoved a handful of popcorn into her mouth and tried to relax.

Months ago, on the opening night of the first play she was ever in, her heart had pounded just as hard as it was now. She remembered the thoughts that had raced through her head. What if the audience didn’t think she was a good actor? What if she forgot her lines? But everything had turned out great. She told herself: tonight would be no different.

Write a transition sentence that logically connects the two paragraphs and is consistent with the tone of the narrative.

Write your answer on the lines below.

A student is writing a report about the Civil War. Read the following paragraphs from two of the student's sources. Then answer the questions that follow.

Article 1

On July 3, 1863, 12,000 men, arrayed in a mile-long arc, marched across a farmer's field. They aimed themselves at some hills about three-quarters of a mile away. This was Pickett's Charge. It was General Robert E. Lee's last, desperate hope to win the Battle of Gettysburg. Led by George Pickett's Virginians, the Confederate soldiers unfurled their flags and walked as orderly as they could. They faced terrible musket and cannon fire, and halfway along were forced to climb over a fence. Still, they marched. Some of their men even reached Union lines before being pushed back. This has come to be known as the High Water Mark of the Confederacy. Never before or after did they come so close to victory in the war.

Article 2

Pickett's Charge is misnamed. General George Pickett did not command the advancing Confederate troops that day; his superior James Longstreet did. In fact, Pickett's Virginians made up less than half of the charging soldiers, and while they did reach enemy lines, they were forced to retreat. Pickett lost 42 percent of his men on July 3, and in some accounts, he bitterly blamed Robert E. Lee for the failure. Years later, he died an unhappy man. It was his wife, a writer, who turned his defeat into a glorious success. No, he didn't win the battle, but in her stirring words he demonstrated just how brave Confederates could be. Had he read her description of the battle, he probably would have been shocked.

-
- 35** The student wants to show in her report that Pickett's Charge did not have a good chance of success. Which sentence from Article 1 should she quote to support this idea?
- A** "On July 3, 1863, 12,000 men, arrayed in a mile-long arc, marched across a farmer's field."
 - B** "It was General Robert E. Lee's last, desperate hope to win the Battle of Gettysburg."
 - C** "Led by George Pickett's Virginians, the Confederate soldiers unfurled their flags and walked as orderly as they could."
 - D** "This has come to be known as the High Water Mark of the Confederacy."

Go On

36

The student wants to include information about the impact of Pickett's Charge on some of the people involved in the war. Which statement from Article 2 should the student quote to describe the impact of Pickett's Charge on George Pickett?

- A** "Pickett's Charge is misnamed."
- B** "Pickett's Virginians made up less than half of the charging soldiers."
- C** "Years later, he died an unhappy man."
- D** "It was his wife, a writer, who turned his defeat into a glorious success."
- E** "Had he read her description of the battle, he probably would have been shocked."

37

The student wants to show that authors sometimes disagree in their presentations of facts and interpretations of events. Identify one fact in Article 2 that conflicts with a fact in Article 1. Write a paragraph that the student could use in her report that shows how this fact suggests that the authors have different points of view.

STOP

Ready Assessments, English-Language Arts, Grade 8
Answer Form

Name _____
Teacher _____ Grade _____
School _____ City _____

Assessment 1

Session 1: Reading

- 1A. (A) (B) (C) (D)
- 1B. (A) (B) (C) (D)
- 2. (A) (B) (C) (D)
- 3. (A) (B) (C) (D)
- 4. (A) (B) (C) (D) (E)
- 5. See page 4.
- 6A. (A) (B) (C) (D)
- 6B. (A) (B) (C) (D) (E) (F) (G)
- 7. (A) (B) (C) (D) (E)
- 8. (A) (B) (C) (D)
- 9. (A) (B) (C) (D)
- 10. (A) (B) (C) (D)
- 11. See page 8.
- 12A. (A) (B) (C) (D)

- 12B. (A) (B) (C) (D)
- 13. (A) (B) (C) (D)
- 14. (A) (B) (C) (D) (E) (F)
- 15. (A) (B) (C) (D)
- 16. See page 12.
- 17A. (A) (B) (C) (D)
- 17B. (A) (B) (C) (D)
- 18. (A) (B) (C) (D) (E) (F)
- 19. (A) (B) (C) (D)
- 20. (A) (B) (C) (D)
- 21. See page 17.
- 22A. (A) (B) (C) (D)
- 22B. (A) (B) (C) (D)
- 23. (A) (B) (C) (D)
- 24. (A) (B) (C) (D)

- 25. (A) (B) (C) (D) (E)

- 26A. (A) (B) (C) (D)
- 26B. See page 22.

Session 2: Writing and Research

- 27. (A) (B) (C) (D)
- 28. (A) (B) (C) (D)
- 29. (A) (B) (C) (D)
- 30. See page 26.
- 31. (A) (B) (C) (D)
- 32. (A) (B) (C) (D)
- 33. See page 29.
- 34. See page 30.
- 35. (A) (B) (C) (D)
- 36. (A) (B) (C) (D) (E)
- 37. See page 32.

Cut along the dotted line.

TEACHER USE ONLY

- 5. (0) (1) (2)
- 11. (0) (1) (2)
- 16. (0) (1) (2)
- 21. (0) (1) (2)
- 26. (0) (1) (2)
- 30. (0) (1) (2)
- 33. (0) (1) (2)
- 34. (0) (1) (2)
- 37. (0) (1) (2)