

Read the excerpt from the story. 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.

¹ **botanical:** relating to plants

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

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

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!”

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.

1 Read this sentence from paragraph 6.

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.

A “bark” is a small boat or sailing ship. What does the author most likely mean by “to tie up his bark for life”?

- A** to put an end to his explorations
- B** to stop traveling by boat
- C** to stop his experiments on transportation
- D** to attach his boat more securely to the dock

2 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.

3 Richard Kennedy is shocked when he reads the newspaper article about Samuel Ferguson’s plan. Which sentence from the story **best** supports this assertion?

- 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** “The doctor had remained nearly two years without hinting at new explorations . . .”
- D** “In the month of January, his friend quitted him to return to London.”

Go On

4 What theme is revealed through the descriptions and interactions of Richard Kennedy and Samuel Ferguson?

- A** True friends are willing to forgive past mistakes.
- B** The best friendships are formed through difficult circumstances.
- C** Friendship is more important than success.
- D** Friends support each other even when they disagree.

5 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 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.

6 Which of the following is the **best** summary of the excerpt?

- A** Richard Kennedy and Samuel Ferguson have long been friends. Kennedy thinks his friend has finally given up his life of adventure, but then he is shocked to discover that his friend plans to cross Africa in a balloon. Kennedy confronts Ferguson, who reveals his plan to take Kennedy along on the journey.
- B** Richard Kennedy and Samuel Ferguson meet in India when both are serving in the same military regiment. While Kennedy is a great hunter, Ferguson is a scientist who takes pleasure in his study of plants. Ferguson uses his scientific knowledge to do experiments and plan a trip across Africa in a balloon.
- C** Richard Kennedy and Samuel Ferguson have different qualities and personalities, but they are great friends nonetheless. While Kennedy talks of the past, Ferguson is restless and always looking to the future. Their friendship is tested when Kennedy learns that Ferguson has secretly been planning a trip across Africa by balloon.
- D** When Richard Kennedy reads in the newspaper that his old friend Samuel Ferguson plans to cross Africa in a balloon, he is shocked. Exasperated, Kennedy rushes to London to discuss the situation with Ferguson. Ferguson assures Kennedy that he was going to tell him of the plan, and Kennedy's mind is put at ease.

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.

Go On

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.

7

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”

8

The author believes that science can be a rewarding field of study. Which sentence from the passage **best** supports this statement?

- 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.”

9

Read these sentences from paragraph 11.

What is Pouchet’s conclusion? Simply that the atmosphere didn’t serve as the vehicle for these germs, these microscopic beings.

What does “atmosphere” mean in the above sentence?

- A the air surrounding the earth
- B a special mood connected with a place
- C air in a certain place or area
- D a unit of pressure

Go On

- 10** 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.”"

- 11** The relationship between Pasteur and Pouchet was not a friendly one. Which sentence from the passage **best** supports this statement?
- A** "“Pasteur was convinced that spontaneous generation was impossible, but he knew it would take clear scientific evidence to sway those who held opposite views.”"
 - B** "“He was already devising the ways he would attack Pasteur's experiments in a newspaper article the following week.”"
 - C** "“‘But so far, the bottle had only water and oxygen,’ Pasteur said, as he demonstrated Pouchet's experiment to his audience.”"
 - D** "“However, Pasteur explained, when he studied the experiments, he observed that Pouchet's tub of mercury contained a great deal of dust.”"

- 12** What is the author's purpose in writing "Showdown in a Paris Theater"?
- A** to narrate an important event in the history of science
 - B** to show how science can be more exciting than any stage drama
 - C** to prove that one historical scientist was smarter than another
 - D** to challenge the idea of spontaneous generation

Read the articles. Then answer the questions that follow.

The Light At the End of The Publishing Tunnel?

by Rudy Shur, Publisher's Weekly

1 While the English-language edition of *Harry Potter and the Deathly Hallows* sold 44 million copies over three years, the video game *Bad Company 2* sold more than five million units in one month. Facebook, with its 116 million U.S. users, draws people in for an average of more than seven hours each month. And while watching videos on TV and the Internet accounted for only nine hours of Americans' time per month, they more than made up for it by watching TV 84 hours monthly.

2 For years, I've thought that those publishers most affected by the e-book evolution would be the big six that dominate bestseller lists. Judging from the latest reports, it seems that while their hardback sales have declined, their revenue from e-books has taken a dramatic upward jump. As an independent publisher, I have not been greatly affected by the digital changes taking place. I do sell e-books, but most of my niche titles still sell as paper books.

3 One day recently, when I was doing my typical airing of views about what's going on in the industry to my sales director, Ken Kaiman, he took a good, long look at me and said, "Format is really not the problem." What he then pointed out made me reconsider the future of publishing.

4 The question isn't which format the reader will choose, Ken said, but if there will be readers in the first place. In the 1950s, America was a country of readers. If you couldn't afford a TV or a night out, you could always afford a mass-market paperback. For returning vets, reading was a form of entertainment. For baby boomers, it was common to have grown up seeing your parents, siblings, or friends sitting on the sofa reading a book. People were reading for the simple joy of it. Throughout the '60s, '70s, and '80s, reading continued to be a great source of pleasure for millions.

5 During that time, the revenues of book sales grew each and every year. Our population was growing, and so was our reading audience—or at least, that was the assumption. But what was not so obvious was that a good part of the financial increase was due not so much to an increase in the number of books sold, but to the increased price of both hardbacks and paperbacks.

6 By 1990, the age of computers had dawned. What started out as small dot-com ventures turned into megacorporations like Google, AOL, and Yahoo. And while a bust occurred in the early 2000s, the effects of this true revolution changed the way Americans entertained themselves.

7 Today, that change is all too evident: walk down any U.S. city street and watch half the people you pass intently texting, tweeting, or Facebooking. As soon as a new edition of a popular video game becomes available, it's hard to ignore the astronomical sales it garners. The arguments about whether e-books will be the wave of the immediate future pale when you consider that the new and growing millennium generation no longer considers reading books as entertainment. In fact, they do not consider reading at all. Instead of focusing on how our books are going to be delivered to the reading public, we ought to be concerned with who will be left to read books.

Go On

8 While other countries focus on educating their children, we seem more focused on amusing them. Yes, these electronic time-wasters do serve a purpose: they act as baby-sitters. However, the responsibility of raising children who value education, and hence read, in any form, is no longer a priority. Without a vibrant and growing reading public to buy e-books or tree-books, who are we going to sell our titles to in the future? Do we know how many homes do not have books? How many children have never been exposed to the pleasure of reading or being read to? Manufacturers of cereal, soda, bottled water, and computers know how many households they are in, and are constantly reinforcing the need for or pleasure derived from their products. The economics of our industry makes such research challenging, but we need to do more than make the occasional foray into trying to create readers. We do know that there is a large market that wants books, as evidenced by the success of Harry Potter and all things vampire. But can such occasional readers support our industry in the future?

9 Ken's point keeps reverberating in my head. For all those who may think that selling our titles as e-books is the light at the end of the tunnel, I have a tip to pass on. Don't be too surprised if the light is attached to a speeding train heading toward you—toward all of us.

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.

13 One of the author's main claims in "The Light At the End of The Publishing Tunnel?" is that reading was a common and preferred form of entertainment in the past. Which sentence from the passage **best** supports this claim?

- A** "As an independent publisher, I have not been greatly affected by the digital changes taking place."
- B** "For returning vets, reading was a form of entertainment."
- C** "By 1990, the age of computers had dawned."
- D** "The economics of our industry makes such research challenging, but we need to do more than make the occasional foray into trying to create readers."

14 Read these sentences from "The Light At the End of The Publishing Tunnel?".

For all those who may think that selling our titles as e-books is the light at the end of the tunnel, I have a tip to pass on. Don't be too surprised if the light is attached to a speeding train heading toward you—toward all of us.

What does the author mean by these sentences?

- A** People should look to e-books as the best hope for the future of publishing.
- B** People who think e-books are the solution to the publishing problem are mistaken.
- C** E-books are leading the way for the publishing industry.
- D** There is little difference between a printed book and an e-book.

- 15** Which of the following statements is irrelevant to the claim made by the author of “The Light At the End of The Publishing Tunnel?” that people no longer read for pleasure?
- A** Americans use Facebook for an average of seven hours a month.
 - B** After World War II, returning veterans used books as a form of entertainment.
 - C** Many popular video games sell millions of copies in a single month.
 - D** The price of hardback and paperback books increased in the ‘60s, ‘70s, and ‘80s.

- 16** How does the author of “The Light At the End of The Publishing Tunnel?” support the idea that people’s tastes in entertainment have changed?
- A** He cites the number of hours people spend per month watching TV and videos.
 - B** He mentions that six publishers have dominated the bestseller lists.
 - C** He discusses how book sales increased from the 1960s through the 1980s.
 - D** He describes how small computer companies turned into large megacorporations.

- 17** How does author Rudy Shur respond to the ideas of Ken Kaiman in “The Light At the End of The Publishing Tunnel?”
- A** Initially Shur thought that paper books were a superior product, but he was convinced by Kaiman’s argument that electronic books are the direction of the future.
 - B** Initially Shur thought the issue in publishing was paper versus electronic books, but he was persuaded by Kaiman’s view that format is not the real issue.
 - C** Shur thinks that the revenue from electronic books will continue to increase, and he dismisses Kaiman’s view that the number of readers of electronic books will decrease.
 - D** Shur is concerned about whether digital changes to the publishing industry will affect his company, and he disagrees with Kaiman’s preference for electronic books.

18 According to “The Light At the End of The Publishing Tunnel?”, which advantage do manufacturers of food, beverages, and computers have that publishers do not have?

- A** They have consumers with higher incomes.
- B** They have affordable products.
- C** They have research data about their consumers.
- D** They have products that must be consumed quickly.

19 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.

20 Based on information in paragraph 6 of “It’s a Great Time to Be in Publishing!”, what is the **most likely** reason publishers are moving toward on-demand publishing?

- A** They are concerned about natural resources such as paper from trees used in printing.
- B** They want to please their customers by offering as many titles as possible.
- C** They have a difficult time finding the machines and workers needed for offset printing.
- D** They want to reduce the costs of printing and storing more books than they sell.

21 Read this sentence from “It’s a Great Time to Be in Publishing!”.

The digital world may be awash in information, but there’s huge demand for editing, curating, and artful presentation.

The author chooses the words “curating” and “artful” to reflect the artistry and museum-like nature of the publishing industry. Based on this relationship, what does the word “curating” **most likely** mean?

- A** overseeing
- B** writing
- C** changing
- D** reading

22 Which statement from “It’s a Great Time to Be in Publishing!” is irrelevant to the key argument made by the author, that advances in technology represent possibilities for the publishing industry?

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

23 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. Which sentence from the passage **best** supports 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.”
- D** “Above all else, the publishing industry needs to embrace its role as a filter.”

Go On

24

Both authors include personal anecdotes about observing people using electronic devices. Which statement **best** contrasts the conclusions they draw from these observations?

- A** Rudy Shur views these devices as having potential for the future of publishing, while Dan Costa sees the devices as valuable mainly for entertaining people.
- B** Rudy Shur thinks these devices represent a good way to introduce young readers to books, while Dan Costa argues that use of the devices shows that people are less interested in reading today.
- C** Rudy Shur suggests these devices offer a source of mindless entertainment, while Dan Costa considers them to be an essential tool to succeed in the modern workforce.
- D** Rudy Shur considers these devices a waste of time and a sign that people no longer read, while Dan Costa suggests they reflect the different ways in which people read today.

25

Based on information in the two articles, on which of the following points would Rudy Shur and Dan Costa most likely agree?

- A** The publishing industry's audience of readers has increased.
- B** The publishing industry must make an effort to understand readers' needs.
- C** More people are reading novels now than in the past because of e-books.
- D** Investing in e-book technology has helped save the publishing industry.

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 broadcast is heard by the whole town.

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.

Go On

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.

26 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.

27 Read this sentence from the essay.

The program lasts for one full hour, and the broadcast is heard by the whole town.

Which revision corrects an inappropriate shift in verb voice?

- A** The program lasts for one full hour, and the whole town hears the broadcast.
- B** The program is lasting for one full hour, and the broadcast is heard by the whole town.
- C** The program lasts for one full hour, and the broadcast has been heard by the whole town.
- D** The program lasts for one full hour, and the broadcast will have been heard by the whole town.

28 Read this sentence from the essay.

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."

Which shows how the writer could shorten the quotation correctly?

- A** He told us, "The most important thing you need is a plan—"
- B** He told us, "The most important thing you need is a plan". . . .
- C** He told us, "The most important thing you need is a plan (. . .)"
- D** He told us, "The most important thing you need is a plan. . . ."

29 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,

30 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

31 Read this sentence from the essay.

Our school needs to give us a chance to succeed.

Which changes the sentence from the indicative to the imperative mood?

- A** Give us a chance to succeed.
- B** We can succeed if our school gives us a chance.
- C** How can we succeed if we don't have the chance?
- D** If our school gives us a chance, we can succeed.

Read the passage. Then answer the questions that follow.

Sequoyah

by Tricia Pond

1 Sequoyah was born in a Cherokee village in the lower Appalachian region of Tennessee around 1770. His mother was Cherokee and his father is believed to have been Nathaniel Guess, a fur trader of European ancestry who later became a colonel in the Revolutionary Army. Sequoyah's father abandoned the family before Sequoyah was born.

2 Sequoyah had a traditional Cherokee childhood and was trained to become a trapper and fur trader. He also developed a skill for making silver ornaments and blacksmithing. Due to a hunting accident that occurred when he was a boy, Sequoyah was permanently crippled in one leg. Scholars believe that it was because of the injuries he sustained in this accident that he was given the name Sequoyah, which means "pig's foot" in Cherokee. Though some dispute the meaning of his name, Sequoyah's physical disability was the source of ridicule and scorn for most of his life.

3 As a young man, Sequoyah married a Cherokee woman and had a family. He established himself as a silversmith to make a living for his family. But Sequoyah noticed that the white people who had settled in the area tended to have more social power and wealth than the Cherokee who had been there far longer. Sequoyah was convinced that the power of the white men came from their ability to communicate through writing as well as by reading from "talking leaves," Sequoyah's name for books. Unlike the white people, the Cherokee were able to communicate only through the spoken word, which meant that the only way to preserve Cherokee traditions and history was orally. Sequoyah believed that a written form of language could uplift his people, too. So in 1809, Sequoyah began working on a way to devise a Cherokee system of writing.

4 During the War of 1812, Sequoyah and other Cherokee fought on the side of the United States against the British and the Creek Nation. Sequoyah noticed that, unlike the other soldiers, the Cherokee soldiers were unable to write letters home or even read military orders. This put the Cherokee soldiers at a disadvantage, so Sequoyah became even more determined to master the secret of written language and apply it to the spoken words of his people. But his efforts were not immediately appreciated by his people; he was ridiculed and accused of being insane.

5 After a dozen years, Sequoyah invented a Cherokee alphabet of about 85 characters. At first, he worked on creating one character for each Cherokee word. He later abandoned that idea and decided to divide each word into syllables. Using this phonetic system, Sequoyah was able to create one character for each syllable rather than one character for each word. Each character represented a particular sound.

6 Even after he completed his invention, it was still not immediately accepted. At first, Sequoyah could not find adult Cherokee people who were willing to learn his way of writing their language, because they believed the symbols were magical and they feared the effects. So Sequoyah began by teaching his daughter A-Yo-Ka to read by playing games with her using the symbols. Once she learned to read fluently, he was able to show tribal leaders how she could read messages that had been recorded while she and Sequoyah were not together, finally convincing them that his invention was neither dangerous nor ridiculous.

Go On

7 In 1821, the Cherokee Nation adopted Sequoyah's alphabet. Within months, the Cherokee had set up schools to teach the syllabary, and thousands of Cherokee became literate. Books and even some newspapers were printed in their new written language. Because of Sequoyah's vision, the history and culture of the Cherokee could be preserved for all time.

32 Read this sentence from the passage.

But his efforts were not immediately appreciated by his people; he was ridiculed and accused of being insane.

The word "insane" means "not sane." Which word also uses the prefix *in-*, meaning "not"?

- A** interest
- B** instead
- C** inaction
- D** introduction

33 What key idea is supported by paragraphs 3 and 4?

- A** Sequoyah's family life was difficult because of his handicap.
- B** Sequoyah was unpopular with other Cherokee people because of his mixed heritage.
- C** The War of 1812 divided the Cherokee people from other Native American nations.
- D** Sequoyah thought the Cherokee should have their own writing system.

34 Read this sentence from the passage.

Using this phonetic system, Sequoyah was able to create one character for each syllable rather than one character for each word.

Based on the context clues in this sentence, what does the word “phonetic” mean?

- A** fast and clever
- B** related to old drawings
- C** a method of developing ideas
- D** related to symbols and sounds

35 Sequoyah taught his daughter to read using his system. Which accurately describes the impact this event had on Cherokee leaders?

- A** It had almost no effect because Cherokee leaders refused to change their minds.
- B** It had no effect because Cherokee leaders had already adopted the system.
- C** It helped Cherokee leaders understand that the system was safe and useful.
- D** It made Sequoyah’s daughter an important part of the Cherokee leadership.

36 Which sentence from paragraph 7 **most clearly** supports the idea that Sequoyah’s writing system continues to have a positive effect on the Cherokee Nation today?

- A** “In 1821, the Cherokee Nation adopted Sequoyah’s alphabet.”
- B** “Within months, the Cherokee had set up schools to teach the syllabary, and thousands of Cherokee became literate.”
- C** “Books and even some newspapers were printed in their new written language.”
- D** “Because of Sequoyah’s vision, the history and culture of the Cherokee could be preserved for all time.”

Go On

Which is the **best** summary of the passage?

- A** Sequoyah was a 19th century Cherokee. He believed the ability to communicate through writing was the source of white people’s advantage over the Cherokee. He devised a writing system that was adopted by the Cherokee nation.
- B** Sequoyah was teased because his name meant “pig’s foot.” He married and fought in the War of 1812. He devised a writing system, but people were afraid of it at first. They thought the symbols were magical.
- C** Sequoyah was crippled during a hunting accident. He had a family, fought in the War of 1812, and then thought up a writing system. At first, he wanted to use a character for every word. Then, he decided to use a phonetic system.
- D** Sequoyah grew up in a Cherokee village. He had a Cherokee mother and a European father. He fought in the War of 1812 against the British and had a family that included at least one daughter. He taught his daughter his writing system.

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.

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.

Go On

38 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.

39 What tone does the author set by using the words “potential,” “unprecedented,” and “eradicate” in paragraph 2?

- A** friendly and welcoming
- B** concerned and anxious
- C** scientific and knowledgeable
- D** critical and suspicious

40 Which sentence from the passage shows why dogs are good gene-transfer test subjects?

- A** “Dogs have provided many services for people over the years.”
- B** “Human beings and dogs share the ability to contract 268 genetic diseases.”
- C** “They are better subjects to study than laboratory rats or mice.”
- D** “Small creatures such as mice and rats can live happily in small cages, but dogs of course cannot.”

41

How does the passage connect the idea of glowing beagles to the research of human diseases?

- A by illustrating how diseased areas of a beagle glow to help doctors find illnesses in people
- B by showing how beagles glow when they are near sick hospital patients
- C by revealing how scientists use glowing genes in a beagle to search for and destroy diseased cells
- D by explaining how a glowing beagle shows that scientists can transfer genes

42

Which sentence from the passage **best** supports the central idea that glowing beagles could help doctors effectively treat human diseases?

- 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."

43

The author believes the discovery is a positive one, 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 "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."

Go On

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.

Read the passages. Then answer the questions that follow.

These two passages concern the American Civil War, which began in 1861 and ended in 1865. The Battle of Bull Run occurred near the beginning of the war. This battle, fought by two inexperienced armies, caused many on both sides of the conflict to realize that the war would be much longer and more violent than anyone predicted.

The Rout of Bull Run

by Harriet Vogel

1 At the start of the summer, Jessie had, like any farm boy, enjoyed the lazy sunny weather. But at the end of June, he traveled to Virginia to join a regiment of Union soldiers bound for Richmond. The road to war began, and he was ready to fight the Confederates.

2 General McDowell led this army of novice soldiers from Washington, D.C. toward the Confederate capitol. As they marched, Jessie and his mates shouted, “On to Richmond!” They were full of excitement. During the march, friendships grew as the soldiers chatted. They marveled at the nearby carriages filled with sightseers following them to battle, looking forward to a pleasant outing and a quick victory.

3 It was at the Bull Run River, just beyond Centreville, where Jessie and his mates first met the rebels. The Union army gained an early victory by pushing the Confederates back to Henry Hill. Jessie had thought it was clear how battles were fought. Now, surrounded by the steady crack of muskets firing and with troops advancing on both sides, it was not nearly as clear.

4 A shot breezed past him. Suddenly, Jessie felt more mature, no longer the youngest child of a farming family. He was an honest-to-goodness military man. Firing the musket, seeing the burst of smoky flames, and having the bullet hit its mark was thrilling to the young soldier. But the act was also tinged with awe at the result—the death of a man, a boy around his own age.

5 That afternoon, not long after their small success at Henry Hill, Confederate reinforcements, one-after-endless other, appeared and attacked. They soon broke the right flank of the Union forces. Troops Jessie had marched with scattered in all directions. With the steady advance of rebel soldiers and the bloodbath they left behind, Jessie felt at first uneasy. Soon, his panic grew, and he began to run.

6 When he looked around him, he was stunned to realize that he was not the only Union soldier fleeing the battle. He raced over the field, passing limping soldiers on his way. He stepped over the dead and dying, coming briefly face-to-face with the horror of war. No longer was there a general guiding him on, or soldier friends to help bolster his courage and enflame his excitement. He felt simply like a hunted animal running for his life.

Go On

7 Up ahead, the road to Washington was cramped with carriages and with frightened, deserting soldiers. One soldier dropped a bayonet on the side of the road. Another tossed his musket into the brush and raced ahead faster with less to carry. Jessie threw off his coat. He abandoned the food that was stuffed in its pockets, even though it would surely be days before he reached Washington. He slipped off his knapsack and left it by the side on the road, giving up the tokens he had brought with him as reminders of his home in Massachusetts. None of the people moving toward Washington stopped to pick up or even examine the abandoned goods. All felt compelled to race to safety, yet trapped by the slow movement along a road that looked more like a crowded city street than a country lane. Everyone believed the Confederate soldiers would soon be on their tails to force their victory all the way to the nation's capital.

8 But that was not the case. For as effective and forceful as the Confederate troops had been, they were just as inexperienced, just as naive, and just as uncontrollable as the Union soldiers. These young men, many in their first serious encounter of the war, did begin to pursue the fleeing mob. But they were not interested in cementing their victory, in carrying on to Washington. They looked upon the goods on the side of the road as their bonus for a battle well-won. They picked up the muskets, bayonets, knapsacks, clothing, canteens, and food. They stopped and picnicked on the side on the road, enjoying this new-found bounty. These were the spoils of war.

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.

45 “The Rout of Bull Run” describes the appearance of the sightseers “looking forward to a pleasant outing and a quick victory.” What is the effect of this detail?

- A** It confuses readers because they know Jessie is prepared for a fierce battle.
- B** It creates humor because readers know Jessie thinks the sightseers are wrong to want to watch a battle.
- C** It frustrates readers because they know that it is unsafe to get so close to a battle.
- D** It creates irony because the reader knows the battle will not turn out the way the sightseers expect.

46 Read this sentence from paragraph 6.

He felt simply like a hunted animal running for his life.

What effect on the tone of “The Rout of Bull Run” is created by this line?

- A** The serious comment replaces the excitement of the previous paragraph with a gloomy tone.
- B** The comparison to animals and hunting adds impact to the increasingly fearful tone.
- C** The comparison to an animal, without naming the animal, makes the tone more mysterious.
- D** The mention of hunting suggests a chase, and thus creates a more ironic tone.

- 47** In “The Rout of Bull Run,” what does Jessie have in common with the other soldiers who are marching with him toward Richmond?
- A** They are all farm boys.
 - B** They are all afraid of losing the war.
 - C** They are all inexperienced soldiers.
 - D** They are all prepared to fight a long battle.
- 48** In “The Rout of Bull Run,” what action causes Jesse to feel like a true, grown-up soldier?
- A** joining the military
 - B** marching to the battle site
 - C** making friends with other soldiers
 - D** killing another young soldier
- 49** In what ways does Jessie in “The Rout of Bull Run” fit the character of young soldiers in many traditional war stories?
- A** He is from a nearby region, serves willingly, and then faces death bravely.
 - B** He joins excited to serve, at first fights bravely, and then recognizes the horror of battle.
 - C** He is uneasy about serving, gets the needed training, and then makes a good soldier.
 - D** He is at first lonely in the service, gets no training, and then dies in battle.
- 50** Over the course of “The Rout of Bull Run,” Jessie’s mood changes from enthusiasm to excitement to anxiety and, finally, fear. Which of the following **best** states the theme supported by these emotional changes?
- A** Growing up means giving up hope and trust in others.
 - B** Real war is very different from what is imagined.
 - C** People can be lost without leaders to guide them.
 - D** Everyone can be tempted by the losses of others.

Go On

- 51** What series of events does the author suggest when he has Manfred say, “Our victory will be swift, and the rebels will learn that they should not have unleashed Pandora’s box with their traitorous ways”?
- A** The author is connecting the rebellion of the Southern states to a Greek myth about releasing evil into the world.
 - B** The author is connecting a well-meaning but eventually ill-fated gesture with the approaching Civil War.
 - C** The author is suggesting that Pandora is an actual character who will appear in the story.
 - D** The author is suggesting what weapons the Union soldiers might use against the Confederates.

- 52** 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.
- 53** 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 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.

- 54** 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.

- 55** Which detail from “The Battle Picnic” **best** supports the inference that the characters do not fully understand their situation?
- 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** People decide to leave the battle region as quickly as possible once the Confederates take control.
 - D** The people fleeing the battle are afraid they will be attacked by the advancing Confederate soldiers.

- 56** A central theme of the play “The Battle Picnic” is that it is unrealistic to believe that wars are not deadly. Which sentence from the play **best** supports this theme?
- 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** “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?”
 - D** “I hope that Manfred makes it home safely. I hope ... but I am not at all certain.”

57 What is the **best** summary of “The Battle Picnic”?

- A** A woman expresses her concerns to her brother about his going into battle. The brother reassures his sister that the battle will be short and successful. Sightseers head to the battle to enjoy the scene.
- B** A woman and her brother disagree about the danger of the war. He lightheartedly reassures her. The woman and her father arrive to witness a bloody battlefield; the woman’s fears about the horror of war are confirmed.
- C** A horrifying battle is witnessed by many sightseers who believed they could have a picnic while being entertained by an easy victory. The sightseers must retreat, along with Union soldiers, who have been defeated.
- D** A woman and her brother have an argument about the benefits of war. The woman is horrified to witness her brother’s death on the battlefield and expresses guilt to her father over her lack of support for her brother’s dreams.

58 The story is presented as sentences grouped into paragraphs. The play is presented as lines spoken by characters and directions about how the character should appear when they speak the lines. Which **best** explains why the authors likely made the structural choices they did?

- A** The author of the story wanted to give insight about the thoughts and feelings of the characters. The author of the play intended his work to be performed in front of an audience.
- B** The author of the story intended to give historical facts about the Civil War. The author of the play wanted people to see how the war affected real people.
- C** The author of the story wanted to show the thoughts of an average soldier. The author of the play wanted to show the thoughts of the families of those soldiers.
- D** The author of the story wanted to show the more serious aspects of the subject matter. The author of the play wanted to give the subject matter a lighter look by treating it less seriously.

59 Some of the events that add to the meaning of the passages are the same, and some are different. Which of the following events adds meaning to both passages?

- A** Confederate soldiers loot the goods left behind by the fleeing Union forces.
- B** Union soldiers develop friendships as they march toward Richmond.
- C** Family members express concern for Union soldiers joining the march.
- D** Sightseers in carriages come to the battle for pleasure and amusement.

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

The Lost Pioneers of 1849

Lots of people know about the Donner party, a group of pioneers who had a horrible experience in the winter of 1846–1847. During westward expansion of the United States, thousands of people traveled to California to find rich farm land. The Donner party headed west from Salt Lake City to California in a wagon train, but they started across the Sierra Mountains too late in the year and got trapped in the snow. Some of them froze to death or died of starvation, and others survived by desperate means even by eating the remains of their dead companions!

Like the Donner party, another group of pioneers left Salt Lake City for California about two years later. Some members of this group earned the nickname “the lost ‘49ers.” Not so many people know what happened to them, but the book *Death Valley in ‘49* tells all about it. It was written by William Lewis Manly, one of the survivors of the group.

There were 120 wagons, pulled by oxen, in the ‘49ers’ wagon train. There were men, women, and children. Traveling west, they arrived in Salt Lake City in October, which people knew from the Donner party’s experience was too late to try to cross the Sierras.

Go On

Instead, the '49ers decided to try reaching California by going around the mountains. They planned to follow the Old Spanish Trail around the southern end of the Sierras, which was supposedly safe for travel in winter. But no pioneer wagon trains had ever taken that route before.

During the first two weeks, the traveling was easy but slower than some of the pioneers liked. To save 500 miles, most of them decided to take a shortcut across the desert. They did not know what was coming, but they should never have tried it. Almost as soon as they left the Old Spanish Trail, they came to a steep canyon called Beaver Dam Wash. It looked so hard to cross that most of the wagons turned back to the Old Spanish Trail.

But 20 wagons headed into the canyon, and the rest of the trip for that group was an ordeal. They got lost and spent months traveling mostly on foot over mountains, across deserts, and through valleys. There was hardly any water to be found. In his book, William Lewis Manly recounts, "Those who lived were saved by little puddles of rain water that had fallen from the small rain clouds that had been forced over the great Sierra Nevada Mountains in one of the wettest winters ever known." The pioneers finally had to kill their oxen for food and burn their wagons for firewood. Yet most of the lost '49ers did reach California alive. To find out more about these people, read Manly's book and then you should research the other survivors.

60

Read this sentence from the report.

Some of them froze to death or died of starvation, and others survived by desperate means even by eating the remains of their dead companions!

Which of the following should replace the underlined part to correctly punctuate the sentence?

- A means: even
- B means, even,
- C means—even
- D means; even

61

Read this sentence from the report.

Some members of this group earned the nickname “the lost ‘49ers.”

Which of the following sentences contains the same ideas as the sentence from the report, but is written in the passive voice?

- A “The lost ‘49ers” is the nickname some members of this group earned.
- B Some members of this group were earning the nickname “the lost ‘49ers.”
- C The nickname “the lost ‘49ers” was earned by some members of this group.
- D Some members of this group had earned the nickname “the lost ‘49ers.”

62

Read this sentence from the report.

Traveling west, they arrived in Salt Lake City in October, which people knew from the Donner party’s experience was too late to try to cross the Sierras.

Look at the underlined phrase. What kind of phrase is it, and how is it used in the sentence?

- A a participial phrase used as an adjective
- B an infinitive phrase used as the subject
- C a gerund phrase used as the subject
- D an infinitive phrase used as an adverb

Go On

63 Read this sentence from the report.

They did not know what was coming, but they should never have tried it.

Which correctly changes the sentence from the indicative to the conditional mood?

- A** If they had known what was coming, they might never have tried it.
- B** If they will have known what was coming, they might never have tried it.
- C** If they were to know what was coming, they never should have tried it.
- D** If they had known what was coming, they never tried it.

64 Read this sentence from the report.

In his book, William Lewis Manly recounts, "Those who lived were saved by little puddles of rain water that had fallen from the small rain clouds that had been forced over the great Sierra Nevada Mountains in one of the wettest winters ever known".

Which of the following shows how the writer could correctly shorten the quotation?

- A** In his book, William Lewis Manly recounts, "Those who lived were saved by little puddles of rain water: in one of the wettest winters ever known."
- B** In his book, William Lewis Manly recounts, "Those who lived were saved by little puddles of rain water . . . in one of the wettest winters ever known."
- C** In his book, William Lewis Manly recounts, "Those who lived were saved by little puddles of rain water—in one of the wettest winters ever known."
- D** In his book, William Lewis Manly recounts, "Those who lived . . . were saved by little puddles of rain water in one of the wettest winters ever known."

65

Read this sentence from the report.

To find out more about these people, read Manly's book and then you should research the other survivors.

Which of the following revisions corrects an inappropriate shift in verb mood?

- A** Read Manly's book to find out more about these people, and then you should research the other survivors.
- B** Will you read Manly's book to find out more about these people, and then you should research the other survivors?
- C** To find out more about these people, read Manly's book and then research the other survivors.
- D** Reading Manly's book will tell you more about these people, and then research the other survivors.

STOP

Ready North Carolina—ELA Assessments, Grade 8
Answer Form

Name _____
Teacher _____ Grade _____
School _____ City _____

Assessment 1

- | | | | |
|---------------------|---------------------|---------------------|---------------------|
| 1. (A) (B) (C) (D) | 18. (A) (B) (C) (D) | 35. (A) (B) (C) (D) | 52. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 19. (A) (B) (C) (D) | 36. (A) (B) (C) (D) | 53. (A) (B) (C) (D) |
| 3. (A) (B) (C) (D) | 20. (A) (B) (C) (D) | 37. (A) (B) (C) (D) | 54. (A) (B) (C) (D) |
| 4. (A) (B) (C) (D) | 21. (A) (B) (C) (D) | 38. (A) (B) (C) (D) | 55. (A) (B) (C) (D) |
| 5. (A) (B) (C) (D) | 22. (A) (B) (C) (D) | 39. (A) (B) (C) (D) | 56. (A) (B) (C) (D) |
| 6. (A) (B) (C) (D) | 23. (A) (B) (C) (D) | 40. (A) (B) (C) (D) | 57. (A) (B) (C) (D) |
| 7. (A) (B) (C) (D) | 24. (A) (B) (C) (D) | 41. (A) (B) (C) (D) | 58. (A) (B) (C) (D) |
| 8. (A) (B) (C) (D) | 25. (A) (B) (C) (D) | 42. (A) (B) (C) (D) | 59. (A) (B) (C) (D) |
| 9. (A) (B) (C) (D) | 26. (A) (B) (C) (D) | 43. (A) (B) (C) (D) | 60. (A) (B) (C) (D) |
| 10. (A) (B) (C) (D) | 27. (A) (B) (C) (D) | 44. (A) (B) (C) (D) | 61. (A) (B) (C) (D) |
| 11. (A) (B) (C) (D) | 28. (A) (B) (C) (D) | 45. (A) (B) (C) (D) | 62. (A) (B) (C) (D) |
| 12. (A) (B) (C) (D) | 29. (A) (B) (C) (D) | 46. (A) (B) (C) (D) | 63. (A) (B) (C) (D) |
| 13. (A) (B) (C) (D) | 30. (A) (B) (C) (D) | 47. (A) (B) (C) (D) | 64. (A) (B) (C) (D) |
| 14. (A) (B) (C) (D) | 31. (A) (B) (C) (D) | 48. (A) (B) (C) (D) | 65. (A) (B) (C) (D) |
| 15. (A) (B) (C) (D) | 32. (A) (B) (C) (D) | 49. (A) (B) (C) (D) | |
| 16. (A) (B) (C) (D) | 33. (A) (B) (C) (D) | 50. (A) (B) (C) (D) | |
| 17. (A) (B) (C) (D) | 34. (A) (B) (C) (D) | 51. (A) (B) (C) (D) | |

Assessment 2

- | | | | |
|---------------------|---------------------|---------------------|---------------------|
| 1. (A) (B) (C) (D) | 18. (A) (B) (C) (D) | 35. (A) (B) (C) (D) | 52. (A) (B) (C) (D) |
| 2. (A) (B) (C) (D) | 19. (A) (B) (C) (D) | 36. (A) (B) (C) (D) | 53. (A) (B) (C) (D) |
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Cut along the dotted line.

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