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, Dick 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 Dick 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 botanical 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 Dick.

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.

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1 *botanical*: relating to plants
After his journey to the Thibet, the doctor had remained nearly two years without hinting at new explorations; and Dick, 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 impunity 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.

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 fermenting in his brain.

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

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

“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!”

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

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.

Ferguson opened, in person.

“Dick! You here?” he exclaimed, but with no great expression of surprise, after all.

“Dick himself!” was the response. . . .

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2 *with impunity*: without punishment

3 *fermenting*: brewing
“And what have you come to town for?”

“To prevent the greatest piece of folly that ever was conceived.”

“Folly!” said the doctor.

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

“Ah! That’s what you mean, is it? These newspapers are great tattlers! But, sit down, my dear Dick.”

“No, I won’t sit down!—Then, you really intend to attempt this journey?”

“Most certainly! All my preparations are getting along finely, and I—”

“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.

“Come, be calm, my dear Dick!” resumed the doctor. “You’re angry at me because I did not acquaint you with my new project.”

“He calls this his new project!”

“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.”

“Oh, indeed! I’m highly honored.”

“Because it is my intention to take you with me.”

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

“Ah! Really, then, you want them to send us both to Bedlam!”

Go On
“I have counted positively upon you, my dear Dick, and I have picked you out from all the rest.”

Kennedy stood speechless with amazement. . . .

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.

The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

How should the sentence *I’m highly honored!* be interpreted by the reader?

“Oh, indeed! *I’m highly honored!*” (paragraph 27)

A. It should be read as an ironic statement because Dick Kennedy is not being sincere.

B. It should be taken literally because Dick Kennedy is touched by the doctor’s reassurance.

C. It should be seen as humorous because Dick Kennedy is trying to make the doctor laugh.

D. It should be regarded as an exaggeration because Dick Kennedy is only slightly honored.

**Part B**

Select the detail from the passage that supports the answer in Part A.

A. “holding out the copy of the *Daily Telegraph*”

B. “the gallant Scot gave way to a genuine explosion of wrath”

C. “the Scotchman gave a leap that a wild goat would not have been ashamed of”

D. “stood speechless with amazement”
What is the meaning of the word **conceive** as it is used in this sentence from the passage?

“To prevent the greatest piece of folly that was ever conceived.” (paragraph 17)

A. to understand clearly
B. to develop an idea
C. to have an opinion
D. to begin or originate

How does the author develop a central idea of the passage in paragraphs 1 through 5?

A. By explaining the differences between Kennedy and Ferguson, the author develops the idea that the two characters balance each other.
B. By describing the early friendship between Kennedy and Ferguson, the author develops the idea that they were once much more alike.
C. By comparing and contrasting Kennedy and Ferguson, the author develops the idea that Kennedy worries about Ferguson being in danger.
D. By telling the history of Kennedy and Ferguson, the author develops the idea that they have grown tired of each other.
A bark is a small ship. What does the author mean by to tie up his bark for life?

“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.” (paragraph 6)

A. to put an end to his explorations
B. to stop traveling by boat
C. to halt his experiments on transportation
D. to tie his boat more securely to the dock
Read the following excerpt from a play adapted from *Five Weeks in a Balloon*.

**SETTING:** It is morning, outside DR. SAMUEL FERGUSON’s modest home in London. DICK KENNEDY exits a cab, runs up the steps, and pounds on the door. SAMUEL opens it.

**SAMUEL (Enthusiastic but not surprised):** Well hello, Dick! What are you doing here?

**DICK (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?

**DICK (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.)

**DICK (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.

How does the format of the play tell the story differently than the narrative does?

A. The play describes the scene more clearly.

B. The play states the characters’ emotions.

C. The play states what the characters are thinking.

D. The play describes the actions of the characters.

*Go On*
Read the passage. Then answer the questions that follow.

Women Warriors
by Jeannine Davis-Kimball, Dig

1. Legends of the women warriors known to history as Amazons have been passed down from generation to generation and seem as popular today as they were 2,000 years ago.

2. It is the account of the fifth-century B.C. Greek writer Herodotus, who is said to have visited the entire known world of his time, that is the most commonly told today. According to Herodotus:

3. Courageous and bold, Amazons fought with great dignity. They were never portrayed in art or words as cruel or cowardly. Among their most widely known exploits was their battle with Scythian warriors who lived along the northern shores of the Black Sea. Mortified when they discovered that they were fighting women, the Scythians later began to court the Amazons. In time, the two nations united, but the independent lifestyle of the Amazons did not allow the women to remain with their Scythian mates. So, the women beseeched their mates to gather the sheep and horses and leave. The Scythians did so and migrated north and east. The children they took with them and the generations that followed became known as the nomadic Sauromatians.

4. Today, we can imagine Herodotus, known also as the “Father of History,” on a visit to Scythia. We can picture him spending time with caravan drivers as they arrived from trading forays far to the east. At night around a crackling fire in a caravanserai (an inn or open court), travelers would exchange tales of the Issedones, who were pushed from their land by the one-eyed Arimaspians. They also told of the guardians of gold, huge griffins (mythical monsters), with birds’ heads and lions’ feet.
Almost certainly, the traders recounted the exploits of the nomadic Sauromatian and Sarmatian warrior women. They lived along the tributaries of the great Volga River, on the steppes south of the Ural Mountains—where Europe meets Asia. As these women galloped away from an enemy, they were said to fire over their shoulders a deadly barrage of arrows from their bows.

**All for a Belt**

In recent years, archaeologists have excavated the *kurgan* (mound) burials of these people, which date from the sixth to the fourth century B.C. The women’s burials have revealed the belongings of a warrior: bronze and iron arrowheads, daggers and swords, and occasionally iron armor plates.

Contrary to Herodotus’ account that the Amazons paired on a permanent basis with the Scythians, the Amazons never married. They dwelt in northern Asia Minor (modern Turkey), in the area where the Thermodon River spills into the southern Black Sea. Perhaps Herodotus combined the romance of the Sauromatian and Sarmatian warrior women with the tale of the Amazons.

In Greek mythology, the Amazons won renown for their heroic battles against such highly honored Greek heroes as Theseus and Heracles. One such battle took place when Heracles was living at the ancient religious city of Delphi in north-central Greece. There, the attending priestess directed him to perform 12 labors. The ninth was to capture the sacred belt that belonged to the Amazon queen Hippolyte. The queen had received the belt from Ares, the Greek god of war, and had vowed never to surrender it willingly. The result was war. Many Amazons were killed before Heracles managed to slay Hippolyte and take his booty.

**A Power Play?**

Tradition also informs us that the Amazons founded cities in Asia Minor. Among these were Cyme and Smyrna, each named for an Amazon queen. Others were Myrine, named for the queen of the earlier Libyan Amazons in North Africa, and Ephesus. In Ephesus, the Amazons are credited with building a great temple to the goddess Artemis. The Amazons honored Artemis as a moon goddess and as the patron of animals. They depicted her as a huntress with arrows fashioned of gold.
To date, excavations have uncovered no Amazonian (or other) city near the Thermodon and no Amazonian settlement in the other cities connected with the women warriors. For this reason, the tales seem to be simply mythological. There are many, however, who believe that Greek men created these legends to keep their wives under control. In ancient Greece, women had few rights and remained mostly at home. Amazonian society was said to be matriarchal (woman-dominated) and egalitarian (equal rights for all). However, Greek orators advised women not to behave like Amazons or to engage in battle. If they did so, then certainly they would share the fate of the ancient Amazons—death at the hands of Greece’s masterful warriors.

What is the central idea of the passage?

A. The Amazons married the Scythians to create the Sauromatians.
B. Mythology and reality mix to create modern knowledge of the Amazons.
C. The Amazons were religious and honored the goddess Artemis with a temple in Ephesus.
D. Ancient people sometimes feared and sometimes admired the military skills of the Amazons.
Which synonym has the same connotation as **fate** as it is used in the passage?

“If they did so, then certainly they would share the **fate** of the ancient Amazons—death at the hands of Greece’s masterful warriors.” (paragraph 10)

- A destiny
- B fortune
- C doom
- D luck

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Read the two sections of text from the passage. Then draw lines to match each section with the description of its text structure. Two text structures do not have matches.

**Contrary to Herodotus’ account that the Amazons paired on a permanent basis with the Scythians, the Amazons never married. They dwelt in northern Asia Minor (modern Turkey), in the area where the Thermodon River spills into the southern Black Sea.**

**To date, excavations have uncovered no Amazonian (or other) city near the Thermodon and no Amazonian settlement in the other cities connected with the women warriors. For this reason, the tales seem to be simply mythological.**

- problem and solution
- cause and effect
- chronology
- compare and contrast

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Go On
What is the author’s purpose for writing this passage?

A  to give information about the mythical Amazons and legends about them  
B  to prove that the stories about the Amazons were created to scare Greek women  
C  to provide an example of a perfect society that readers should hope to imitate  
D  to explain why legends about Amazonian women are no longer popular

The author claims that the cities of Cyme and Smyrna never actually existed. Underline one sentence in paragraph 10 that provides evidence supporting this claim.

To date, excavations have uncovered no Amazonian (or other) city near the Thermodon and no Amazonian settlement in the other cities connected with the women warriors. For this reason, the tales seem to be simply mythological. There are many, however, who believe that Greek men created these legends to keep their wives under control. In ancient Greece, women had few rights and remained mostly at home. Amazonian society was said to be matriarchal (woman-dominated) and egalitarian (equal rights for all). However, Greek orators advised women not to behave like Amazons or to engage in battle. If they did so, then certainly they would share the fate of the ancient Amazons—death at the hands of Greece’s masterful warriors.
The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

Read the following paragraph from the passage.

4 Today, we can imagine Herodotus, known also as the “Father of History,” on a visit to Scythia. We can picture him spending time with caravan drivers as they arrived from trading forays far to the east. At night around a crackling fire in a *caravanserai* (an inn or open court), travelers would exchange tales of the Issedones, who were pushed from their land by the one-eyed Arimaspians. They also told of the guardians of gold, huge griffins (mythical monsters), with birds’ heads and lions’ feet.

How is this paragraph structured?

- **A** by compare and contrast
- **B** by chronological order
- **C** by problem and solution
- **D** by cause and effect

**Part B**

How does this structure in Part A impact the meaning of the paragraph?

- **A** It helps the reader picture what Herodotus experienced as he traveled.
- **B** It helps the reader understand the problems Herodotus faced during his travels.
- **C** It helps the reader recognize why Herodotus made the travels he did.
- **D** It helps the reader compare Herodotus with the storytelling travelers.
Read the passage. Then answer the questions that follow.

Another Way to Weigh an Elephant
adapted by Lenore Blumenfeld, Plays: The Drama Magazine for Young People

CHARACTERS:

EMPRESS, a haughty lady

LIHUA, Empress’ parasol-bearer

GAO, YUAN, CHAO, MOTHER, CHILD

PLUM BLOSSOM, an elephant

1. SETTING: Imperial Garden of Empress, in Old China. There is a lily pond surrounded by pebbles at right, and a large sack of peanuts at left. On backdrop are painted trees and roof of a pagoda.

2. AT RISE: PLUM BLOSSOM enters, waving trunk, followed by EMPRESS and LIHUA, who holds parasol over EMPRESS. PLUM BLOSSOM wiggles, dances, and nudge LIHUA.

3. EMPRESS: (EMPRESS feeds PLUM BLOSSOM peanuts. GAO, CHAO, YUAN, MOTHER, carrying embroidery, and CHILD file in, unnoticed by EMPRESS. CHILD carries toy boat.) What an appetite you have today!

4. GAO: Your Imperial Highness—

5. EMPRESS: Who dares to interrupt the Empress?

6. CHAO: Oh powerful ruler, Mistress of the Multitudes—
YUAN: And possessor of uncounted riches—

EMPRESS: Ah, yes—well, get on with it. What do you want? My elephant is hungry.

CHILD: I’m hungry, too.

MOTHER: Go play quietly, before you get us all beheaded. (CHILD sits near pond, plays with boat and pebbles. MOTHER hovers nearby, embroidering.)

GAO: Imperial Empress, the child speaks for all of us.

CHAO: Everyone in the village is hungry.

EMPRESS: Lazy peasants! Go harvest your grain and you’ll have plenty to eat.

YUAN: But, Empress—

EMPRESS (To PLUM BLOSSOM): Imagine! They leave fields of ripe grain to come sniveling for free handouts. (Holding out peanut) Here, sweetie. (PLUM BLOSSOM takes peanut, dances.)

GAO: Last night, Your Worship—

CHAO: While the entire village slept—

YUAN: An army of grasshoppers came and devoured every morsel of grain!

EMPRESS: Preposterous! Too late in the season for grasshoppers. Idlers! Go harvest your crops. Go! (Pointing) Leave! (EMPRESS suddenly clutches neck.) Ooooh! Something is creeping up my imperial neck!

GAO (Crossing to look): Just a grasshopper, Imperial Highness.

EMPRESS: Well, get it off. (YUAN flicks grasshopper away.) Thank you.

YUAN: You’re welcome. (Turns to leave)

EMPRESS: Halt!

Go On
24 **YUAN:** Imperial Highness?

25 **EMPRESS:** Did grasshoppers really eat all your grain?

26 **YUAN:** Every morsel.

27 **EMPRESS:** In that case—

28 **CHAO:** Yes, Imperial Magnificence? . . .

29 **EMPRESS:** Hmph. As I was saying . . . I, your kind-hearted and generous Empress, will purchase food from a nearby kingdom—

30 **GAO, CHAO, YUAN (Together):** Long live our kind-hearted and generous Empress!

31 **EMPRESS:** —enough food to equal the weight of—of— (PLUM BLOSSOM nudes her.) the imperial elephant!

32 **GAO:** A feast!

33 **CHAO:** A banquet!

34 **EMPRESS:** However (Suddenly silence)—I do not approve of giving something for nothing.

35 **GAO:** Imperial Highness, we have no money.

36 **YUAN:** But we are willing to work for our food.

37 **EMPRESS:** Silence! Don’t you know what happens to people who do hard work on an empty stomach?

38 **CHAO (Sadly):** They make mistakes.

39 **YUAN:** They weaken.

40 **GAO:** And sometimes they faint.

41 **EMPRESS:** Exactly. So, I won’t make you work to earn your food—
GAO, CHAO, and YUAN: Ah!

EMPRESS: But I will make you think!

GAO, CHAO, and YUAN: Oh!

EMPRESS: I have often wondered how smart my subjects are.

YUAN: We villagers are well-educated, Imperial Highness. And it is all thanks to your schools.

CHAO: We know how to read and write.

GAO: And we know how to add and subtract.

YUAN: Give us any problem and we’ll solve it.

EMPRESS: Very well. If you want Plum Blossom’s weight in food, you must tell me how much she weighs.

CHAO: Simple.

YUAN: Elementary.

GAO (Poking CHAO): Get a scale.

CHAO (Poking YUAN): Scale. (YUAN turns as if to fetch scale.)

EMPRESS: Halt! No scale in the kingdom is big enough for Plum Blossom to stand on. That is the problem. You must think of another way to weigh an elephant. (To PLUM BLOSSOM) Have a peanut, sweetie. (EMPRESS feeds PLUM BLOSSOM. CHILD plays with boat and pebbles. GAO, CHAO, and YUAN turn to each other.)

GAO: Impossible.

CHAO: Problem has no solution.

YUAN: Imperial Highness is not kindhearted and generous.
59 **CHAO:** Mighty Majesty is heartless and cruel.

60 **GAO:** We may as well return to our empty fields. (GAO, CHAO, and YUAN start to leave.)

61 **CHILD:** I know another way to weigh an elephant.

62 **MOTHER:** Hush.

63 **YUAN:** Let the child speak.

64 **CHILD:** Pretend this water lily (Plucking water lily from pond) is the imperial elephant. (GAO, CHAO, and YUAN laugh.)

65 **EMPERESS:** Silence! There is indeed a resemblance between that lily blossom and my Plum Blossom. Both are beautiful and fragrant. (GAO, CHAO, and YUAN each place hand over nose and mouth.) Proceed, small person.

66 **CHILD:** Put the elephant (Holding up lily) on the imperial riverboat. (Places lily on toy boat) Mark how high the water rises on the side of the boat. (Lifts boat out of the pond and marks water line with chalk) Lead the elephant to dry land. (Removes lily from boat and lowers it to the ground beside the pond.) Now, load the boat with enough stones (Holding up pebbles) to make the water reach the same mark. (Puts boat back into pond and loads it with pebbles) Then weigh each stone, add the weight of all the stones, and you have the weight of the elephant!

67 **EMPERESS:** Brilliant! (GAO, CHAO, and YUAN smile and nod. MOTHER embraces CHILD.) Lihua! (LIHUA enters, bowing.) Send messengers to purchase food from the neighboring kingdom. (LIHUA bows.) Clear the deck of the imperial riverboat to make room for Plum Blossom. (LIHUA bows.) And find stones for weighing. (LIHUA bows, backs off.) And you, wise child—what special reward can I bestow upon you?

68 **CHILD:** Please, Imperial Empress, may I have a peanut?

69 **EMPERESS:** Let us all have a peanut! (EMPERESS passes peanuts to all, then tosses peanuts to the audience as curtain closes.)

**THE END**
Read these lines from the beginning of the play.

**GAO:** Your Imperial Highness—
**EMPERESS:** Who dares to interrupt the Empress?
**CHAO:** Oh powerful ruler, Mistress of the Multitudes—
**YUAN:** And possessor of uncounted riches—
**EMPERESS:** Ah, yes—well, get on with it. What do you want? My elephant is hungry.
**CHILD:** I’m hungry, too.

What does this dialogue most clearly reveal?

A. Unlike the villagers, the child is not afraid to speak directly to the empress.
B. Each of the villagers tries to outdo the others with compliments for the empress.
C. The empress knows the villagers well and considers them her peers.
D. Like the villagers, the child is fearful of the punishment she will receive.

Read these lines from the play.

**EMPERESS:** Silence! There is indeed a resemblance between that lily blossom and my Plum Blossom. Both are beautiful and fragrant. (GAO, CHAO, and YUAN each place hand over nose and mouth.) Proceed, small person.

What do the differing points of view expressed in the dialogue and stage direction show about the villagers?

A. The villagers do not trust the empress.
B. The villagers do not respect the empress.
C. The villagers are more perceptive than the empress.
D. The villagers are unwilling to disagree with the empress.
14

Many traditional stories tell how a heroic man or woman saves a group of people from an evil or corrupt ruler. How is the play different from such stories?

A In the play, people work together to save themselves instead of relying on a hero.
B In the play, the hero who helps the people is a child rather than an adult.
C In the play, it is the ruler rather than the people who needs to be helped.
D In the play, the hero’s actions create more problems instead of solving them.

15

At the end of the play, the empress asks, “What special reward can I bestow upon you?” Why does the child ask only for a peanut?

A She is not as hungry as she thought.
B She wants there to be enough food for all.
C She wants the elephant to eat the peanut.
D She is a humble person.
The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What does the play suggest about children and adults?

- A  Children and adults must work together to solve problems.
- B  Children are sometimes more creative than adults.
- C  Children should not speak up against adults.
- D  Children should listen to adults to keep safe.

**Part B**

Select two details from the text that support the answer in Part A.

- A  The child tells the empress that, like the elephant, she is hungry.
- B  The child’s mother tells her to go and play instead of bothering the empress.
- C  The adults point out that they know how to read, write, add, and subtract.
- D  The adults give up when the empress says they cannot use a scale to weigh the elephant.
- E  The child shows a solution by playing with a water lily, some pebbles, and her toy boat.
- F  The child asks for one of the elephant’s peanuts for her reward.
Read the passage. Then answer the questions that follow.

from A Pair of Silk Stockings
by Kate Chopin, 1876

1 Little Mrs. Sommers one day found herself the unexpected possessor of fifteen dollars. It seemed to her a very large amount of money, and the way in which it stuffed and bulged her worn old porte-monnaie\(^1\) gave her a feeling of importance such as she had not enjoyed for years.

2 The question of investment was one that occupied her greatly. For a day or two she walked about apparently in a dreamy state, but really absorbed in speculation and calculation. She did not wish to act hastily, to do anything she might afterward regret. But it was during the still hours of the night when she lay awake revolving plans in her mind that she seemed to see her way clearly toward a proper and judicious use of the money.

3 A dollar or two should be added to the price usually paid for Janie’s shoes, which would insure their lasting an appreciable time longer than they usually did. She would buy so and so many yards of percale\(^2\) for new shirt waists for the boys and Janie and Mag. She had intended to make the old ones do by skillful patching. Mag should have another gown. She had seen some beautiful patterns, veritable bargains in the shop windows. And still there would be left enough for new stockings—two pairs apiece—and what darning that would save for a while! She would get caps for the boys and sailor-hats for the girls. The vision of her little brood looking fresh and dainty and new for once in their lives excited her and made her restless and wakeful with anticipation.

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\(^1\) porte-monnaie: a small pocketbook or wallet for carrying money

\(^2\) percale: a kind of fabric usually used for making sheets and clothing
The neighbors sometimes talked of certain “better days” that little Mrs. Sommers had known before she had ever thought of being Mrs. Sommers. She herself indulged in no such morbid retrospection. She had no time—no second of time to devote to the past. The needs of the present absorbed her every faculty. A vision of the future like some dim, gaunt monster sometimes appalled her, but luckily to-morrow never comes. Mrs. Sommers was one who knew the value of bargains; who could stand for hours making her way inch by inch toward the desired object that was selling below cost. She could elbow her way if need be; she had learned to clutch a piece of goods and hold it and stick to it with persistence and determination till her turn came to be served, no matter when it came.

But that day she was a little faint and tired. She had swallowed a light luncheon—no! when she came to think of it, between getting the children fed and the place righted, and preparing herself for the shopping bout, she had actually forgotten to eat any luncheon at all!

She sat herself upon a revolving stool before a counter that was comparatively deserted, trying to gather strength and courage to charge through an eager multitude that was besieging breastworks of shirting and figured lawn. An all-gone limp feeling had come over her and she rested her hand aimlessly upon the counter. She wore no gloves. By degrees she grew aware that her hand had encountered something very soothing, very pleasant to touch. She looked down to see that her hand lay upon a pile of silk stockings. A placard nearby announced that they had been reduced in price from two dollars and fifty cents to one dollar and ninety-eight cents; and a young girl who stood behind the counter asked her if she wished to examine their line of silk hosiery. She smiled, just as if she had been asked to inspect a tiara of diamonds with the ultimate view of purchasing it. But she went on feeling the soft, sheeny luxurious things—with both hands now, holding them up to see them glisten, and to feel them glide serpent-like through her fingers.

Two hectic blotches came suddenly into her pale cheeks. She looked up at the girl.

“Do you think there is any eights-and-a-half among these?”

There were any number of eights-and-a-half. In fact, there were more of that size than any other. Here was a light-blue pair; there were some lavender, some all black and various shades of tan and gray. Mrs. Sommers selected a black pair and looked at them very long and closely. She pretended to be examining their texture, which the clerk assured her was excellent.
“A dollar and ninety-eight cents,” she mused aloud. “Well, I’ll take this pair.” She handed the girl a five-dollar bill and waited for her change and for her parcel. What a very small parcel it was! It seemed lost in the depths of her shabby old shopping-bag.

Mrs. Sommers after that did not move in the direction of the bargain counter. She took the elevator, which carried her to an upper floor into the region of the ladies’ waiting-rooms. Here, in a retired corner, she exchanged her cotton stockings for the new silk ones which she had just bought. She was not going through any acute mental process or reasoning with herself, nor was she striving to explain to her satisfaction the motive of her action. She was not thinking at all. She seemed for the time to be taking a rest from that laborious and fatiguing function and to have abandoned herself to some mechanical impulse that directed her actions and freed her of responsibility.

Read the following sentence from the passage.

“She seemed for the time to be taking a rest from that laborious and fatiguing function and to have abandoned herself to some mechanical impulse that directed her actions and freed her of responsibility.” (paragraph 11)

Based on this sentence, what does the reader understand about Mrs. Sommers that she probably does not understand herself?

A. She has just taken the silk stockings without paying.
B. She has forgotten how to behave properly in public.
C. She is not able to think clearly because she is so upset.
D. She longs for the life she had before she had children.
18

Select two descriptions that tell what Mrs. Sommers’s plan shows about the kind of person she normally is.

A. Her plan shows that she enjoys spending money on herself.
B. Her plan shows that she is used to putting others before herself.
C. Her plan shows that she often does things without thinking.
D. Her plan shows that she does not really care about her family.
E. Her plan shows that she behaves practically and sensibly.

19

Many religious works include a character who gives in to temptation. For example, in the story of Adam and Eve, a serpent tempts Eve to eat a forbidden fruit. How does the character of Mrs. Sommers update this type of literary character?

A. The story is set in a city instead of a garden, so Mrs. Sommers is tempted to spend extra money on her daughter’s shoes instead of being tempted to eat a forbidden fruit.
B. Because Mrs. Sommers is a mother, she is tempted to buy too many items for her children instead of being tempted to take a bite from the forbidden fruit.
C. Because of the modern setting, Mrs. Sommers is tempted to spend money on what she wants instead of being tempted to take a bite from the forbidden fruit.
D. Because the character of Mrs. Sommers is poor, she is tempted to steal a pair of stockings from a store instead of being tempted to take a bite from the forbidden fruit.
How does the store setting help to give Mrs. Sommers a sense of freedom?

A. The store’s bargains let her get the most clothing for her money.
B. The store allows her to buy all the clothing and shoes her children need.
C. The store provides her with the option of doing something for herself.
D. The store’s product variety lets her choose the color of her stockings.
The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**
What is the tone of the phrase *dim, gaunt monster* as it is used in this sentence from the passage?

“A vision of the future like some *dim, gaunt monster* sometimes appalled her, but luckily to-morrow never comes.” (paragraph 4)

- A  frightening
- B  hopeful
- C  humorous
- D  ridiculous

**Part B**
Select the sentence that explains what the phrase in Part A tells the reader about Mrs. Sommers.

- A  Mrs. Sommers believes her life will improve.
- B  Mrs. Sommers possesses a vivid imagination.
- C  Mrs. Sommers is anxious for new experiences.
- D  Mrs. Sommers is worried about what will happen.
Read the passage. Then answer the questions that follow.

**Code Breaking and Computers in Bletchley Park**

*by Thomas Bender*

1. If you didn’t know the history of Bletchley Park, it would be easy to walk by this sprawling yet unassuming mansion in England without giving it a second look. Today, it is the location of both the National Codes Centre and the National Museum of Computing. However, during the Second World War, it was a top-secret location where undercover codebreakers reported for duty. The codebreakers quietly but determinedly helped the Allies\(^1\) to win the war. The work done at Bletchley Park was significant both because it allowed the Allies to gather information from behind enemy lines, and because it was where the first computer was developed.

**Communication During War Time**

2. The Germans went to great lengths to protect sensitive military information during World War II. One of the ways they did this was by using codes to communicate. Sending important military and intelligence messages by code was meant to keep them secret from the enemy. For instance, the following string of letters uses a substitution code: GISSN. In this “word,” G is used in place of H, I in place of E, S in place of L, and N in place of O. Once a person has this information, it is easy to see that these letters spell “hello.” This is a simplified example, but it shows the idea of how using a code worked.

3. During the war, a person who received an encoded message would be able to comprehend its meaning because he or she would have the key necessary to interpret it. However, an average person would merely see what looked like a random string of numbers, letters, or symbols. It wouldn’t make any sense at all.

4. The Germans thought that the communication system they had created was foolproof and that their code would be impossible for an outsider to decipher. Those who worked at Bletchley Park and other key players ultimately proved them wrong.

\(^1\) **Allies:** the countries that joined together to fight the Nazi forces
The Players in the Code Game

The names of certain individuals—especially the mathematician Alan Turing—are practically synonymous with Bletchley Park. But, the drama of figuring out the various intelligence codes used during the Second World War actually involved a cast of thousands. These individuals can be divided into four main groups: the informers, the interceptors, the decoders, and the reporters.

The first group, the informers, consisted of insiders in Poland. They not only broke an early version of the German Enigma code, but they also succeeded in recreating a machine used to read it. They shared what they knew with Britain. Without this vital information, it’s quite possible nobody would know the name of Bletchley Park today. The interceptors covertly eavesdropped on Germany’s radio messages, sending them along to the team at Bletchley. Here, the codebreakers made sense of the communications. The final group used the decoded messages to compile intelligence reports focusing on the activities of the German Navy, Army, and Air Force.

Enigma: Cracking The Code

Enigma was a very clever code that involved using a machine by the same name. German officials would rotate the wheels of the machine into a certain position and then type their message. The recipient of the message could unscramble it using the same machine only because they knew the position of its wheels. Billions of code variations could be produced using this deceptively simple-looking contraption. The Germans also changed the code regularly to prevent anyone who might be trying to crack it from making progress.

The mathematicians Alan Turing and Gordon Welchman created a device called the Bombe to convert German messages into a form that could be easily understood. The machine worked by using the process of elimination principle. By ruling out potential code variations, the correct one could eventually be pinpointed.

The Bombe creators knew that messages often had commonly used words and phrases. They also knew that no letter would ever stand for itself; the letter A, for instance, would always represent another letter. This knowledge allowed them to reduce the billions of possibilities down to a more manageable number.
Keeping Up: Deciphering Later Codes and the First Computer

After the team at Bletchley Park figured out the Enigma code, the Germans moved on to an even more sophisticated method of encryption that they honed and perfected. The British called this new code Fish. By 1944, cracking the code by hand was no longer possible. It became necessary to invent a machine that could process more digital information in a much shorter time than a human codebreaker was capable of processing.

The ultimate solution to figuring out Fish was a machine called Colossus. It is often described as the ancestor of the modern computer, but comparing it to an Internet-wired laptop is a little like equating a house cat to a tiger. They are related, but the differences are at least as numerous as the similarities.

Colossus was absolutely massive, and it operated thanks to well over 1,000 vacuum tubes. Still, its capabilities were impressive, at least for the time. Using it, the Bletchley Park team could complete mathematical calculations that would have taken weeks to do by hand in a matter of hours. This allowed them to do the extensive work necessary to crack the mind-boggling German code. Colossus also laid the groundwork for the development of the faster, smaller, and more user-friendly computers people use today.
The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

The prefix *inter-* means “between,” and the word part *cept* means “to take.” Based on this information, what does the word *interceptor* mean as it is used in the passage?

“The interceptors covertly eavesdropped on Germany’s radio messages, sending them along to the team at Bletchley.” (paragraph 6)

A. one who broadcasts radio messages to bring down his enemy  
B. one who cannot decide between two sides, as in a war or argument  
C. one who seizes something on its way from one place to another  
D. one who takes part in cracking codes by means of a hidden key

**Part B**

Which word from the sentence in Part A helps the reader understand the meaning of *interceptor*?

A. “covertly”  
B. “eavesdropped”  
C. “radio”  
D. “team”
The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**
Which describes an important similarity between codemakers and codebreakers?

- A. Both groups needed public support to accomplish their missions.
- B. Both groups required artists and writers to do their work.
- C. Both groups needed the code, but not necessarily the key, to do their jobs.
- D. Both groups constantly improved their technology.

**Part B**
Select two sentences that support the answer in Part A.

- A. “The codebreakers quietly but determinedly helped the Allies to win the war.”
- B. “The Germans thought that the communication system they had created was foolproof and that their code would be impossible for an outsider to decipher.”
- C. “But, the drama of figuring out the various intelligence codes used during the Second World War actually involved a cast of thousands.”
- D. “The interceptors covertly eavesdropped on Germany’s radio messages, sending them along to the team at Bletchley.”
- E. “The mathematicians Alan Turing and Gordon Welchman created a device called the Bombe to convert German messages into a form that could be easily understood.”
- F. “After the team at Bletchley Park figured out the Enigma code, the Germans moved on to an even more sophisticated method of encryption that they honed and perfected.”
24
What statement describes how the structure of paragraphs 7, 8, and 9 helps to develop the ideas presented in the passage?

A. Paragraph 7 describes the problems posed by the German code; paragraphs 8 and 9 describe the mathematicians’ solution to those problems.

B. Paragraph 7 describes the cause of the mathematicians’ actions; paragraphs 8 and 9 describe the effect of those actions.

C. Paragraphs 7, 8, and 9 describe in chronological order the events leading up to the Enigma code being cracked.

D. Paragraphs 7, 8, and 9 compare and contrast the German officials who made the Enigma code with the mathematicians who cracked the code.

25
How is paragraph 6 structured?

A. problem and solution

B. compare and contrast

C. chronologically

D. cause and effect

Go On
In the sentence below, what does the word drama suggest about the events at Bletchley Park during World War II?

“But, the drama of figuring out the various intelligence codes used during the Second World War actually involved a cast of thousands.” (paragraph 5)

A) They involved numerous conflicts between the decoders.  
B) They were full of emotion and excitement.  
C) They would later be turned into a stage play.  
D) They were made stressful by people who overreacted.

What is the central idea of the passage?

A) Codebreaking was essential to the outcome of the Second World War.  
B) English and German codebreakers were both clever and inventive.  
C) Informers, interceptors, decoders, and reporters all had important roles.  
D) Today’s computers use codes that must be transmitted and received.
Underline two sentences supporting the inference that speed was essential to codebreaking.

10 After the team at Bletchley Park figured out the Enigma code, the Germans moved on to an even more sophisticated method of encryption that they honed and perfected. The British called this new code Fish. By 1944, cracking the code by hand was no longer possible. It became necessary to invent a machine that could process more digital information in a much shorter time than a human codebreaker was capable of processing.

11 The ultimate solution to figuring out Fish was a machine called Colossus. It is often described as the ancestor of the modern computer, but comparing it to an Internet-wired laptop is a little like equating a house cat to a tiger. They are related, but the differences are at least as numerous as the similarities.

12 Colossus was absolutely massive, and it operated thanks to well over 1,000 vacuum tubes. Still, its capabilities were impressive, at least for the time. Using it, the Bletchley Park team could complete mathematical calculations that would have taken weeks to do by hand in a matter of hours. This allowed them to do the extensive work necessary to crack the mind-boggling German code. Colossus also laid the groundwork for the development of the faster, smaller, and more user-friendly computers people use today.
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 groundbreaking scientific creation to understand why it was accomplished and how it promises to 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.
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.

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.

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.

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.
Which of these best summarizes the passage?

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 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. Despite 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.

Which sentence from the passage shows how the author responds to a conflicting viewpoint about the research methods described?

A. “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.”

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. “Scientific research is typically costly, but genetic testing requires equipment and technology that come at a very high price.”
The following question has two parts. First, answer Part A. Then, answer Part B.

**Part A**

What tone does the author set in paragraph 2?

A  neutral  
B  concerned  
C  suspicious  
D  excited

**Part B**

Circle two words in the paragraph below that support the answer in Part A.

2  But dogs may soon be able to add another astonishing 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 groundbreaking scientific creation to understand why it was accomplished and how it promises to help doctors study and eradicate diseases.
Reread the three paragraphs listed on the left from the passage “The Glowing Beagle.” Then, draw lines to match each paragraph with one type of text structure on the right. Three text structures have no matches.

Paragraph 1

Paragraph 3

Paragraph 5

ideas and examples

opinions and reasons

comparison

problem and solution

cause and effect

chronology

Which sentence supports the claim that gene transfers are a breakthrough that could help humans?

A “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.”

B “The answer to that question lies not in the fact that the dog glows but that scientists have created a method to transfer genes.”

C “And these gene transfers could lead to a better understanding, if not a cure, for many different kinds of diseases.”

D “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.”
Read the passages. Then answer the questions that follow.

**Cars Without Gasoline Are Here**
*by Caroline Rialto*

1. People often feel as if the use of a gasoline engine has been integral to the automobile for as long as cars have been on the road. Justifiably, this makes people resist change. They feel that if the gasoline engine disappears, automobiles will never be as fast, safe, or comfortable as they are now, much like people must have felt as the car replaced the horse-drawn carriage.

2. But in fact, the first automobiles were really locomotives modified with tires. They were powered mostly by steam engines. Some early cars ran on strange fuels like gunpowder and coal gas. And some early cars were even powered by simple batteries and electric motors.

3. So the history of the early automobile is a history of changing technology, and of trying things and seeing if they work. Today, technology is changing because political and environmental concerns are forcing manufacturers away from the gasoline engine. The Earth’s survival depends on our response to energy issues today. Plus, the price of gas is rising, which means new technologies must be invented to utilize other forms of energy. Because of these factors, we are experiencing a return to that glorious era of experimentation. In the same way as early automobile inventors, we’re trying things and seeing if they work.

4. Biodiesel is a chemical very much like the diesel fuel that trucks and some cars use. But instead of being made from crude oil, it is made from renewable sources such as vegetable oil or animal fats. Biodiesel can provide much better fuel efficiency than gasoline. It can be made anywhere. Plus, many cars that now use diesel can be converted to run on biodiesel, so biodiesel could be very cost-effective.
Ethanol is another fuel-based alternative to gasoline power. Bioethanol, made from many common crops grown in the United States, could be a main fuel for the future of transportation. Ethanol is already added to fuels to reduce the amount of gasoline our cars consume.

Another set of alternative technologies uses natural gas or locally made biogas to power cars. Though natural gas is itself a fossil fuel, it burns very cleanly, so it does not pollute as much as gasoline. Biogas, made from decomposing organic matter, is a more environmentally conscious choice that has the same advantages.

Hybrid technology allows another route to gasoline-free driving. A hybrid car uses a small conventional engine, but gets added power through one or more electric motors linked to a set of batteries. The batteries are charged by excess power from the engine and from energy recaptured from braking. The electric motor supplements the conventional engine during peak loads, often providing full power at low speeds. The conventional engine takes over at higher speeds, often around 30 miles per hour. The most successful commercial hybrids today use a gasoline engine, but the technology could easily be used with biodiesel, bioethanol, or biogas to provide a fossil-fuel-free transportation technology.

So far we’ve been looking at vehicles that represent small improvements. But some new technologies are more boldly changing the face of motoring. The fully electric car does away with the conventional motor altogether, using only electric motors and battery packs. However, the limited state of battery technology today means that such vehicles rarely have real-life ranges of more than 100 miles. They can also take many hours to charge up. But there is another option. The plug-in hybrid is very much like normal hybrid technology, but it adds the capacity to be charged from a wall plug like an electric car. That way, drivers can charge the cars overnight and have them ready in the morning. Such vehicles generally use the electric motor almost exclusively until the battery pack is exhausted. This means that the car may use little fuel or no fuel at all during shorter trips.
Batteries are heavy. And, as we’ve seen, they have short range and long charging times. If we want to avoid pollution completely, there are two revolutionary fuel technologies also being deployed. For short trips inside of cities, vehicles powered off of compressed air could be valuable. Such a vehicle would emit no pollutants. It could be pumped up at stations throughout the city and would provide ample power for urban environments. For longer trips, hydrogen could be used as a fuel. Hydrogen can be safely stored in a compressed tank or incorporated into cutting-edge materials. It can be combined with oxygen from the air to produce energy that can be used to power a car. The only emission from a hydrogen-powered vehicle would be pure water. Plus, hydrogen is the most abundant natural element in the universe, so there is plenty of it around.

Future road cars will combine many of these technologies to provide maximum efficiency. But one thing is certain: Cars will surely get better for the consumer.
Are “Green” Cars Really All That Green?

by Nathan Filton

1 Today, alternative energy is the buzzword of the nation. Millions of dollars of research money are going into so-called “green” technologies that are supposed to be more environmentally friendly. Although it is nice to think that we can save the planet by driving “green” cars, that simply isn’t true. We cannot get something for nothing.

2 As prices of gasoline have risen higher and higher in recent years, companies and consumers have begun to take interest in alternative fuel technologies, and although some of these technologies have many advantages, they are not positive across the board. Companies are always going to sell their products as the next big technological advance. It is important that people know the problems and risks of these changes.

3 Three main techniques can be used to make cars more “green.” The first is to use renewable fuels. The second is to simply produce the energy elsewhere and store it in batteries. The third is to use hydrogen, which appears to be completely non-polluting. While all of these sound great, none of them are perfect.

4 Gasoline is a fossil fuel, the product of thousands of years of decaying vegetation. We drill it up from the ground in its crude form, refine it, and sell it. But fossil fuels aren’t being replenished as quickly as we use them. Instead, we can use biofuels, which are fuels we have created out of renewable resources. But biofuels are not quite as good as they sound. Although they can replace fossil fuels in our cars, they still pollute similarly. Although biofuels may be able to save us from dependence on foreign oil, they won’t keep our cities smog-free.

5 The production of biofuels presents its own challenges. Take the example of ethanol, much of which in use today comes from corn. This doesn’t seem like a bad thing because there is a lot of corn grown in this country, and corn is certainly renewable. But the more corn is used to make biofuels, the less there is to eat. And because all of the industry uses corn, many farms that used to grow wheat or other food products have switched to growing corn for ethanol, which has caused price increases on many foodstuffs. As if that weren’t enough, corn is also a needy crop, and growing it consumes many natural resources. A lot of research is going into making bioethanol and biodiesel from waste products, such as corn husks, or other, friendlier crops such as sugar beets. Some companies are even investigating using algae to create such fuels. But as it stands, biofuels are compromised.

1 replenished: replaced
Another “green” strategy, producing the energy elsewhere and storing it in batteries to be used later, misses the major issue. An electric car doesn’t directly use any fossil fuels, but that energy has to come from somewhere. Often, it comes from coal, itself a fossil fuel. Though “clean” coal plants are on the rise, coal-based electricity plants still produce much pollution of their own. True, it’s easier to reduce the emissions and increase the efficiency of one large power plant than the emissions and efficiency of thousands of cars. But until a majority of our power plants are made to pollute less, electric cars simply shift the energy generation from one damaging source to another.

An additional, and often overlooked, problem with electric and hybrid cars is with the batteries themselves. The mining operations that provide the metals for many of these batteries are some of the most polluting mines in the world. And when the batteries eventually die, disposing of them is a challenge. They are too hazardous to be disposed of in landfills, but the nickel they’re made from is not easily recycled. As it is, there are too few recycling centers in this country and too many restrictions on what can be recycled. Plus, even if they could be safely thrown away, landfills are already bursting to overflowing with trash from homes and businesses.

This leaves one last option: truly clean fuel. Hydrogen, reacting with oxygen, produces only water vapor and electricity. It sounds perfect, but the problems are with production and distribution. Although it is often said that hydrogen is “abundant” because it is the most common element in the universe, that isn’t true on Earth. There is very little pure hydrogen on Earth; it is mostly tied up in other chemical compounds. Creating hydrogen separated from these compounds is not economically practical, or even scientifically possible in some cases. This means that much of the hydrogen used today for fuel is extracted from fossil fuels, the stuff we’re trying to avoid in the first place. This doesn’t really address the real issue of a limited supply of such resources. Hydrogen is also difficult to transport and would require a whole new system of filling stations that is unlikely to ever be built.

If all this weren’t bad enough, there’s one more complication to the gasoline-free car: Modern automobiles contain more and more plastic than ever before. And from where does that plastic come? Primarily it comes from crude oil, the same place we get gasoline. The second major source is corn, and we’ve seen its problems already. If we intend to really produce green vehicles, we have to start thinking about using green materials as well as responsible fuels.
What is the central idea of “Cars Without Gasoline Are Here”?

A. The future of the planet depends on peoples’ response to energy issues.
B. Fully electric cars are the most promising vehicles that use green technology.
C. Green technologies are the next step in the evolution of the automobile.
D. Most green technologies will eventually disappear, just as early innovations in automobiles did.

The author of “Cars Without Gasoline Are Here” claims that “the history of the early automobile is a history of changing technology.” Which sentence develops this claim?

A. “People often feel as if the use of a gasoline engine has been integral to the automobile for as long as cars have been on the road.”
B. “They feel that if the gasoline engine disappears, automobiles will never be as fast, safe, or comfortable as they are now, much like people must have felt as the car replaced the horse-drawn carriage.”
C. “Some early cars ran on strange fuels like gunpowder and coal gas.”
D. “Plus, the price of gas is rising, which means new technologies must be invented to utilize other forms of energy.”
The author of “Cars Without Gasoline Are Here” claims that new technologies are changing the way modern automobiles are fueled. Select the three details that are relevant to this claim.

A. Some early cars ran on gunpowder and coal gas.
B. The survival of Earth hinges on our response to the energy crisis.
C. Biogas powers cars and does not pollute as much as gasoline.
D. The fully electric car is powered only by electric motors and battery packs.
E. Hydrogen can be combined with oxygen from the air to power a car.
F. Hydrogen is the most plentiful element in the universe.

The paragraph below is from “Are ‘Green’ Cars Really All That Green?” Select two words from the paragraph intended to get the reader thinking of green technologies in a negative light.

Today, alternative energy is the buzzword of the nation. Millions of dollars of research money are going into so-called “green” technologies that are supposed to be more environmentally friendly. Although it is nice to think that we can save the planet by driving “green” cars, that simply isn’t true. We cannot get something for nothing.

A. alternative
B. buzzword
C. research
D. so-called
E. environmentally
F. planet
38

In paragraphs 6 and 7 of “Are ‘Green’ Cars Really All That Green?” the author discusses problems related to electric cars. Which fact is least relevant to the author’s argument?

A. Landfills are overfilled with waste from people’s homes and businesses.
B. An electric car doesn’t use fossil fuels directly, but it does use them indirectly.
C. The mining operations that provide the metals used in batteries are major polluters.
D. The chemicals in batteries are too dangerous to be disposed of in landfills.

39

What is the meaning of the word extracted as it is used in this sentence from “Are ‘Green’ Cars Really All That Green?”

“This means that much of the hydrogen used today for fuel is extracted from fossil fuels, the stuff we’re trying to avoid in the first place.” (paragraph 8)

A. taken
B. drilled
C. built
D. filled
40

Which sentence from “Are ‘Green’ Cars Really All That Green?” supports the argument that sacrifices are needed to reduce the environmental impact of energy production?

A “But until a majority of our power plants are made to pollute less, electric cars simply shift the energy generation from one damaging source to another.”

B “As it is, there are too few recycling centers in this country and too many restrictions on what can be recycled.”

C “There is very little pure hydrogen on Earth; it is mostly tied up in other chemical compounds.”

D “If all this weren’t bad enough, there’s one more complication to the gasoline-free car: Modern automobiles contain more and more plastic than ever before.”

41

How would the author of “Are ‘Green’ Cars Really All That Green?” dispute the claim in “Cars Without Gasoline Are Here” that biofuels are a good replacement for fossil fuels?

A by noting that biofuels come from vegetables such as corn and sugar beets

B by proving that biofuels are not really made from biological material

C by pointing out that biofuels still pollute like fossil fuels

D by explaining that biofuels are dangerous and expensive
42

With which statement about the hydrogen automobile would both authors agree?

A  Hydrogen is completely clean and emits water.
B  Hydrogen is readily abundant and easy to use.
C  Hydrogen can be safely stored in tanks.
D  Hydrogen filling stations are unlikely to be built.

43

What fact does the author of “Are ‘Green’ Cars Really All That Green?” give that raises questions about the benefits of ethanol described in “Cars Without Gasoline Are Here”?

A  Ethanol can reduce our dependence on foreign oil.
B  Ethanol can be added to fuels to reduce gasoline use.
C  The corn used to make ethanol is a renewable resource.
D  Using corn for ethanol can cause food prices to rise.

44

What aspect of electric cars’ batteries is addressed in “Are ‘Green’ Cars Really All That Green?” but not in “Cars Without Gasoline Are Here”?

A  how long the batteries last
B  how the batteries are made
C  how they can be charged
D  how much pollution they produce
Read the passages. Then answer the questions that follow.

The Odyssey is a Greek epic poem that tells the story of Odysseus, King of Ithaca and hero of the Trojan War. Doomed by the gods to wander at sea for decades, Odysseus leaves his wife and son behind. His wife, Penelope, has waited patiently for his return. Fighting off the advances of numerous would-be husbands, she promises to choose one when she finishes a piece of weaving. What the suitors do not know is that every night, Penelope unravels her weaving, thus buying herself time until Odysseus returns.

Finally, after a 20-year absence, Odysseus returns home. With the help of the goddess Athena, he is able to disguise himself as a beggar so that he can spy on the men who have invaded his home. He is helped by his old swineherd, Eumaeus, who thinks the beggar he has found is a traveler who has news of Odysseus. In this scene, Odysseus finally returns to his house, where he is greeted by an unexpected friend.

Chapter 14: The Home-coming of Odysseus
Stories of The Odyssey retold by H. L. Havell

1. “Take heed now,” said Eumaeus, lowering his voice, as they approached the door of the house. “I will go in first, and do thou follow me close, lest anyone find thee outside and do thee some hurt.”

2. “Fear nothing for me,” answered Odysseus, “I am no stranger to blows, for I have been sore buffeted on land and sea. The belly is a stern taskmaster, which compels us to face both wounds and death.”

3. So saying he stepped aside to let Eumaeus pass, then checked him with a hasty exclamation; for he had seen something which sent a pang of sorrow to his heart. Heaped up against the wall by the doorway was a great pile of refuse, left there until the thralls should carry it away and lay it on the fields; and there, grievously neglected, and almost blind with age, lay a great gaunt hound, to all seeming more dead than alive. What was the emotion of Odysseus when he recognised in that poor creature his old favourite, Argus, whom he had reared with his own hand, and trained to the chase, in the old days before he sailed to Troy! As he stooped down with a caressing gesture the hound feebly raised his head; a strange light came into his eyes, he drooped his ears, and wagged his tail, but was too weak to stir from the place where he lay.

Go On
Odysseus brushed away a tear, and said to Eumaeus: “‘Tis strange that so fine a hound should lie thus uncared for in his old age. Or do his looks belie his qualities? Handsome he must have been, as I can see still; but perhaps his beauty was all he had to boast of.”

“He was my master’s favourite hound,” answered Eumaeus, “and there was none swifter or keener of scent in all the land. Formerly the young men would take him with them to hunt the wild goat or the hare or the deer; but now that he is sore stricken with years not one of the women will bring him a morsel to eat, or a little water to drink. So it ever is when the master is absent; for a slave has no conscience when his owner’s eye is not upon him.”

When Eumaeus had entered the house, Odysseus lingered awhile, gazing sadly at the faithful Argus. The old hound raised himself, and struggled painfully to drag himself to his master’s feet; but the effort was too much for him, and he sank back on his sorry bed, and breathed his last.

With a heavy heart Odysseus turned away, and passing into the hall sat down on the threshold. . . .
The Faithful Argus

For twenty years I have waited
For my master to return.
Some say he is dead;
Others say he has abandoned us:
Penelope, Telemachus, his servants, all.
But no dog ever abandons his master.

When I was young,
the young men took me
out to lead the hunt.
I was the alpha, the prize.

But when I grew old,
As surely my master has grown old,
They did not stop to think of me.
Without his eyes to watch them,
They grew careless.

Through the rains and dust
of twenty Ithaca springs and summers
I have waited here.
Sometimes a servant throws me
a piteous scrap.
Most days, I starve.

When I was young
My master fed me at his feet.
I grew fat on the bones and gristle
from his own plate!

But no matter.
It is enough now to wait.
I know he will return to us.
Otherwise, why does the Queen
undo her weaving night after night?
I will share her lonely vigil.
We will wait for his return.
Underline one sentence in this excerpt of “The Home-coming of Odysseus” that expresses a theme of the story.

4 “He was my master’s favourite hound,” answered Eumaeus, “and there was none swifter or keener of scent in all the land. Formerly the young men would take him with them to hunt the wild goat or the hare or the deer; but now that he is sore stricken with years not one of the women will bring him a morsel to eat, or a little water to drink. So it ever is when the master is absent; for a slave has no conscience when his owner’s eye is not upon him.”

46 How does the structure of the poem let it tell events differently than the story does?

A The structured form of the poem lets the poet focus only on the narrator, while the story focuses on many characters.

B The metered form of the poem lets the poet show the beautiful parts of the narrator’s life, while the story focuses on its difficulties.

C The lyrical form of the poem lets the poet show the hopes and feelings of the narrator, while the story focuses strictly on the facts.

D The free form of the poem lets the poet show the wandering thoughts of the narrator, while the story tells the events in chronological order.
47

Read the stanza from the poem.

When I was young,
the young men took me
out to lead the hunt.
I was the alpha, the prize.

How does the poet’s word choice affect the tone of the poem?

A They convey a tone of confusion because the dog doesn’t understand what has
happened.
B They convey a sarcastic tone because the dog is all but forgotten by the servants.
C They convey an angry tone because the dog has been abandoned.
D They convey a tone of reverence for the dog’s past.

48

Select two elements the poet altered from the story in order to produce the poem.

A setting
B narrator
C point of view
D major facts
E sequence of events

Go On
What theme is explored in both the myth and the poem?

A. Only those who love us see our true nature.
B. Those we hurt will always forgive us.
C. Good friends never forget.
D. True faithfulness is rare.
Session 2: Listening Passages

Questions #50–55

Study the poster while you listen to two audio presentations.
Which excerpt from the poster would most benefit from being presented in audio format?

A  “Life’s most persistent and urgent question is: What are you doing for others?”

B  “Serve on King Day, and throughout the year.”

C  “Make it a day on, not a day off.”

D  “Corporation for National & Community Service”

What advantage does the poster have over the audio presentations in conveying information about Martin Luther King, Jr., Day?

A  The poster shows a type of service that can be done on Martin Luther King, Jr., Day.

B  The poster shows what King looked like.

C  The poster has a quotation from King.

D  The poster tells how to find out more about serving on Martin Luther King, Jr., Day.
What is the advantage of the audio presentations over the poster to convey information about Martin Luther King, Jr., Day?

A. The audios teach people about the history of Martin Luther King, Jr., Day.
B. The audios inspire people to serve on Martin Luther King, Jr., Day.
C. The audios introduce listeners to people directly influenced by King.
D. The audios remind people how King felt about serving others.

What is the purpose of both the audio presentations and the poster?

A. to explain why Martin Luther King, Jr., Day is an important holiday
B. to compare King to other famous people
C. to inform people about King’s life
D. to persuade people to help others on Martin Luther King, Jr., Day

Go On
What is a disadvantage of the poster over the audio presentations?

A  The poster does not provide detailed information about King’s life and influence; the audios do.
B  The poster cannot persuade people to volunteer; the audios can.
C  The poster does not tell how people can find more information; the audios do.
D  The poster cannot inspire people to taken action; the audios can.

Which sentence from Ruby Bridges’s audio presentation would most benefit from being portrayed in video format?

A  “I was one of four six year old children, girls, to integrate the public school system here in New Orleans in 1960.”
B  “I always say that the lesson I took away was the lesson that Doctor King tried to teach all of us.”
C  “And that was that we should never look at a person and judge them by the color of their skin.”
D  “That is the lesson that I learned in that classroom at six years old, simply because I crossed a picket line and a mob every day for a whole year.”
Session 2: Editing Task

Questions #56–61

Six underlines in the text show a word or phrase that may be incorrect. Read the passage. Then answer the questions that follow.

Of all the projects our middle school could focus on, the most worthwhile would be to set up an FM radio station. The high school has its own station so why can’t we.

Everyone knows Brentwood High has a radio station: one of the most popular in town, but few people realize 100 kids are behind it. The program lasts for an hour, and the whole town hears the broadcast. We could create a similar radio station here at the middle school.

Mr. Smith our faculty advisor told us, “The most important thing you need is a plan.” So we’ve created a plan that includes setting up a radio tower, a control booth, and a sound studio.

Having a radio station doesn’t need to be expensive. Students could raise money for it. Families could donate used equipment—such as computers and CD players, to help cut down on the cost to the school. Businesses might donate materials to help build the sound studio.
Having a radio station would be worthwhile for all the kids involved. We would be learning new skills, and learning to work together. Operating our own radio station will have given us something to do after school besides playing video games and hanging out.

A middle-school radio station is an achievable goal. With the right support, it can start coming true tomorrow. Our school needs to give us a chance to succeed.

Read this sentence from the passage.

The high school has its own station so why can’t we.

Which of the following correctly replaces the underlined part of the sentence?

A  station; so why can’t we?
B  station. So why can’t we.
C  station, so why can’t we?
D  station, so why, can’t we?
57

Read this sentence from the passage.

Everyone knows Brentwood High has a radio station: one of the most popular in town, but few people realize 100 kids are behind it.

Which of the following correctly replaces the underlined part of the sentence?

A  a radio station—one of
B  a radio station, one of
C  a radio station. One of
D  a radio station; one of

58

Read this sentence from the passage.

Mr. Smith our faculty advisor told us, “The most important thing you need is a plan.”

Which of the following correctly replaces the underlined part of the sentence?

A  Mr. Smith our faculty advisor told us:
B  Mr. Smith, our faculty advisor, told us,
C  Mr. Smith our faculty, advisor told us,
D  Mr. Smith, our faculty advisor told us,
59

Read this sentence from the passage.

Families could donate used equipment—such as computers and **CD players**, to help cut down on the cost to the school.

Which of the following correctly replaces the underlined part of the sentence?

A. CD players. To
B. CD players . . . to
C. CD players; to
D. CD players—to

60

Read this sentence from the passage.

Operating our own radio station **will have given us** something to do after school besides playing video games and hanging out.

Which of the following correctly replaces the underlined part of the sentence?

A. would have given us
B. will have gave us
C. would give us
D. will have given us
Read this sentence from the passage.

A middle-school radio station is an achievable goal.

What is the correct spelling of the underlined word?

A  acheiveble
B  achevable
C  achieveble
D  achievable
Session 3: Text-Based Writing

Question #62

Read the passages. Then complete the task that follows.

America’s Key to Freedom
by Carol Domblewski

1 Freedom isn’t just a matter of rights under a constitution. Freedom can also be the result of scientific and technological progress. One of the greatest actors on the stage of freedom for some one hundred years has been the humble automobile. This simple combination of an engine, some steel, and four wheels has played a starring role in our democracy. It has also played a leading part in building and maintaining the American economy.

Helping People Take Off

2 To understand how cars set people free, you have to understand our world before them. For many people during the late 1800s and the early 1900s, the only distance they could travel was as far as a horse and buggy—or their own two feet—could take them. Then, suddenly, a car that most people could afford—the Model T Ford—came along. At a reasonable price of $850 in 1908 (and lower as the years went on), more than 15 million people were able to buy a Model T, and other affordable cars followed. A key to unlocking the chains that kept people close to home had finally been found.

3 The car offered freedom. People could now jump in their cars and go new places. They had mobility any time they wanted, not just when a train schedule said they had it. People could also now live where they wanted. They didn’t have to live in a city to have a job there. Businesses didn’t have to be within walking distance of their customers. Automobiles are credited with the growth of the suburbs, which are developments outside cities where people could have homes of their own.

4 The car offered downright joy as well. When affordable cars became available to all, drivers could jump in a car and travel at amazingly high speeds just by pushing down on a gas pedal. They could stop off anywhere they wanted, not just at train stops, which gave them a new freedom of choice. Tourism became possible for more people, as a car allowed anyone to travel far away from home and in any direction a road led.
Furthermore, as families came to own two cars, women were liberated from the home. In many cases, an extra car made adventures beyond the home as well as a job for the wife possible. The car also liberated many African Americans, who were able to leave the South and other places for better jobs and a higher standard of living in Detroit and other auto-making cities. Sociologist Arthur Raper said in 1936 that cars also provided a “new mobility” for African Americans, based on what “the individual wants to do rather than what the community does not want him to do.” Many were able to buy homes and cars. As with women, being in charge at the wheel gave African Americans a new degree of authority and control. It widened their world.

**Building the Economy**

The automobile also proved to be an engine of intense economic growth. Once cars began to be mass-produced, factories were built that put thousands of people to work on assembly lines. Every industry involved in the manufacture of the auto had to be ramped up, too. For example, the steel and rubber industries went into high gear.

Roads also had to be built. Not just a few of them, but a whole nation’s worth of roads, highways, ramps, bridges, and tunnels. The 1958 Interstate Highway Act, for example, connected all major cities with highways, allowing people to travel across the country with ease. Everywhere, gas stations were required, and soon a massive auto supply and repair industry sprang up, too. Motels and car washes sprouted everywhere, and shopping malls and superstores evolved to take advantage of a mobile culture. In so many ways, the automobile sent the economy into overdrive, creating whole new industries, new products, new ways of advertising and selling products, and millions of jobs. In 2012, for example, about one-third of the economic growth of the United States was related to automobiles. Even setting aside related industries, car sales account for more than 3 percent of our country’s gross national product, a common measure of our entire economy.

The auto was also one reason why the United States developed the infrastructure that made it an economic giant and world leader. An excellent transportation network allows businesses to transport goods cheaply and fast. That same network also allows fast access to suppliers, markets, and workers. Automobiles have driven, and continue to drive, the American economy.
Cars Now and Forever

Some people have pointed to the environmental impact and expense of automobiles and suggested that their price is too steep. People may begin opting for cleaner, less expensive cars, but they will never give up driving altogether. For most Americans, giving up cars would be like giving up their very freedom. Without cars, you would not be able to travel wherever you want, whenever you want. Where you live would be limited by where you work. Your options for shopping or entertainment would suddenly shrink, too. In a country that values freedom above all else, the car is one modern convenience that we simply can’t live without.
Facts Along the Road

As the automobile has become an essential part of American life, people have found that driving carries significant costs. The statistics below show some of the ways the automobile has affected the lives of Americans, for better and for worse.

Car Ownership Facts
- In 1915, about 23 people in 1,000 had cars in America. By 2000, it was 474 people in 1,000.
- The average cost of owning and operating a car is more than $8,000 per year.
- 45% of Americans lack ready access to transit such as buses and trains. Cars are the only option for many.
- Since 1960, the percentage of Americans who get to work by car has increased from 63% to 85%.

Traffic Woes
- In some cities, the average driver spends more than 40 hours a year sitting in traffic.
- In 2011, traffic congestion cost the U.S. $121 billion.
- Traffic problems led to 2.9 billion gallons of wasted gas in 2011.
- 70% of all workers drive to work alone. Only 10% carpool.

The Dangers of Driving
- There were 10.8 million automobile accidents in 2009.
- Almost 36,000 people were killed in auto accidents in 2009.
Running off the Road
by Grover Kingsley

The long reign of the automobile in America is finally coming to an end—and it’s about time. According to a 2012 study done by the Massachusetts Institute of Technology, rates of car ownership peaked in 2006 and are now declining. People are driving fewer miles per year than they did in the past. Most importantly, car ownership among young adults has become less popular than it was two decades ago, when 85% of 19-year-olds owned cars. That number has dropped to 70%.

Reasons for this trend are not hard to find. Cars are expensive. The cost of owning a car averages $8,876 per year. Driving to and from work on a daily basis, especially in areas where traffic jams are part of the daily driving experience, is stressful. Commuting time is “lost time” if you’re driving. Using public transit, such as buses or trains, allows people to enjoy reading or spending time productively working on their mobile devices while they ride.

As U.S. metropolitan areas continue to grow, people now have access to public transit or live within a comfortable biking or walking distance to work. Furthermore, new, tech-savvy businesses offer ways for people to avoid the costs and problems associated with owning a car in a big city, such as parking and sky-high insurance payments. New York, San Francisco, Chicago, and Los Angeles are just a few of the big cities with thriving car-sharing and carpooling systems that use websites and mobile apps to hook customers up with a car when they need one. Taking cars completely out of the equation, bike-share programs attract thousands of commuters looking for a way to combine exercise with their commute. Even in the extreme-weather capital Minneapolis, Minnesota, a whopping 3,500 commuters bundle up and bike to work along the city’s Midtown Greenway.

A sense of responsibility about the environment, pollution, and greenhouse gases is also causing a move away from cars. The auto is a huge contributor to greenhouse gas emissions. The EPA reports that in 2012, a whopping 28% of emissions came from transportation. With their largely petroleum-based fuel, cars constantly spew carbon monoxide into the air.

Gone are the days when owning and operating a car was either joyful or exciting. These days, the joy of the open road seems to exist only in a few remote areas and on television commercials for high-performance cars. The reality, however, is that cars no longer free us. Instead, they entrap us in their cost and maintenance, in the stress they produce, in their pollutants, and in their contribution to global warming. People are finally and rightly throwing off the chains of the automobile.
It’s almost impossible to imagine our nation, or our nation’s history, without the automobile. But times change, and the benefits of the car may no longer outweigh some of its effects. Is the automobile still a good thing for America?

Write an argumentative essay in which you take a position on whether the car needs to remain central in the lives of most Americans, or whether it is time to think in new ways about transportation. Make sure to include information from all the passages in your essay.

Manage your time carefully so that you can
• read the passages;
• plan your essay;
• write your essay; and
• revise and edit your essay.

Be sure to
• include a claim;
• address counterclaims;
• use evidence from multiple sources; and
• avoid overly relying on one source.

Your writing should be in the form of a well-organized, multi-paragraph essay. Write your answer on the lines provided.

You have 90 minutes to read the passages and plan, write, revise, and edit your essay.
Assessment 1

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  
5. A B C D  
6. A B C D  
7. A B C D  
8. See page 11.  
9. A B C D  
10. See page 12.  
11A. A B C D  
11B. A B C D  
12. A B C D  
13. A B C D  
14. A B C D  
15. A B C D  
16A. A B C D  
16B. A B C D E F  
17. A B C D  
18. A B C D E  
19. A B C D  
20. A B C D  
21A. A B C D  
21B. A B C D  
22A. A B C D  
22B. A B C D  
23A. A B C D  
23B. A B C D E F  
24. A B C D  
25. A B C D  
26. A B C D  
27. A B C D  
28. See page 35.  
29. A B C D  
30. A B C D  
31A. A B C D  
31B. See page 39.  
32. See page 40.  
33. A B C D  
34. A B C D  
35. A B C D  
36. A B C D E F  
37. A B C D E F  
38. A B C D  
39. A B C D  
40. A B C D  
41. A B C D  
42. A B C D  
43. A B C D  
44. A B C D  
45. See page 54.  
46. A B C D  
47. A B C D  
48. A B C D E  
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60. A B C D  
61. A B C D  
62. See page 71.