

Reading**Directions**

In this part of the test, you will do some reading. Then you will answer questions about what you have read.

Read this article. Then answer questions 1 through 7.

Excerpted from

The Narwhal's Tale: Surviving Sea Ice Change

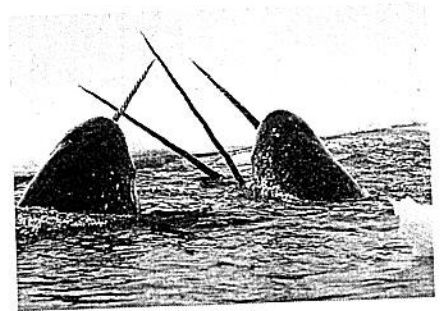
by Caitlyn Kennedy

In recent years, [marine biologist Kristen] Laidre heard reports of large groups of narwhals dying in “entrapments,” where sudden shifts in the wind or quick drops in temperature rapidly freeze over the leads where narwhals surface to breathe. The whales are left stranded without enough breathing holes to lead them to open water, and hundreds of them will squeeze into
5 shrinking openings in the solid ice. Many narwhals suffocate and die while fighting for air in these tight spaces. Others become easy prey for polar bears and other predators that gather around the breathing holes.

After many years of studying marine mammals in the Arctic, Laidre knows that entrapments are a natural casualty of living in such a harsh and dangerous environment. But some of the
10 entrapments that have occurred in recent years stood out to Laidre. They were occurring during a time of the year when entrapments do not usually occur, and in locations where these events had never been observed before. The narwhals were found trapped in the vicinity of their summering grounds up north, even though ice entrapments
15 occur most frequently during the winter when the narwhals are located farther south.

Laidre began to wonder if these events were a sign that narwhals were being caught off guard by changing sea ice conditions caused by rapid warming in the Arctic.

“You can’t ignore the fact that the Arctic is changing fast,”
20 Laidre says. “As a marine biologist, I want to understand how



these changes will affect the animals and their habitat, and whether they'll be able to adapt to changes in the future."

One approach that Laidre and her colleagues at the Greenland Institute of Natural Resources take is to "tag" as many narwhals as they can by attaching a small satellite transmitter to their
25 dorsal fins. Once attached to the narwhal, the transmitter gathers information about the animal's location and movements—how deep they dive, how much time they spend underwater—and sends data to satellites orbiting in space when the narwhals surface for air between the cracks in the sea ice.

Using the data collected from the transmitters, Laidre has learned that narwhals are
30 true creatures of habit. Many of the narwhals' biological patterns—when they eat, migrate, and reproduce—are orchestrated in tandem with the annual expansion and retreat of Arctic sea ice. In the summer, retreating ice allows narwhals and their newly born calves to access their summering grounds in the sheltered inlets, bays, and fjords along the Canadian Arctic coast and northwest Greenland. As fall begins and the coastal summering grounds begin to freeze over
35 again, the narwhals move out and migrate southward.

By mid-November, large populations of narwhals are gathered in the offshore areas of Baffin Bay and Davis Strait where Greenland halibut—their main food source—are plentiful. Narwhals spend the winter in this region, virtually surrounded by dense winter pack ice, and diving to feed on halibut near the sea floor.

40 "The pack ice in winter works like a conveyer belt, forcing the animals to constantly move," Laidre says. "The narwhals have the largest ranges and highest velocities during years with extensive ice cover."

In 2008, Laidre and her colleagues estimated that there were approximately 18,000 narwhals in their survey region. Most of that area, however, was covered in dense ice, and only two percent
45 was open water available to narwhals for breathing.

Narwhals are mammals and need air to survive, so they tightly pack themselves in stretches of open water and cracks—called "leads"—in the lighter, newer ice. The researchers estimated that about 77 narwhals were clustered below every one square kilometer of open water in the survey region.

50 The frozen landscape can shift quickly; changes in ocean currents, winds, and temperature can cause leads to open up and then refreeze again rapidly.

Recently, even larger changes have been taking place in the narwhals' wintering grounds. Satellite data have revealed a 9 to 11 percent decline in sea ice extent per decade in the Baffin Bay and Davis Strait areas since 1979. Scientists have also documented the earlier springtime breakup
55 of ice in Baffin Bay.

"The whales are used to living in the pack ice during the winter," Laidre says. "We don't yet know what they will do if, in the future, the ice isn't present where it normally is."

Go On

While sea ice loss would create more open water space for the narwhals, shifts in the melting and freezing cycles may alter their migratory, feeding, and reproductive patterns. Changes in the ice regime could also directly translate to changes in the Arctic ecosystem that could indirectly harm the narwhals.

In the case of the recent entrapment events, if seasonal sea ice expansion and retreat patterns shift, will it change the narwhals' migratory timing? That's the question that Harry Stern, a sea ice expert and colleague of Laidre's at the University of Washington's Polar Science Center, could help her answer.

Stern used satellite observations to examine sea ice patterns in the six largest narwhal summering grounds over a period of 31 years. He noticed that the annual sea ice freeze-up that takes place during the fall has been occurring progressively later with each passing year. In recent years, the autumn freeze-up has occurred roughly 3–4 weeks later than it did in the 1980s.

This trend is a symptom of a rapidly warming Arctic region—the gradual loss in sea ice observed over the last few decades allows the water to stay open longer and absorb more heat, which prolongs the melting season.

Because the narwhals' summering areas are remaining open for longer, one possible theory is that the whales are lingering there, delaying their migration south until later in the fall and winter.

“Suddenly a very cold event—a large drop in temperature or a shift in the wind—will freeze up a smaller area very rapidly and trap the whales,” Laidre says. “Meanwhile, because they've delayed their return, the larger area around them has already frozen over. So there are not many alternatives in terms of places to go once they're trapped.”

Laidre requires more data to further investigate this entrapment theory and determine whether the narwhals actually changed their usual behaviors and lingered longer due to the delayed sea ice freeze-up, or whether these are just random events. But she feels she can conclusively and confidently say that both the narwhals' summering areas and wintering areas are changing.

1 Read the dictionary entry for the word “lead” below.

lead *n.* 1. a position at the front 2. the introduction to a news story 3. a channel of water through frozen ice 4. the insulated wiring to an electrical device

Which definition of the word “lead” is used in line 3 of the article?

- A definition 1
- B definition 2
- C definition 3
- D definition 4

2 Which of the following **best** describes Dr. Laidre's interest in the behavior of narwhals?

- A She researches habits of endangered species.
- B She studies types of weather in the Arctic.
- C She records new patterns of animal migration.
- D She worries about the effects of climate change.

3 In a documentary based on this article, which of the following would **most likely** instill a sense of concern in viewers?

- A an interview with Laidre and her coworkers
- B a map showing ice flow patterns in the Arctic
- C a scene of marine animals stuck in entrapments
- D a graph showing patterns of whale migration

4 How does the author **mainly** organize lines 19 through 22?

- A chronological order
- B most important to least important
- C problem and solution
- D cause and effect

5 Which sentence **best** summarizes how a longer summer may harm the narwhals?

- A** They may not migrate to their winter food source.
- B** They may not be able to reproduce in warm water.
- C** They may figure out how to remove the satellite transmitters.
- D** They may become trapped when the weather suddenly shifts.

6 Read this sentence from lines 40 and 41 of the article.

“The pack ice in winter works like a conveyer belt, forcing the animals to constantly move,” Laidre says.

Based on this sentence, what can you conclude about how things move on a conveyer belt?

- A** Things move without stopping.
- B** Things move without changing temperature.
- C** Things move with increasing speed.
- D** Things move with constant changes in direction.

7 Read this sentence from lines 79 through 81 of the article.

Laidre requires more data to further investigate this entrapment theory and determine whether the narwhals actually changed their usual behaviors and lingered longer due to the delayed sea ice freeze-up, or whether these are just random events.

Based on this sentence, readers can infer that

- A** it will not be possible to collect enough data to learn about the narwhals' migration patterns
- B** scientists are not sure that climate change is the reason for the change in the narwhals' behavior
- C** the data prove that the delayed freeze-up forced the narwhals to change
- D** the unusual behavior of the narwhals may cause changes in the sea ice

Directions
Read this story. Then answer questions 8 through 14.

Adapted from a story

The Three Feathers

by Jacob and Wilhelm Grimm

Once upon a time there was a king who had three sons, of whom two were clever and wise. The third did not speak much and was simple, so he was called Simpleton. When the king had become old and weak and was thinking of his end, he did not know which of his sons should inherit the kingdom. So the king said to his sons, "Go forth, and he who brings me the most
5 beautiful carpet shall be king after my death."

So that there should be no dispute among them, he took them outside his castle, blew three feathers into the air, and said, "You shall go as they fly."

One feather flew to the east and another to the west, but the third flew straight up and soon fell to the ground. One brother went to the right and the other to the left so that Simpleton
10 was forced to stay where the third feather had fallen. He sat down and was sad, but then he saw a trapdoor close by the feather. He raised it up, found some steps, and went down them. Then he came to another door, knocked on it, and heard somebody inside.

The door opened, and he saw a great fat toad sitting there. Around her was a crowd of little toads. The fat toad asked what he wanted. He answered, "I should like to have the prettiest and
15 finest carpet in the world."

A young toad brought out a box, and the fat toad opened it. She pulled out a carpet so beautiful and so fine that on the earth above, none could have been woven like it. She presented it to Simpleton. He thanked her and then ascended again.

"Why should we give ourselves a great deal of trouble to search?" said the two older brothers.
20 They got some coarse handkerchiefs from shepherds' wives to carry home to the king.

At the same time Simpleton also came back, bringing his beautiful carpet. When the king saw it, he was astonished and said, "If justice be done, the kingdom belongs to the youngest."



Go On

But the two others entreated the king to make a new agreement with them. So, their father changed his mind. "He who brings me the most beautiful ring shall inherit the kingdom,"
25 he declared.

He led the three brothers out and blew into the air three feathers. Simpleton's feather once again flew straight up and fell down near the door leading into the earth. He went down again to the fat toad and told her that he wanted the most beautiful ring. She at once ordered her great box to be brought and picked out a ring that sparkled with radiant jewels.

30 Meanwhile, the two eldest brothers knocked the nails out of an old carriage-ring and took it to the king. When Simpleton produced his ring, his father again said, "The kingdom belongs to him."

The two eldest tormented the king until he set a third condition. He declared that the one who brought the most beautiful woman home should have the kingdom. He again blew the three
35 feathers into the air, and they flew as before.

Again, Simpleton went down to the toad and said, "I am to take home the most beautiful woman!"

The toad gave him a yellow turnip that had been hollowed out, to which six mice were harnessed. The toad said, "Just put one of my little toads into it."

40 Simpleton seized one out of the circle and put her into the yellow coach. Immediately, she turned into a wonderfully beautiful maiden, and the turnip into a coach, and the six mice into horses. Simpleton kissed her, and the two drove off to see the king. His brothers came afterward. They had given themselves no trouble at all to seek beautiful girls but had brought with them the first peasant women they chanced to meet.

45 When the king saw them he said, "After my death, the kingdom belongs to my youngest son."

But the two eldest demanded that the one whose wife could leap through a ring that hung in the center of the hall should inherit the kingdom. They thought, "The strong peasant women can do that easily, but the delicate maiden will jump herself to death."

The aged king agreed to this condition. Then the two peasant women jumped through the
50 ring, but they were so stout that they fell and broke their legs. The pretty maiden then sprang through as lightly as a deer, so all opposition had to cease. Simpleton finally received the crown, and he has ruled wisely ever since.

8 Where does this story **mostly** take place?

- A** in a king's throne room
- B** in a peasant village
- C** in and near a castle
- D** by a country pond

9 Why does the king ask his sons to bring him beautiful carpets?

- A** to decide who is the most independent
- B** to decide who will inherit the kingdom
- C** to decide who has the best taste
- D** to decide who is the wisest

10 Read these sentences from lines 23 and 24 of the story.

**But the two others entreated the king to make a new agreement with them.
So, their father changed his mind.**

The word "entreated" **most likely** means

- A** begged
- B** decided
- C** refused
- D** surprised

11 This story is told from the point of view of

- A** the toad
- B** the king
- C** Simpleton
- D** an outside narrator

12 The authors describe the pretty maiden as springing through the ring “as lightly as a deer” in line 51 to show that the maiden

- A** is graceful
- B** turns into a deer
- C** weighs very little
- D** is not really human

13 This story would be of **most** interest to someone who

- A** likes to read biographies of kings
- B** wants to learn about ancient kingdoms
- C** enjoys fairy tales involving magic
- D** needs information about how toads live

14 What common theme in literature does this story best illustrate?

- A** Great wealth cannot buy happiness.
- B** True love can never be destroyed.
- C** Hard workers will receive the greatest rewards.
- D** Quiet individuals often triumph over loud tricksters.

Directions
Read this speech. Then answer questions 15 through 21.

Excerpted and adapted from

Remarks on Internet Freedom

given by Secretary of State Hillary Rodham Clinton

Hillary Rodham Clinton, who was then the United States secretary of state, gave this speech at the Newseum on January 21, 2010, days after a devastating earthquake in the Caribbean nation of Haiti.

This is an important speech on a very important subject. But before I begin, I want to just speak briefly about Haiti, because during the last eight days, the people of Haiti and the people of the world have joined together to deal with a tragedy of staggering proportions. Our hemisphere has seen its share of hardship. But there are few precedents for the situation we're facing in Port-au-Prince. Communication
5 networks have played a critical role in our response. They were, of course, demolished and in many places totally destroyed. And in the hours after the quake, we worked with partners in the private sector. First, to set up the text "HAITI" campaign so that mobile phone users in the United States could donate to relief efforts via text messages. That
10 initiative has been a showcase for the generosity of the American people, and thus far, it's raised over \$25 million for recovery efforts.

Information networks have also played a critical role. When I was with President Preval in Port-au-Prince on Saturday, one of his top priorities was to try to get communication up and going. Government officials couldn't make contact with
15 one another. And nongovernmental organizations, our civilian leadership, and our military leadership were severely impacted. The technology community has set up interactive maps to help us identify needs and target resources. And on Monday,



a seven-year-old girl and two women were pulled from the rubble of a collapsed supermarket by an American search-and-rescue team after they sent a text message
20 calling for help. Now, these examples are manifestations of a much broader phenomenon.

The spread of information networks is forming a new nervous system for our planet. When something happens in Haiti or Hunan, the rest of us learn about it in real time—
25 from real people. And we can respond in real time as well. Americans eager to help in the aftermath of a disaster and the girl trapped in the supermarket are connected in ways that were not even imagined a year ago, even a generation ago. That same principle applies to almost all of humanity today. As we sit here, any of you—or maybe more likely, any of our children—can take out the tools that many carry every day and transmit this discussion to billions across the world.

30 Now, in many respects, information has never been so free. There are more ways to spread more ideas to more people than at any moment in history. And even in authoritarian countries, information networks are helping people discover new facts and making governments more accountable.

During his visit to China in November, for example, President Obama held a
35 town hall meeting with an online component to highlight the importance of the Internet. In response to a question that was sent in over the Internet, he defended the right of people to freely access information. He said that the more freely information flows, the stronger societies become. He spoke about how access to information helps citizens hold their own governments accountable, generates new ideas, and encourages
40 creativity and entrepreneurship. The United States' belief in that ground truth is what brings me here today.

Because amid this unprecedented surge in connectivity, we must also recognize that these technologies are not an absolute blessing. These tools are also being exploited to undermine human progress and political rights. Just as steel can be used to build
45 hospitals or machine guns, or nuclear power can either energize a city or destroy it, modern information networks and the technologies they support can be harnessed for good or for ill. The same networks that help organize movements for freedom also enable al-Qaida to spew hatred and incite violence against the innocent. And technologies with the potential to open up access to government and promote transparency can also be
50 hijacked by governments to crush dissent and deny human rights.

Go On

In the last year, we've seen a spike in threats to the free flow of information. China, Tunisia, and Uzbekistan have stepped up their censorship of the Internet. In Vietnam, access to popular social networking sites has suddenly disappeared. And last Friday in Egypt, thirty bloggers and activists were detained. One member of this
55 group, Bassem Samir, who is thankfully no longer in prison, is with us today. So while it is clear that the spread of these technologies is transforming our world, it is still unclear how that transformation will affect the human rights and the human welfare of the world's population.

On their own, new technologies do not take sides in the struggle for freedom and
60 progress, but the United States does. We stand for a single Internet where all of humanity has equal access to knowledge and ideas. And we recognize that the world's information infrastructure will become what we and others make of it. This challenge may be new, but our responsibility to help ensure the free exchange of ideas goes back to the birth of our republic. The words of the First Amendment to our Constitution are
65 carved in fifty tons of Tennessee marble on the front of this building. And every generation of Americans has worked to protect the values etched in that stone.

-
- 15** Secretary Clinton **most likely** considers online information availability important because it
- A** is widely accepted
 - B** improves the lives of citizens
 - C** makes her an authority on world affairs
 - D** helps her in her job

16 According to the example given, how did cellular communications affect some Haitian people buried in rubble?

- A** The people who were buried were kept alive by their cell phones.
- B** The people's families contacted rescuers by cell phone.
- C** Rescuers were able to contact each other when victims were found.
- D** Text messages helped rescue teams locate trapped victims.

17 How do lines 1 through 11 help to shape the rest of the speech?

- A** They give the audience background on the content that follows.
- B** They tell an interesting story to intrigue the audience.
- C** They lay out carefully what the primary points of the speech will be.
- D** They explain how wireless communication works.

18 When Secretary Clinton states that advanced technology is "not an absolute blessing" in line 43, she **most likely** means that

- A** she is suspicious of technology's powers
- B** her audience does not fully understand technology
- C** technology is not the answer to all problems
- D** new technology is not developed fast enough

- 19** How is President Obama’s visit to China relevant to Secretary Clinton’s speech?
- A** It gives an example of his good working relationship with Clinton.
 - B** It displays his ability to speak effectively to crowds about current events.
 - C** It shows that he recognizes the importance of the Internet in communications.
 - D** It demonstrates his interest in maintaining diplomatic relations with China.
- 20** In line 64, why does Secretary Clinton refer to “the birth of our republic”?
- A** to suggest that America has made much progress
 - B** to remind listeners of America’s support of freedom
 - C** to show her love for America’s history
 - D** to imply that America is a superior nation
- 21** Based on the details in the speech, how does Secretary Clinton **most likely** feel about wireless communications?
- A** She supports the continued use of wireless communications.
 - B** She wants the United States to lead technological innovations.
 - C** She thinks there should be more regulation of technology.
 - D** She hopes that governments will give wireless devices to everyone.

Directions
Read this poem. Then answer questions 22 through 28.

The Horn Player

- When he played his trumpet,
sometimes it felt
like the world had stopped.
He started quiet,
5 so that you almost couldn't hear
the little notes floating, flying
out of his horn.
- But then, out of nowhere,
he would pump it up,
10 wandering wildly
into a new valley of sound.
- Nobody knew what hit them.
Everyone would sit still.
Then one person would get it.
15 Then another would get it.
Then everyone in the room would know
they were listening to a master.
- If this doesn't make sense,
try to imagine
20 not being able to imagine
anything but music.
Close your eyes.
Get it?



- 22** What is the **main** theme of the poem?
- A** Be patient while people are trying to learn.
 - B** Everyone should learn to play the trumpet.
 - C** Well-played music is a priceless gift.
 - D** Not everyone likes the same music.

- 23** Which of these lines from the poem uses alliteration?
- A** “he would pump it up,” (line 9)
 - B** “wandering wildly” (line 10)
 - C** “they were listening to a master.” (line 17)
 - D** “Get it?” (line 23)

- 24** Read lines 1 through 3 of the poem.

**When he played his trumpet,
sometimes it felt
like the world had stopped.**

The poet begins the poem like this to show

- A** how silence can be beautiful
- B** how strange the world can be
- C** how music can make people forgetful
- D** how music captures the listener’s attention

25 Read lines 4 through 7 from the poem.

He started quiet,
so that you almost couldn't hear
the little notes floating, flying
out of his horn.

In these lines, the speaker's description of the music helps to create a sense of

- A eagerness
- B calmness
- C anger
- D sadness

26 What is this poem **mainly** about?

- A the speaker's appreciation of music
- B why a trumpet is the best instrument
- C the life of a trumpet player
- D why playing music is fun

27 Read line 11 from the poem.

into a new valley of sound.

Which literary device does the poet use in this line?

- A metaphor
- B hyperbole
- C flashback
- D simile

28 Why does the speaker say "Close your eyes" in line 22?

- A to make the reader fall asleep to music
- B to show that music can be heard and seen
- C to get the reader to concentrate on sounds
- D to suggest that music is better in the dark

Go On

Directions

Read this article. Then answer questions 29 through 35.

A Tour of the Capitol

You don't need to travel to Washington, D.C., to see where the House of Representatives meets—you can get a tour of the Capitol right from your chair.

The Capitol

The U.S. Congress—made up of the House of Representatives and the Senate—has met in Washington, D.C., since 1800. Congress met in eight different cities—

5 New York City; Trenton, New Jersey; Annapolis, Maryland; Princeton, New Jersey; York, Pennsylvania; Lancaster, Pennsylvania; Baltimore, Maryland; and Philadelphia, Pennsylvania—before the two branches decided they needed a permanent place to meet. In 1790, they asked President George Washington to choose the location for the nation's capital city.

10 In 1791, George Washington chose the 10 square miles offered by Maryland to become the capital. We now know this area as Washington, D.C. Construction on the Capitol building began in 1793, and Congress officially moved from Philadelphia in 1800.

Statuary Hall

When Congress first moved to the Capitol, the House of Representatives met in the

15 room we now call Statuary Hall. But when the current House Chamber was completed in 1857, the House of Representatives began meeting in this new space, and Statuary Hall was left empty.

In April of 1864, Vermont representative Justin S. Morrill recommended that the Hall be used to display a collection of statues. The House of Representatives decided

20 that the collection should include two statues from each state and that the statues should portray civic or military heroes from the state. This collection of statues was named the National Statuary Hall Collection.

By 1933, the National Statuary Hall Collection

25 contained 65 statues and was getting too big for Statuary Hall. Congress decided the collection needed more space, so some statues were moved to the hallways of the Capitol.



Go On

The collection now contains 100 statues, two from each state. Forty-eight of the
30 statues reside in Statuary Hall, while the rest are on display throughout the Capitol
hallways and the new Capitol Visitor Center.

The Rotunda

The Rotunda is the center of the Capitol. The circular room is 96 feet in diameter
and 180 feet high. It connects the two sides of the Capitol—the House wing and
the Senate wing. The walls of the room are decorated with artwork showing important
35 moments in American history, including the landing of Columbus and the Wright
brothers' first flight.

One of the most famous works of art in the Rotunda is *The Apotheosis of
Washington*, which was painted on the ceiling by Constantino Brumidi in 1865.
The painting shows George Washington rising into the heavens with two women—one
40 representing Liberty and the other representing Victory—by his side. Surrounding
them is a circle of 13 women, each representing one of the 13 original colonies. Six
groups of people appear around the circle, representing war, science, marine,
commerce, mechanics, and agriculture. Thousands of people on tours of the Capitol
see Brumidi's painting each day.

45 The Rotunda also serves as a meeting space for special events and ceremonies.
Recipients of Congressional Gold Medals, such as Constantino Brumidi himself,
receive their awards in ceremonies held in the Rotunda. Also, distinguished citizens,
such as Rosa Parks, are honored in the Rotunda after they die.

The House Chamber

Members of the House of Representatives have met in the current House Chamber
50 since 1857. The focal point of the room is the rostrum, where the Speaker sits. The
rostrum was originally made of marble, but was replaced in the early 1950s by a wood-
paneled design with carvings of laurel branches. The rest of the members sit in seats
facing the Speaker, similar to how you sit in the classroom facing your teacher. There
are no assigned seats in the House Chamber. When a member wants to address the
55 Speaker or other members, he or she will speak at one of the podiums around the
Chamber, or from the well—the area directly in front of the rostrum.

When members gather to vote on bills, they meet here in the House Chamber. This
is also where the president gives his annual State of the Union Address.

29 According to the article, Congress asked George Washington to establish a capital city because the members wanted

- A** a royal chamber and a hall
- B** a House and a Senate
- C** a permanent location
- D** a central rotunda

30 Which text structure is used in the section titled “The Capitol” (lines 3 through 13)?

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

31 Which conclusion is **best** supported by the information in the article?

- A** It was difficult to find heroes to honor in Statuary Hall.
- B** The House Chamber discourages its members from speaking.
- C** Congress appreciated the contribution of Constantino Brumidi.
- D** Visitors to the Capitol must buy tickets to go inside.

The House of Representatives decided that the collection should include two statues from each state and that the statues should portray civic or military heroes from the state.

Which word has the same root as the word "civic"?

- A convict
- B victory
- C livid
- D civilian

33

Based on the article, with which statement would the author **most likely** agree?

- A Washington, D.C., was the best choice for the location of the U.S. capital.
- B The purpose of the Rotunda is to separate the House from the Senate.
- C The Rotunda space brings together politicians who disagree with one another.
- D The sculptures and works of art in the Capitol building are inspiring.

34

Read this sentence from line 50 of the article.

The focal point of the room is the rostrum, where the Speaker sits.

In this sentence, the word "rostrum" refers to

- A a raised platform
- B a marble entrance
- C a private restroom
- D an important position

35

Which of the following describes why the author **most likely** wrote this article?

- A to inspire artists
- B to entertain visitors
- C to inform readers
- D to persuade voters

Directions

Read this scene from a play. Then answer questions 36 through 42.

Adapted from

Lady Windermere's Fan

by Oscar Wilde

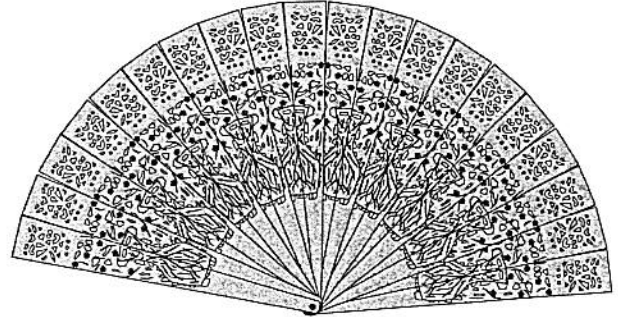
CAST OF CHARACTERS

LADY WINDERMERE

PARKER

LORD DARLINGTON

FOOTMAN



(Morning-room of Lord Windermere's house in Carlton House Terrace. LADY WINDERMERE is at a table, arranging roses in a blue bowl. Enter PARKER.)

PARKER: Is your ladyship at home this afternoon?

LADY WINDERMERE: Yes—who has called?

5 PARKER: Lord Darlington, my lady.

LADY WINDERMERE: (*hesitates for a moment*) Show him up—and I'm at home to anyone who calls.

PARKER: Yes, my lady. (*exits*)

LADY WINDERMERE: It's best for me to see him before tonight. I'm glad he's come.

10 (*Enter PARKER.*)

PARKER: Lord Darlington.

(*Enter LORD DARLINGTON. Exit PARKER.*)

LORD DARLINGTON: How do you do, Lady Windermere?

15 LADY WINDERMERE: How do you do, Lord Darlington? No, I can't shake hands with you. My hands are all wet with these roses. Aren't they lovely? They came up from Selby this morning.

LORD DARLINGTON: They are quite perfect. (*sees a fan lying on the table*) And what a wonderful fan! May I look at it?

20 LADY WINDERMERE: Do. Pretty, isn't it! It's got my name on it and everything. I have only just seen it myself. It's my husband's birthday present to me. You know, today is my birthday.

LORD DARLINGTON: No? Is it really?

LADY WINDERMERE: Yes, I'm of age today. Quite an important day in my life, isn't it? That is why I am giving this party tonight. Do sit down. (*still arranging flowers*)

25 LORD DARLINGTON: (*sitting down*) I wish I had known it was your birthday, Lady Windermere. I would have covered the whole street in front of your house with flowers for you to walk on. They are made for you.

(*a short pause*)

30 LADY WINDERMERE: Lord Darlington, you annoyed me last night at the Foreign Office. I am afraid you are going to annoy me again.

LORD DARLINGTON: I, Lady Windermere?

(*Enter PARKER and FOOTMAN with tray and tea things.*)

35 LADY WINDERMERE: Put it there, Parker. That will do. (*wipes her hands with her pocket-handkerchief, goes to the tea-table, and sits down*) Won't you come over, Lord Darlington?

(*Exit PARKER.*)

LORD DARLINGTON: (*takes chair and goes across stage*) I am quite miserable, Lady Windermere. You must tell me what I did. (*sits down at the table*)

40 LADY WINDERMERE: Well, you kept paying me elaborate compliments the whole evening.

LORD DARLINGTON: (*smiling*) Ah, nowadays we are all of us so hard up that the only pleasant things to pay are compliments. They're the only things we can pay.

LADY WINDERMERE: (*shaking her head*) No, I am talking very seriously. You
45 mustn't laugh, I am quite serious. I don't like compliments, and I don't see why a
man should think he is pleasing a woman enormously when he says to her a whole
heap of things that he doesn't mean.

LORD DARLINGTON: Ah, but I did mean them. (*takes tea, which she offers him*)

LADY WINDERMERE: (*gravely*) I hope not. I should be sorry to have to quarrel
50 with you, Lord Darlington. I like you very much, you know that. But I shouldn't like
you at all if I thought you were what most other men are. Believe me, you are better
than most other men, and I sometimes think you pretend to be worse.

LORD DARLINGTON: We all have our little vanities, Lady Windermere.

LADY WINDERMERE: Why do you make that your special one?

LORD DARLINGTON: Oh, nowadays so many conceited people go about society
55 pretending to be good, that I think it shows rather a sweet and modest disposition to
pretend to be bad. Besides, there is this to be said: If you pretend to be good, the
world takes you very seriously. If you pretend to be bad, it doesn't. Such is the
astounding stupidity of optimism.

36 Lines 1 and 2 of the scene introduce the

- A** climax
- B** conflict
- C** setting
- D** theme

- 37 If this were a work of prose, readers would **most likely** get more information about the
- A plot
 - B dialogue
 - C characters' actions
 - D historical setting

- 38 Read this sentence from lines 26 and 27 of the scene.

I would have covered the whole street in front of your house with flowers for you to walk on.

In this line of dialogue, Lord Darlington is trying to express his

- A kindness as a human being
 - B interest in flowers
 - C admiration for Lady Windermere
 - D great wealth
- 39 If this scene were being performed onstage, which of the following props would be **most essential**?
- A a rose garden
 - B a bookcase
 - C a bowl of roses
 - D a birthday card

Go On

40 What does Lady Windermere and Lord Darlington’s conversation reveal about the time period in which they lived?

- A** Lords and ladies could do whatever they wanted with their time.
- B** Everyone was expected to work hard and contribute to the good of society.
- C** People did not feel the need to formally address one another.
- D** People were obligated to follow certain social conventions.

41 Read this sentence from lines 54 through 56 of the scene.

Oh, nowadays so many conceited people go about society pretending to be good, that I think it shows rather a sweet and modest disposition to pretend to be bad.

What does the word “modest” mean in this sentence?

- A** humble
- B** poor
- C** quiet
- D** small

42 Lady Windermere’s attitude toward other people is serious, and Lord Darlington’s attitude is

- A** afraid
- B** amused
- C** reverent
- D** stern

STOP

Writing**Directions**

In this part of the test, you will do some reading and write about what you have read.

Read this article. Then answer questions 54 and 55.

Adapted from

Rain and Folklore

Throughout the ages, cultures have tried different methods to influence the weather. Today, most people rely on science to make sense of the weather and climate.

A Dry Year in Tibet

It had been a horribly dry year in the Tibetan city of Lhasa in 1947. Crops were failing and famine seemed inevitable. The local government decided they had no other choice—someone would have to make it rain. Since ancient times, Tibetans had called upon people thought to have supernatural powers—called oracles—for help and guidance.

They knew just the man—a special type of oracle called a “weathermaker.” He was thought to be able to forecast and, if necessary, to change weather. To the locals, he was their only hope. A special ceremony was prepared.

According to an account written by a visitor to the town, the oracle began the ceremony by burning incense and drinking a special tea. As music played heavily, he fell into a deep trance, swaying back and forth. In this trance, he was asked if it would soon rain. He confidently told all that were gathered that rain was on its way. Then, suddenly, he collapsed to the ground. Later that evening, rain and thunder rolled through the high Tibetan mountains, and water charged through the valley floors.

This story might sound a bit unbelievable to you. You probably think it was just a big coincidence. It may have been. But calling on supernatural powers to change the weather is something humans have been attempting to do for thousands of years.



Dealing With Weather the Old Fashioned Way

Since the dawn of civilization, humans have relied on rain so they could grow crops and have drinking water. But as important as rain is, we humans haven't had much knowledge of how weather worked for most of our history. Without scientific knowledge or instruments, we came up with other solutions. Rituals and superstitions were all we had for thousands and thousands of years.

The ancient Mayans also had "rainmakers." These important members of society were thought to have special knowledge of the ways of the rain god, Chaac. In times of great drought and famine, they created elaborate banquets for Chaac in an effort to persuade him to bring more rain. Native American tribes of the Southwestern United States are known for performing elaborate rain dances in an effort to bring water to their dry lands.

Many cultures still practice these traditional rituals today, either to stay connected to their heritage or as a way to hope for rain.

Rain in the Modern Age

Methods for observing and predicting rain and drought have changed considerably in the modern age. But the importance of rain and the danger of drought remain as strong as ever. Scientists now know that as our climate warms, rain patterns are changing, and drought and flooding may be more common. They are using the latest technology to try and get a handle on the situation.

In 2014, NASA launched a satellite named the Global Precipitation Measurement, which is capable of constantly mapping rain all over the world many times a day. This is helping scientists get a better idea of how rainfall is changing, and is helping them predict areas that may be susceptible to drought or flooding.

Not stopping with the water after it falls from the sky, NASA will also be launching another mission that will measure how much water is in the ground. Called Soil Moisture Active Passive (SMAP), this tool will be of great use to people studying and predicting drought.

Go On

54

What is NASA doing to study Earth's climate? Use **two** details from the article to support your answer.

55

What influence did "weathermakers" and "rainmakers" have on their societies? Use **two** details from the article to support your answer.
