

Session 1: Reading Passages

Questions #1–45

Read the play. Then answer the questions that follow.

from the play *You Never Can Tell*

by George Bernard Shaw

from *Plays: Pleasant and Unpleasant*, published by Herbert S. Stone, 1898.

CAST OF CHARACTERS

DENTIST: A young man with a dental practice

YOUNG LADY: A dental patient

- 1 *[Scene: In a dentist's operating room on a fine August morning in 1896. Not the usual tiny London den, but the best sitting room of a furnished lodging in a terrace on the sea front at a fashionable watering place. . . [A] very pretty Young Lady in miniature, her tiny figure dressed with the daintiest gaiety, is of a later generation, being hardly eighteen yet. This darling little creature clearly does not belong to the room, or even to the country; for her complexion, though very delicate, has been burnt biscuit color by some warmer sun than England's; and yet there is, for a very subtle observer, a link between them. . . . The Dentist, contemplating her with the self-satisfaction of a successful operator, is a young man of thirty or thereabouts. . . .]*
- 2 **YOUNG LADY:** *[handing him the glass¹] Thank you. [In spite of the biscuit complexion she has not the slightest foreign accent.]*
- 3 **DENTIST:** *[putting it down on the ledge of his cabinet of instruments] That was my first tooth.*

¹ **glass:** a hand-held mirror

- 4 **YOUNG LADY:** [*aghast*] Your first! Do you mean to say that you began practicing on me?
- 5 **DENTIST:** Every dentist has to begin on somebody.
- 6 **YOUNG LADY:** Yes: Somebody in a hospital, not people who pay.
- 7 **DENTIST:** [*laughing*] Oh, the hospital doesn't count. I only meant my first tooth in private practice. Why didn't you let me give you gas?²
- 8 **YOUNG LADY:** Because you said it would be five shillings³ extra.
- 9 **DENTIST:** [*shocked*] Oh, don't say that. It makes me feel as if I had hurt you for the sake of five shillings.
- 10 **YOUNG LADY:** [*with cool insolence*] Well, so you have! [*She gets up.*] Why shouldn't you? It's your business to hurt people. [*It amuses him to be treated in this fashion: he chuckles secretly as he proceeds to clean and replace his instruments. She shakes her dress into order; looks inquisitively about her; and goes to the window.*] You have a good view of the sea from these rooms! Are they expensive?
- 11 **DENTIST:** Yes.
- 12 **YOUNG LADY:** You don't own the whole house, do you?
- 13 **DENTIST:** No.
- 14 **YOUNG LADY:** [*taking the chair which stands at the writing-table and looking critically at it as she spins it round on one leg*] Your furniture isn't quite the latest thing, is it?
- 15 **DENTIST:** It's my landlord's.
- 16 **YOUNG LADY:** Does he own that nice comfortable Bath chair?⁴ [*pointing to the operating chair*]

² **gas:** a numbing agent that, when inhaled, relieves pain

³ **shillings:** English coins

⁴ **Bath chair:** a rolling carriage for one person

- 17 **DENTIST:** No. I have that on the hire-purchase system.
- 18 **YOUNG LADY:** [*disparagingly*] I thought so. [*looking about her again in search of further conclusions*] I suppose you haven't been here long?
- 19 **DENTIST:** Six weeks. Is there anything else you would like to know?
- 20 **YOUNG LADY:** [*the hint quite lost on her*] Any family?
- 21 **DENTIST:** I am not married.
- 22 **YOUNG LADY:** Of course not: Anybody can see that. I meant sisters and mother and that sort of thing.
- 23 **DENTIST:** Not on the premises.
- 24 **YOUNG LADY:** Hm! If you've been here six weeks, and mine was your first tooth, the practice can't be very large, can it?
- 25 **DENTIST:** Not as yet. [*He shuts the cabinet, having tidied up everything.*]
- 26 **YOUNG LADY:** Well, good luck! [*She takes out her purse.*] Five shillings, you said it would be?
- 27 **DENTIST:** Five shillings.
- 28 **YOUNG LADY:** [*producing a crown piece*] Do you charge five shillings for everything?
- 29 **DENTIST:** Yes.
- 30 **YOUNG LADY:** Why?
- 31 **DENTIST:** It's my system. I'm what's called a five-shilling dentist.
- 32 **YOUNG LADY:** How nice! Well, here! [*holding up the crown piece*] A nice new five-shilling piece! Your first fee! Make a hole in it with the thing you drill people's teeth with and wear it on your watch-chain.
- 33 **DENTIST:** Thank you.

1

Read these words from line 9 of the play.

DENTIST: [*shocked*] Oh, don't say that.

Based on the stage directions, how should the dentist sound?

- Ⓐ amazed
- Ⓑ terrified
- Ⓒ dismayed
- Ⓓ outraged

2

Underline two lines from the play that show that the young lady feels her taste is superior to the dentist's.

3

How does the author reveal the two characters' differing points of view?

- Ⓐ descriptions in the Cast of Characters
- Ⓑ long lines of dialogue
- Ⓒ the detailed opening description
- Ⓓ the stage directions

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

Part A

What do the Young Lady's actions reveal about her character?

- Ⓐ She is not careful with money.
- Ⓑ She is naturally curious.
- Ⓒ She is nervous around strangers.
- Ⓓ She is easily offended.

Part B

Which line from the play shows how the Dentist reacts to the Young Lady's character as revealed in Part A?

- Ⓐ "Every dentist has to begin on somebody."
- Ⓑ "No. I have that on the hire-purchase system."
- Ⓒ "Six weeks. Is there anything else you would like to know?"
- Ⓓ "It's my system. I'm what's called a five-shilling dentist."

5

Select two sentences that explain how the scene description at the beginning contributes to the play's meaning.

- Ⓐ It explains to the reader why the young lady needed to visit a dentist.
- Ⓑ It helps the reader more fully picture the scene taking place.
- Ⓒ It provides the reader with important details about the characters.
- Ⓓ It tells the reader about the major events in the author's life.
- Ⓔ It gives the reader information about the politics of the time and place.

6

How do the stage directions for the Young Lady develop her character?

- Ⓐ They show her attitude toward the dentist.
- Ⓑ They show how she moves around the room.
- Ⓒ They show why she did not use gas for her drilling.
- Ⓓ They show how she feels about dentistry.

Read the speech. Then answer the questions that follow.

On June 6, 1984, President Ronald Reagan stood by a cliff at Pointe Du Hoc in Normandy, France—the same cliff that forty years earlier had been the site of one of the most important battles of World War II. His audience included many of the men who had fought in the battle. At the time the speech was delivered, the United States and the Soviet Union were engaged in a different kind of battle: the Cold War. The following selection contains highlights from President Reagan’s speech.

from “Remarks on the 40th Anniversary of D-Day”

by Ronald Reagan, Speech at Pointe Du Hoc, June 6, 1984

- 1 We’re here to mark that day in history when the Allied armies joined in battle to reclaim this continent to liberty. For four long years, much of Europe had been under a terrible shadow. Free nations had fallen, Jews cried out in the camps, millions cried out for liberation. Europe was enslaved and the world prayed for its rescue. Here, in Normandy, the rescue began. Here, the Allies stood and fought against tyranny, in a giant undertaking unparalleled in human history.

- 2 We stand on a lonely, windswept point on the northern shore of France. The air is soft, but forty years ago at this moment, the air was dense with smoke and the cries of men, and the air was filled with the crack of rifle fire and the roar of cannon. At dawn, on the morning of the 6th of June, 1944, two hundred and twenty-five Rangers jumped off the British landing craft and ran to the bottom of these cliffs.

- 3 Their mission was one of the most difficult and daring of the invasion: to climb these sheer and desolate cliffs and take out the enemy guns. The Allies had been told that some of the mightiest of these guns were here, and they would be trained on the beaches to stop the Allied advance.

- 4 The Rangers looked up and saw the enemy soldiers at the edge of the cliffs, shooting down at them with machine guns and throwing grenades. And the American Rangers began to climb. They shot rope ladders over the face of these cliffs and began to pull themselves up. When one Ranger fell, another would take his place. When one rope was cut, a Ranger would grab another

and begin his climb again. They climbed, shot back, and held their footing. Soon, one by one, the Rangers pulled themselves over the top, and in seizing the firm land at the top of these cliffs, they began to seize back the continent of Europe. Two hundred and twenty-five came here. After two days of fighting, only ninety could still bear arms. . . .

- 5 It's fitting to remember here the great losses also suffered by the Russian people during World War II. Twenty million perished, a terrible price that testifies to all the world the necessity of ending war. I tell you from my heart that we in the United States do not want war. We want to wipe from the face of the earth the terrible weapons that man now has in his hands. And I tell you, we are ready to seize that beachhead. We look for some sign from the Soviet Union that they are willing to move forward, that they share our desire and love for peace, and that they will give up the ways of conquest. There must be a changing there that will allow us to turn our hope into action.
- 6 We will pray forever that someday that changing will come. But for now, particularly today, it is good and fitting to renew our commitment to each other, to our freedom, and to the alliance that protects it.
- 7 We're bound today by what bound us 40 years ago, the same loyalties, traditions, and beliefs. We're bound by reality. The strength of America's allies is vital to the United States, and the American security guarantee is essential to the continued freedom of Europe's democracies. We were with you then; we're with you now. Your hopes are our hopes, and your destiny is our destiny.
- 8 Here, in this place where the West held together, let us make a vow to our dead. Let us show them by our actions that we understand what they died for. . . . Strengthened by their courage and heartened by their valor and borne by their memory, let us continue to stand for the ideals for which they lived and died.

7

Why were the American Rangers willing to climb the cliff at Normandy despite strong opposition?

- Ⓐ They could hear the crack of rifle fire.
- Ⓑ They were fighting for freedom in Europe.
- Ⓒ They were fighting for an alliance with Russia.
- Ⓓ They could see the terrible shadow above them.

8

What are two of President Reagan's main purposes for delivering this speech?

- Ⓐ to connect a war from the past to the need for peace today
- Ⓑ to show that the U.S. and Russia once fought together and can do so again
- Ⓒ to remind people of the heroism of those who fought at Normandy
- Ⓓ to show how Normandy has changed since its time as a battle site
- Ⓔ to explain the battle of Normandy to those who are unfamiliar with it

9

What details does President Reagan provide to support the idea that war should be ended?

- Ⓐ He describes the difficulty of capturing a single beach during World War II.
- Ⓑ He points out that many of those who died at Normandy were opposed to war.
- Ⓒ He notes the importance of the alliance between the United States and Europe.
- Ⓓ He cites the large number of people killed or wounded at Normandy and in World War II.

One central idea of the passage is that the relationship between the United States and its allies is as important as it ever was. Underline the sentence in paragraph 7 that best supports this idea.

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

Part A

What idea does the phrase seize that beachhead express in this sentence from the passage?

“And I tell you, we are ready to seize that beachhead.” (paragraph 5)

- Ⓐ America’s willingness to fight for peace
- Ⓑ America’s recognition of the necessity of war
- Ⓒ America’s resistance to the reality of war
- Ⓓ America’s prediction of a return to Normandy

Part B

Which phrase from the speech is most similar to the idea expressed by seize that beachhead?

- Ⓐ “For four long years, much of Europe had been under a terrible shadow.”
- Ⓑ “The air is soft, but forty years ago at this moment, the air was dense with smoke and the cries of men, and the air was filled with the crack of rifle fire and the roar of cannon.”
- Ⓒ “We want to wipe from the face of the earth the terrible weapons that man now has in his hands.”
- Ⓓ “We’re bound by reality.”

In paragraph 3 of the speech, President Reagan claims that climbing the cliffs at Normandy was “one of the most difficult and daring [missions] of the invasion.” Select three excerpts from the passage that support this claim.

- Ⓐ “We’re here to mark that day in history when the Allied arms joined in battle to reclaim this continent to liberty.”
- Ⓑ “The air is soft, but forty years ago at this moment, the air was dense with smoke and the cries of men, and the air was filled with the crack of rifle fire and the roar of cannon.”
- Ⓒ “At dawn, on the morning of the 6th of June, 1944, two hundred and twenty-five Rangers jumped off the British landing craft and ran to the bottom of these cliffs.”
- Ⓓ “The Allies had been told that some of the mightiest of these guns were here, and they would be trained on the beaches to stop the Allied advance.”
- Ⓔ “The Rangers looked up and saw the enemy soldiers at the edge of the cliffs, shooting down at them with machine guns and throwing grenades.”
- Ⓕ “Soon, one by one, the Rangers pulled themselves over the top, and in seizing the firm land at the top of these cliffs, they began to seize back the continent of Europe.”
- Ⓖ “Two hundred and twenty-five came here. After two days of fighting, only ninety could still bear arms. . . .”

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

Part A

What does President Reagan hope to accomplish through his speech?

- Ⓐ to convince his listeners that war is both tragic and necessary
- Ⓑ to persuade the Soviet Union to tear down the wall that splits the city of Berlin
- Ⓒ to warn Europe that tyranny is again rising and must be fought
- Ⓓ to strengthen the bond between the United States and the nations of Europe

Part B

Which sentence from the passage supports the answer in Part A?

- Ⓐ "Here, the Allies stood and fought against tyranny, in a giant undertaking unparalleled in human history."
- Ⓑ "At dawn, on the morning of the 6th of June, 1944, two hundred and twenty-five Rangers jumped off the British landing craft and ran to the bottom of these cliffs."
- Ⓒ "Twenty million perished, a terrible price that testifies to all the world the necessity of ending war."
- Ⓓ "We look for some sign from the Soviet Union that they are willing to move forward, that they share our desire and love for peace, and that they will give up the ways of conquest."
- Ⓔ "But for now, particularly today, it is good and fitting to renew our commitment to each other, to our freedom, and to the alliance that protects it."

Read the passage. Then answer the questions that follow.

Charles Dickens' novel Oliver Twist tells the story of an orphan boy in 19th-century London. In this excerpt, Oliver is moved from the orphanage where he has lived since birth to labor in a public workhouse.

from *Oliver Twist*

Excerpts from Oliver Twist: Two Volumes in One by Charles Dickens, published by Hurd and Houghton, 1874.

- 1 Oliver Twist's ninth birthday found him a pale, thin child, somewhat diminutive in stature, and decidedly small in circumference. But nature or inheritance had implanted a good sturdy spirit in Oliver's breast. It had had plenty of room to expand, thanks to the spare diet of the establishment; and perhaps to this circumstance may be attributed his having any ninth birth-day at all. Be this as it may, however, it was his ninth birthday; and he was keeping it in the coal-cellar with a select party of two other young gentleman . . . when Mrs. Mann, the good lady of the house, was unexpectedly startled by the apparition of Mr. Bumble, the beadle¹, striving to undo the wicket of the garden-gate.

- 2 "Goodness gracious! Is that you, Mr. Bumble, sir?" said Mrs. Mann, thrusting her head out of the window in well-affected ecstasies of joy. . . .

- 3 Now, Mr. Bumble was a fat man, and a choleric²; so, instead of responding to this open-hearted salutation in a kindred spirit, he gave the little wicket a tremendous shake, and then bestowed upon it a kick which could have emanated from no leg but a beadle's.

- 4 "Lor, only think," said Mrs. Mann, running out,—for the three boys had been removed by this time,—"only think of that! That I should have forgotten that the gate was bolted on the inside, on account of them dear children! Walk in sir; walk in, pray, Mr. Bumble, do, sir."

¹ **beadle:** a parish (village) peace officer

² **choleric:** ill-tempered

5 Although this invitation was accompanied with a curtesy that might have softened the heart of a church-warden, it by no means mollified the beadle.

6 “Do you think this respectful or proper conduct, Mrs. Mann,” inquired Mr. Bumble, grasping his cane, “to keep the parish officers a waiting at your garden-gate, when they come here upon porochial³ business with the porochial orphans? Are you aweer, Mrs. Mann, that you are, as I may say, a porochial delegate, and a stipendiary⁴?”

7 “I’m sure Mr. Bumble, that I was only a telling one or two of the dear children as is so fond of you, that it was you a coming,” replied Mrs. Mann with great humility.

8 Mr. Bumble had a great idea of his oratorical⁵ powers and his importance. He had displayed the one, and vindicated the other. He relaxed.

9 “Well, well, Mrs. Mann,” he replied in a calmer tone; “it may be as you say; it may be. Lead the way in, Mrs. Mann, for I come on business, and have something to say.” . . .

10 “And now about business,” said the beadle, taking out a leathern pocket-book. “The child that was half-baptized Oliver Twist, is nine year old to-day.”

11 “Bless him!” interposed Mrs. Mann, inflaming her left eye with the corner of her apron.

12 “And notwithstanding a offered reward of ten pound, which was afterwards increased to twenty pound. Notwithstanding the most superlative, and, I may say, supernat’ral exertions on the part of this parish,” said Bumble, “we have never been able to discover who is his father, or what was his mother’s settlement, name, or condition.”

³ **porochial:** Mr. Bumble’s pronunciation of the word *parochial*, which means having to do with a parish or village

⁴ **stipendiary:** someone who receives a stipend, or salary, for performing a service (in Mrs. Mann’s case, providing a home for orphaned children)

⁵ **oratorical:** having to do with speechmaking

13 He added, "Oliver being now too old to remain here, the board have determined to have him back into the house. I have come out myself to take him there. So let me see him at once."

14 "I'll fetch him directly," said Mrs. Mann, leaving the room for that purpose. Oliver, having had by this time as much of the outer coat of dirt which encrusted his face and hands, removed, as could be scrubbed off in one washing, was led into the room by his benevolent⁶ protectress.

15 "Make a bow to the gentleman, Oliver," said Mrs. Mann.

16 Oliver made a bow, which was divided between the beadle on the chair, and the cocked hat on the table.

17 "Will you go along with me, Oliver?" said Mr. Bumble, in a majestic voice.

18 Oliver was about to say that he would go along with anybody with great readiness, when, glancing upward, he caught sight of Mrs. Mann, who had got behind the beadle's chair, and was shaking her fist at him with a furious countenance. He took the hint at once, for the fist had been too often impressed upon his body not to be deeply impressed upon his recollection.

19 "Will she go with me?" inquired poor Oliver.

20 "No, she can't," replied Mr. Bumble. "But she'll come and see you sometimes."

21 This was no very great consolation to the child. With the slice of bread in his hand, and the little brown-cloth parish cap on his head, Oliver was then led away by Mr. Bumble from the wretched home where one kind word or look had never lighted the gloom of his infant years. And yet he burst into an agony of childish grief, as the cottage-gate closed after him. Wretched as were the little companions in misery he was leaving behind, they were the only friends he had ever known; and a sense of his loneliness in the great wide world, sank into the child's heart for the first time.

⁶ **benevolent:** usually means harmless, but in this case the word is used in irony to point out that Mrs. Mann tries to appear harmless but in reality treats Oliver cruelly

If Oliver were the narrator of the story, how would it be different?

- Ⓐ It would include more details about Mrs. Mann's thoughts.
- Ⓑ The reader would learn who Oliver's parents are.
- Ⓒ It would include more details about Oliver's feelings.
- Ⓓ The reader would learn more about Mr. Bumble's job.

What is the meaning of the phrase softened the heart in this sentence from the passage?

"Although this invitation was accompanied with a curtsy that might have softened the heart of a church-warden, it by no means mollified the beadle." (paragraph 5)

- Ⓐ amused
- Ⓑ removed the anger
- Ⓒ comforted
- Ⓓ gave a heart attack

Select two sentences from the passage that support the idea that Mrs. Mann is unkind to the children.

- Ⓐ “‘Lor, only think,’ said Mrs. Mann, running out,—for the three boys had been removed by this time,—‘only think of that!’”
- Ⓑ “With the slice of bread in his hand, and the little brown-cloth parish cap on his head, Oliver was then led away by Mr. Bumble from the wretched home where one kind word or look had never lighted the gloom of his infant years.”
- Ⓒ “‘Bless him!’ interposed Mrs. Mann, inflaming her left eye with the corner of her apron.”
- Ⓓ “Oliver, having had by this time as much of the outer coat of dirt which encrusted his face and hands, removed, as could be scrubbed off in one washing, was led into the room by his benevolent protectress.”
- Ⓔ “He took the hint at once, for the fist had been too often impressed upon his body not to be deeply impressed upon his recollection.”

What does consolation mean as it is used in this sentence from the passage?

“This was no very great consolation to the child.” (paragraph 21)

- Ⓐ reward
- Ⓑ sorrow
- Ⓒ surprise
- Ⓓ comfort

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

Part A

What is Oliver's point of view about his life in the orphanage?

- Ⓐ He is unhappy with both the people who care for him and the other children.
- Ⓑ He enjoys some aspects of it, such as playing in the coal cellar.
- Ⓒ He dislikes how he has been cared for, but he thinks of it as his home.
- Ⓓ He believes it is the only place that he can stay.

Part B

Select an excerpt from the passage that supports the answer in Part A.

- Ⓐ “. . . and he was keeping it in the coal-cellar with a select party of two other young gentleman. . . .”
- Ⓑ “. . . that I was only a telling one or two of the dear children as is so fond of you. . . .”
- Ⓒ “. . . we have never been able to discover who is his father. . . .”
- Ⓓ “. . . Oliver being now too old to remain here, the board have determined to have him back into the house.”
- Ⓔ “Wretched as were the little companions in misery he was leaving behind, they were the only friends he had ever known. . . .”

What is Mr. Bumble's point of view about Mrs. Mann? Use one detail from the passage to support your response.

Read the passage and the story. Then answer the questions that follow.

Gandhi's Salt March

by Alex DiPaolo

- 1 In 1930, India was a British colony, and British "salt laws" made it a crime for anyone other than the British government to produce or sell salt. The government also required people to pay a high salt tax on this already expensive daily necessity.
- 2 A movement for Indian independence from British rule had been gaining strength for more than a decade. Its key figure was Mohandas K. Gandhi (1869–1948), the leader of the Indian National Congress Party. On January 1, 1930, the Congress Party voted to declare complete independence from British rule. January 26 was celebrated as Independence Day. The party looked to Gandhi to decide what to do next to force Britain to accept that declaration.
- 3 Gandhi believed in nonviolent civil disobedience. He decided that nonviolent resistance to the salt laws would be a powerful way to draw attention to the oppression of British rule. In a letter to Lord Irwin, the British viceroy,¹ he explained why he regarded "British rule as a curse." He summarized the "evils" that Britain had inflicted on India. Gandhi also declared his belief in nonviolent resistance as a powerful force to oppose those evils. He then boldly announced his plan to break the salt laws:
- 4 "But if you cannot see your way to deal with these evils and my letter makes no appeal to your heart, on the 11th day of this month,² I shall proceed with such coworkers of the Ashram³ as I can take, to disregard the provisions of the salt laws. . . . As the Independence Movement is essentially for the poorest in the land, the beginning will be made with this evil. . . ."⁴

¹ **viceroy:** the person appointed by the British monarchy to rule colonial India

² The march, however, started on March 12.

³ **Ashram:** religious retreat for the followers of a Hindu teacher or leader.

Gandhi's Sabarmati Ashram was located on the banks of the Sabarmati River in central India.

⁴ letter from Gandhi to Lord Irwin, 2 March 1930, in *The Collected Works of Mahatma Gandhi*, vol. 48

Go On

5 The viceroy’s secretary replied to Gandhi’s letter. The reply stated that his Excellency regretted that Gandhi would be breaking the law and endangering the “public peace.” Frustrated with this response, Gandhi wrote in the journal *Young India*, “On bended knees I asked for bread and I have received stone instead.”⁵

6 Gandhi proceeded with his plan to break the salt laws, attracting international attention. On the morning of March 12, Gandhi and 78 of his followers set out on a 241-mile march to the village of Dandi on the Arabian Sea. The march took 24 days. Along the way, Gandhi stopped in villages to make speeches and give interviews. Addressing large crowds, he called on people to join his nonviolent movement. He urged them to defy the British government by making their own salt, spinning their own cloth, and boycotting British goods.

7 On April 6, Gandhi and his followers marched to the shore of the Arabian Sea. With more than 2,000 supporters watching, Gandhi broke the salt laws by picking up a lump of salt that had dried on the sand.

8 Gandhi’s act of defiance inspired protests throughout India. Millions of Indians broke the law by boiling sea water to make salt. Tens of thousands were arrested, beaten, and imprisoned. Gandhi was finally arrested on May 5, after informing Lord Irwin that he intended to lead a nonviolent march to take over a salt factory. The march went on without him, and police brutally attacked thousands of unarmed protesters. Newspapers from around the world reported on the violence. Gandhi’s civil disobedience movement turned into a major media event that discredited the British Empire.

9 Gandhi was released from prison after nine months. By early March 1931, he and Lord Irwin had negotiated a truce. The British government agreed to hold a conference in London to discuss the possibility of Indian independence. Gandhi attended, representing the Indian National Congress Party, but the talks broke down.

10 Although India did not achieve independence until 1947, Gandhi’s Salt March was a major political turning point. It undermined British authority and attracted worldwide attention to the Indian independence movement. It also showed ordinary people what they could achieve through the simplest act of protest—boiling sea water to make salt.

⁵ Gandhi, column in *Young India*, 12 March 1930, in *The Collected Works of Mahatma Gandhi*, Volume 48

Tales of a Salt Revolutionary

by Rebecca Surendra

- 1 The aunties arrived one by one: first came Aunty Madira, the youngest and cheeriest; then Aunty Daya, the middle sister and the sternest of the three; and finally Aunty Jenya, the oldest and most generous with sweets. Mother greeted each of her sisters, who in turn pulled out large glass containers that they'd been hiding in the folds of their saris. When accepting the containers, Mother cast furtive glances in the direction of the doors and windows, then quickly carried each container to the kitchen, clutching it close to her body like it was a guilty secret.

- 2 While the aunties drank tea in the sitting room, I snuck into the kitchen to find out what was in the containers. It only took one sniff to recognize the smell: seawater. I was puzzled—why on earth would the aunties have brought containers of seawater to our home, and why had mother acted so strangely when she received them? She hadn't seemed surprised, I wondered to myself—in fact, she seemed to be expecting the containers. Just as I was contemplating, mother bustled into the kitchen, humming, with a gleam in her eye and a spring in her step, clearly up to something secretive and exciting. I took a gamble that her good mood meant it was acceptable for me to ask about the containers. "Why did the aunties all bring containers of seawater, Mother?"

- 3 "Today is a big day; we're going to be revolutionaries, Vikram," Mother replied quietly, but enthusiastically. I didn't reply, though, since I couldn't figure out what in the world seawater had to do with revolution. My confusion must have been written all over my face, because Mother chuckled to herself before she continued. "We're going to break the salt laws," she exclaimed, straightening a stray lock of my hair affectionately. "We're going to boil that seawater to make our own salt, but you mustn't tell anyone—not your cousins or your friends. It's very important to keep this a secret because we could get in trouble if the authorities find out."

- 4 But her explanation just left me with more questions. Making salt seemed like such a strange thing to outlaw—after all, didn't everyone need salt for cooking? "Why is it against the law to make salt, Mother?" My mind was still struggling to understand.

Go On

5 Mother’s smiling face turned serious as she considered how to answer my question. “Because,” she sighed and sat down, folding her hands in her lap, leaning closer and speaking in a hushed tone, barely louder than a whisper. “The British authorities have forbidden the unauthorized sale of salt in all of India, saying that they’re the only ones who are allowed to sell salt, and to make profits they’ve put a very large tax on salt. But if nobody buys their salt, what do you think will happen then?”

6 The answer seemed obvious to me, but Mother looked as though she expected me to say something especially smart. “Well, if we don’t buy salt, then, um, nobody would have any salt . . . right?” I looked at Mother with question marks in my eyes, hoping my answer would be the correct one and that it would please her.

7 “No, darling,” she said, smiling gently. I was disappointed that my answer hadn’t been correct, but it felt good that my mother wanted to help me figure out the answer. “We’ll always find a way to get salt, even if the authorities forbid it, because we need salt for our cooking. That’s why we think it is wrong for the British to control our access to salt—it’s something every family needs. I’m asking you to consider how our boycott of salt will affect the British rulers.”

8 Suddenly, as the answer materialized in my mind, my face brightened. “Oh, I understand! If we make our own salt and don’t buy their taxed salt, then they won’t make any money!”

9 Now Mother was very pleased. “Exactly,” she said, getting more animated by the second. “If enough people participate in the boycott, the colonial government will lose much of its income, and without enough money, they can’t maintain control of our country. We’ll have a free India at last!” By now she was standing and using her hands to gesture while she spoke, and I could see how passionate she was about this cause. I knew that she had trusted me, even though I was only nine years old, to be a part of things that were very important to her. “Now, you go keep your brothers and sisters busy—no one comes inside the kitchen, do you understand? They’re too young to keep such a secret like this.”

10 I nodded and gave Mother a long hug before she returned to the aunts. Replaying our conversation in my mind, I recalled bits of other conversations I'd overheard in the past—my parents and aunts and uncles stayed up late talking about politics, their voices full of passion and emotion. I usually fell asleep by the time they really got going, but I'd picked up a few details; for example, they talked often about a man named Gandhi, who, I gathered, was a leader of the independence movement. Now that my mind was filled with what Mother and I had discussed, I wanted to know more about him, so I vowed to pay more attention to their conversations.

11 As I walked upstairs to where my siblings were playing, I imagined that I, too, was helping Gandhi on his mission in a small way. I kept the young ones busy, playing games and reading them books. When I heard the laughing and triumphant shouts from downstairs—We did it! We have broken the salt laws!—I distracted my little brothers and sisters by singing and clapping my hands. I imagined that by the time they were my age, there'd be an independent India, free from British colonial rule. The India they'd know would be different.

In the last paragraph of "Gandhi's Salt March," the author states that "Gandhi's Salt March was a major political turning point. It undermined British authority. . . ." Select two details that support the author's statement.

- Ⓐ "Gandhi believed in nonviolent civil disobedience."
- Ⓑ "The viceroy's secretary replied to Gandhi's letter."
- Ⓒ "The march took 24 days."
- Ⓓ "Gandhi's act of defiance inspired protests throughout India."
- Ⓔ "Newspapers from around the world reported on the violence."

What is the meaning of the word boycott in paragraph 7 of "Tales of a Salt Revolutionary"?

- Ⓐ a government ban on buying a product
- Ⓑ an organized refusal to buy a product
- Ⓒ the illegal production of a product
- Ⓓ an unfair tax on a product

Which evidence from “Tales of a Salt Revolutionary” shows that Vikram now fully accepts his mother’s point of view?

- Ⓐ “The answer seemed obvious to me, but Mother looked as though she expected me to say something especially smart.”
- Ⓑ ““Well, if we don’t buy salt, then, um, nobody would have any salt . . . right?””
- Ⓒ “I was disappointed that my answer hadn’t been correct, but it felt good that my mother wanted to help me figure out the answer.”
- Ⓓ ““Oh, I understand! If we make our own salt and don’t buy their taxed salt, then they won’t make any money!””

What is the theme of “Tales of a Salt Revolutionary”?

- Ⓐ Ordinary people have the right to produce their own salt.
- Ⓑ Young people should leave revolutionary change to the adults around them.
- Ⓒ Even ordinary people can take actions that help bring about freedom.
- Ⓓ Sometimes adults act in ways that children cannot understand.

These notes for a summary of “Tales of a Salt Revolutionary” need to be arranged correctly in the order in which the events occur. Indicate the correct order of events by writing the numbers 1 to 8 on the blanks before each sentence.

- ___ Vikram’s mother tells him that they are going to make salt from seawater.
- ___ Vikram hopes that the boycott aids the cause for an independent India.
- ___ Vikram is confused by the actions of the British government.
- ___ Vikram’s aunts secretly bring jars into the house.
- ___ Vikram helps by keeping the younger children away from the kitchen.
- ___ Vikram recalls past political conversations.
- ___ Vikram’s mother explains about the passage of salt laws.
- ___ Vikram sees the purpose for making their own salt.

What is one difference between the fiction passage and the historical account?

- Ⓐ The fiction passage shows women breaking the law. The historical account suggests that it was mainly men who broke the law.
- Ⓑ In the fiction passage, the narrator’s mother talks excitedly about a salt boycott. The historical account does not mention a boycott.
- Ⓒ In the fiction passage, the women boil seawater secretly. The historical account suggests that people acted openly to break the salt laws.
- Ⓓ In the fiction passage, the women boil seawater to make salt. The historical account suggests that most people broke the salt laws by collecting salt from beaches.

What is one similarity between “Gandhi’s Salt March” and “Tales of a Salt Revolutionary”?

- Ⓐ Both show how ordinary Indian people engaged in acts of civil disobedience.
- Ⓑ Both show how young people actively participated in Gandhi’s Salt March.
- Ⓒ Both show the consequences of engaging in acts of civil disobedience.
- Ⓓ Both show the active role of women in the Indian independence movement.

Which statement explains how historical information is presented differently in the two passages?

- Ⓐ Most of the historical information in the fiction passage is revealed by the thoughts of the first-person narrator, whereas most of the historical information in the historical passage is revealed through quotations from Gandhi’s writings.
- Ⓑ Most of the historical information in the fiction passage is revealed through dialogue between the narrator and his mother, whereas most of the historical information in the historical passage is given from the author’s point of view.
- Ⓒ Most of the historical information in the fiction passage is revealed through quotations from Gandhi’s writings, whereas most of the historical information in the historical passage is given through the title and headings.
- Ⓓ Most of the historical information in the fiction passage is revealed through flashbacks, whereas most of the historical information in the historical passage is revealed through quotations from an eyewitness to the Salt March.

Based on the information in "Gandhi's Salt March," when do the events in "Tales from a Salt Revolutionary" most likely take place?

- Ⓐ January 1930
- Ⓑ March 1930
- Ⓒ March 1931
- Ⓓ January 1932

Read the passage. Then answer the questions that follow.

3D Printing? Make Mine a Mollusc

by Russell Garwood, The Conversation

1 When you think 3D you probably imagine the cinema and popcorn. . . . What you probably don't think—unless you're a particular breed of palaeontologist—is molluscs. And certainly not printing them out in 3D.

2 But this practice, strange as it seems, is becoming increasingly common, with some startling applications.

3 A recent study by University of Texas researcher Jakob Vinther and colleagues is a wonderful example of the high-tech tools many modern palaeontologists use to understand fossils.

4 This study, on a primitive group of molluscs, employs a number of different techniques—traditional observation, high resolution CT scanning, computer reconstruction and DNA-based dating methods—to better understand the evolutionary relationships and biology of this fossil group. And, yes, some 3D printing.

The animals

5 Vinther and colleagues describe a new species in an extinct group called the multiplacophorans. These are molluscs (a larger group that includes mussels, squid and snails) which had a shell on their back, split into 17 plates.

6 These plates sat on the soft parts of the animal—a thick, leathery mantle, which had many smaller hard plates or spines embedded around the edge. The fossil used by Vinther and team is a 390 million year-old specimen from Ohio.

7 The researchers used the anatomy of the creature, combined with DNA-based dating, to suggest the fossil—and the group to which it belongs—is most closely related to a living group called the chitons (or polyplacophorans) but is not a true member of that group.

Go On

8 From this they surmise some of the similarities between the groups must have evolved separately—they are an example of convergent evolution, when similar selective pressures result in animals independently evolving similar traits.

9 One of the tools the authors used to understand these creatures—and reach these results—is X-ray micro-tomography (μCT^1)—a high resolution form of CT scanning.

The technique

10 μCT is a powerful and increasingly mainstream tool employed by palaeontologists to study 3D fossils. While the majority of fossils aren't preserved in 3D, those that are can often prove difficult to study—bits of the animal can remain buried in the rock.

11 μCT is a non-destructive, X-ray based technique that helps overcome such limitations. By taking a large number of X-rays (or projections) of a specimen as it rotates, μCT can create a series of slices, or a 3D volume, which maps the interactions between different materials and X-rays.

12 This allows a digital 3D model to be created.

13 The mollusc fossil studied by Vinther and colleagues wasn't perfectly formed. When the creature died and rotted its plates separated, leaving a disjointed fossil. After creating a 3D digital model (including portions of the plates which were buried in rock) they used software to reassemble the disarticulated fossil.

14 And that's not all. . . .

The reconstruction

15 Vinther and colleagues made further moves to understand the long-dead creature by creating a physical reconstruction. First they used a 3D printer to create a physical representation of the digital model.

¹ **μCT** : the Greek symbol μ , pronounced "mu," is often used as an abbreviation for "micro" in scientific writing.

- 16 This piece of kit is a machine that takes the digital files that record the fossil's 3D anatomy and uses them to build a solid model of the organism.
- 17 This technique comes in many flavours, but the type palaeontologists use usually involves plastics or resins, either liquid or powder in form. The material is then fused to create a solid object in the correct shape, most commonly using lasers.
- 18 The end product is a physical 3D model—in this case a reassembled multiplacophoran, twelve-times larger than the original. The final stage of this process was to create a realistic recreation of the animal in life, which was done by hand, with clay, plastic and lots of paint.

The future

- 19 In the last decade palaeontologists have been applying X-ray techniques, and the other methods mentioned above, to a wide range of creatures, from the tiny earliest preserved living animals to more recent, and far larger, dinosaurs.
- 20 Clearly, using such techniques can help us better understand fossils. Through resolving their anatomy in full, helping us recover body parts from the rock and sometimes even allowing us to see their internal organs, the methods now being mastered are giving us a clearer picture of extinct animals' biology.
- 21 As the study by Vinther and colleagues admirably shows, we can also gain a clearer picture of those creatures' evolutionary relationships, and we can see long-dead organisms in almost as much detail as if they were alive today.

What does the word resolving mean in this sentence from the passage?

“Through resolving their anatomy in full, helping us recover body parts from the rock and sometimes even allowing us to see their internal organs, the methods now being mastered are giving us a clearer picture of extinct animals’ biology.”
(paragraph 20)

- Ⓐ drawing on
- Ⓑ concluding
- Ⓒ promising
- Ⓓ making clear

Underline two sentences from paragraphs 10 and 11 that support the idea that the new imaging techniques are useful for studying fossils that have broken into pieces.

- 10 μ CT is a powerful and increasingly mainstream tool employed by palaeontologists to study 3D fossils. While the majority of fossils aren’t preserved in 3D, those that are can often prove difficult to study—bits of the animal can remain buried in the rock.
- 11 μ CT is a non-destructive, X-ray based technique that helps overcome such limitations. By taking a large number of X-rays (or projections) of a specimen as it rotates, μ CT can create a series of slices, or a 3D volume, which maps the interactions between different materials and X-rays.

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

Part A

Which sentence states the two main ideas in the passage?

- Ⓐ New inventions are impressive, and they are helping us learn more about the past.
- Ⓑ Molluscs have changed relatively little over millions of years, but they provide an example of convergent evolution.
- Ⓒ Jakob Vinther is a researcher at the University of Texas, and he works with a group of fellow researchers.
- Ⓓ The final stage of making a 3D model is completed by hand, and this involves clay, plastic, and paint.

Part B

Select two sentences from the passage that support the answer in Part A.

- Ⓐ "A recent study by University of Texas researcher Jakob Vinther and colleagues is a wonderful example of the high-tech tools many modern palaeontologists use to understand fossils."
- Ⓑ "Vinther and colleagues describe a new species in an extinct group called the multiplacophorans."
- Ⓒ "While the majority of fossils aren't preserved in 3D, those that are can often prove difficult to study—bits of the animal can remain buried in the rock."
- Ⓓ "The final stage of this process was to create a realistic recreation of the animal in life, which was done by hand, with clay, plastic and lots of paint."
- Ⓔ "As the study by Vinther and colleagues admirably shows, we can also gain a clearer picture of those creatures' evolutionary relationships. . . ."

According to the passage, how has technology influenced the work of palaeontologists?

- Ⓐ It has allowed them to discover new fossils much more quickly.
- Ⓑ It has allowed them to turn every fossil that has ever been discovered into a 3D model.
- Ⓒ It has allowed them to gain a clearer picture of evolutionary relationships.
- Ⓓ It has allowed them to scan fossils without having to dig them up.

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

But this practice, strange as it seems, is becoming increasingly common, with some startling applications.

conclude

From this they surmise some of the similarities between the groups must have evolved separately—they are an example of convergent evolution, when similar selective pressures result in animals independently evolving similar traits.

machine

uses

This technique comes in many flavours, but the type palaeontologists use usually involves plastics or resins, either liquid or powder in form.

method

layers

know

Read the following excerpt from paragraphs 10 and 11.

“While the majority of fossils aren’t preserved in 3D, those that are can often prove difficult to study—bits of the animal can remain buried in the rock.

“ μ CT is a non-destructive, X-ray based technique that helps overcome such limitations.”

What text structure does the author use to organize the information in this excerpt?

- Ⓐ cause and effect
- Ⓑ chronology
- Ⓒ compare and contrast
- Ⓓ problem and solution

Read the passages. Then answer the questions that follow.

Did Franklin Really Collect Electric Fire from the Sky?

by Neve Reed

- 1 The story of Benjamin Franklin and his kite experiment is one that captivates people of all ages. It begins when a thunderstorm is on its way. Most of the sensible people in the area are indoors seeking shelter. But not Benjamin Franklin! He's flying a kite with a piece of metal attached to the top. His goal: to prove that lightning is a form of electricity. The story goes that a bolt of lightning soon struck his kite, traveling down the string and charging a metal key near the end. Franklin touched the key, and the "very evident electric spark" he felt proved his theory correct.
- 2 This experiment is much more exciting than the idea of a scientist writing a paper at a desk or working in the laboratory. However, it's also quite likely that it didn't happen, at least not in the way people imagine. Evidence for this statement comes from numerous sources, including current knowledge and correspondence written by Franklin himself.

Priestley's Account of Franklin's Experiment

- 3 Joseph Priestley was the man who recounted the story of Franklin's experiment conducted in 1752. June 15th is often cited as the date. An entire chapter of Priestley's book, *The History and Present State of Electricity with Original Experiments*, is devoted to Franklin's work on the similarities between electricity and lightning. He explains how Franklin planned to use a kite to draw "lightning from the clouds," and gives an account of the actual experiment.
- 4 There are a few points that should be made about Priestley's account. The first is that it's not clear exactly where his information comes from. Priestley says it was obtained from the "best authority," but then goes on to say that Franklin's son was the only witness present during the experiment. If the information came from Franklin himself, why didn't Priestley say so?

- 5 The second is that a close reading of the section that describes the actual experiment does not explicitly state that the kite was struck by *a bolt of lightning*. He does mention thunderstorms and drawing lightning from the clouds. But is it possible that “lightning” is being used interchangeably with “electrical charges” here, an assertion that is supported by the thoughts of some modern scientists? Wouldn’t the actual dramatic lightning strike have been a focus of Priestley’s story? If, that is, it actually took place.

Franklin’s Letter

- 6 One of the best pieces of evidence we have comes from Franklin himself. In 1752, he wrote a letter to a friend. In it, he describes how he performed the experiment.
- 7 However, some believe Franklin was merely describing how he would *theoretically* use a kite to prove that electricity and lightning were one and the same. There are several details about the setup that would make actually performing the experiment impractical. These include flying the kite from inside a building, keeping the silk ribbon dry, and not allowing the twine to touch any portion of the door or window.
- 8 Furthermore, the letter is far from a formal description of Franklin’s hypothesis, procedure, results, and conclusions. It would seem likely that Franklin would have presented his findings to the scientific community in an official report, but there is no indication that such a report exists.

The Danger Factor

- 9 One of the strongest pieces of evidence against the commonly held belief that Franklin’s kite was struck by lightning is that he most likely wouldn’t have survived. This was proven through an investigation conducted on a popular television program. The analysis showed that the massive amount of electricity in a bolt of lightning could have traveled down a wet piece of twine and charged a metal key at the end. However, the chances that Franklin could have touched the metal and lived to tell others about it are slim to none. Additionally, it’s likely the scientist himself would have known the dangers of touching something that had been struck by lightning based on his previous work with electricity.

What Current Scientists Believe

- 10 Some scientists believe that the experiment never actually took place at all. A more likely explanation based on the information available, though, is that Franklin *did* fly a kite a short time *before* a thunderstorm. The storm clouds would have contained the same static electricity found in lightning, although in much smaller amounts. These charged clouds could have produced the results described by Priestley in his well-known account. The investigation still probably wasn't the wisest idea on Franklin's part, but it is entirely possible that the scientist could have completed this version of the experiment and escaped unharmed.

Franklin's Strike of Brilliance

by Marshall Greggs

1 Benjamin Franklin was one of the country's Founders and a prominent eighteenth-century scientist. Few people today would dispute the importance of his studies on electricity. But, there is still debate about the nature of his kite experiment and whether it ever actually took place at all. The story goes that Franklin went out in a lightning storm and "proved" that lightning was a form of electricity when a bolt struck the metal attached to his kite.

2 As incredible as it may seem, there are several pieces of evidence that suggest the kite story is true. First, there are accounts that were written during Franklin's time. Second, many elements of both accounts are supported by what we know today about the nature of electricity and lightning.

From the Pen of Franklin Himself

3 It was not some unknown person who shared the details of Franklin's kite experiment. Nor did another scientist guess about how he performed it after the fact. Rather, Franklin personally recorded the specifics in a letter addressed to a man by the name of Peter Collinson.

4 In his letter, Franklin clearly describes how he built the kite. He also conveys that the investigation took place during a storm when he says "This kite is to be raised when a thunder-gust appears to be coming on . . ." and "As soon as any of the thunder clouds come over the kite, the pointed wire will draw the electric fire from them . . ."

5 Some people today feel that this account is hypothetical. In other words, Franklin is describing how he *would* have done the experiment. A quick scan of the first paragraph of his letter, however, suggests this is not the case. He clearly states that the experiment "has succeeded." There is only one obvious way to interpret this wording: that the experiment had already been performed at the time Franklin penned the letter.

Go On

Priestley's Account of the Kite Experiment

- 6 Franklin wasn't the only person who described his plan to harness the electrical fire from the sky. Joseph Priestley, a scientist of Franklin's time and author of several books, also explained it in detail. In fact, he devoted a substantial section of his 1775 book, which was titled *The History and Present State of Electricity with Original Experiments*, to the work of Benjamin Franklin.
- 7 Speaking of Franklin's dangerous investigation, Priestley stated that "Dr. Franklin, astonishing as it must have appeared, contrived actually to bring lightning from the heavens, by means of an electrical kite, which he raised when a storm of thunder was perceived to be coming on. This kite had a pointed wire fixed upon it, by which it drew the lightning from the clouds." He also explained that after the kite appeared to be "electrified," Franklin "presented his knuckle to the key" and "perceived a very evident electric spark."
- 8 Priestley himself was a scientist. Therefore, it seems unlikely that he would use the term "lightning" instead of "electrical charges," something that has been suggested by skeptics. And it is hard to imagine that he would have been willing to lie and risk his reputation, and possibly his entire career, to make up a story about Franklin.

Support from Other Scientists of the Time

- 9 Priestley suggests in his book that Franklin was not the only person to perform the kite experiment. He states that others also succeeded, and that "electricians" in France confirmed Franklin's theory about lightning being a form of electricity before the kite experiment was ever completed. On their own, these statements do not necessarily mean that the accounts described above are completely accurate. However, the fact that other scientists did similar work does make them more believable.

Franklin’s Experiment: Sound Science

- 10 A final piece of evidence that must be mentioned is that both accounts are consistent with what scientists now know about lightning and electrical charges. For example, thunder clouds carry negative charges. These charges could travel down a string to a piece of metal (the key mentioned in both accounts). Opposite charges attract. Franklin’s body would have carried a positive charge. If he brought any part of his body near the key, the charge could have definitely “jumped” from the key to him. This would account for the “spark” or “electric fire” described by the two scientists. If the reports by Franklin and Priestley were largely made up, there is a good chance that at least some of the details would contradict current knowledge.
- 11 Was Franklin’s kite experiment dangerous? Yes. Would any scientist today try to recreate it? Probably not. Could Franklin have been seriously injured or worse? Absolutely. However, none of these questions or answers is a good reason to doubt that the daring scientist’s experiment actually took place.

35

According to “Did Franklin Really Collect Electric Fire from the Sky?” there are two reasons to doubt Franklin’s experiment took place. Which sentence states these two reasons?

- Ⓐ Such an experiment would have been unsafe and impractical. In addition, it was poorly recorded for the scientific community.
- Ⓑ Franklin admitted in his letter that he had actually conducted the experiment before the storm. The setup for the experiment was impossible, as well.
- Ⓒ Priestley’s eyewitness account did not include any details. Also, a television show proved the lightning would not have reached the key.
- Ⓓ Franklin’s prediction about electricity and lightning proved false. Moreover, the dramatic lightning bolt was definitely just an “electrical charge.”

Go On

Based on the information in “Did Franklin Really Collect Electric Fire from the Sky?” how did Priestley’s account influence some modern scientists?

- Ⓐ It drove them to question, in general, the way that experiments are set up.
- Ⓑ It compelled them to seek the truth by recreating the experiment on television.
- Ⓒ It led them to look for an alternate meaning for a term used to describe the experiment.
- Ⓓ It convinced them that there was, in fact, no witness at all to the experiment.

How do the four sections with headings support the main ideas in “Did Franklin Really Collect Electric Fire from the Sky?”

- Ⓐ Each section offers a problem with the lightning story and an alternative solution for what might have happened.
- Ⓑ Two of the sections focus on different causes for the writer’s doubt, while the other two show how the experiment might have happened.
- Ⓒ Each section compares and contrasts different accounts of the experiment, including those of people in the past and present.
- Ⓓ Three sections describe why the experiment probably did not occur, while the other offers a possible alternative.

Which claim is supported by the evidence in “Did Franklin Really Collect Electric Fire from the Sky?”

- Ⓐ The small amounts of static electricity in clouds before a storm actually endangered Franklin just as much as real lightning would have.
- Ⓑ The idea of a death-defying experiment is thrilling, but the reality is that Franklin likely would not have risked his life for science.
- Ⓒ Because he focused neither on the difficulties nor dangers of flying a kite indoors, Priestley’s account is weakened.
- Ⓓ Franklin was probably more interested in making an exciting scientific story than in harnessing the true power of electricity.

According to the author of “Franklin’s Strike of Brilliance,” what aspect of Franklin’s letter supports the claim that he was describing an actual, completed experiment?

- Ⓐ Franklin describes how the kite would be built.
- Ⓑ Franklin describes how he would have done the experiment.
- Ⓒ Franklin says the experiment “has succeeded.”
- Ⓓ Franklin addresses the letter to Peter Collinson.

Based on the context of this sentence from "Franklin's Strike of Brilliance," which two words could be used in place of substantial?

"In fact, he devoted a substantial section of his 1775 book, which was titled *The History and Present State of Electricity with Original Experiments*, to the work of Benjamin Franklin." (paragraph 6)

- Ⓐ considerable
- Ⓑ husky
- Ⓒ physical
- Ⓓ important
- Ⓔ satisfying
- Ⓕ essential
- Ⓖ sizable

Circle the paragraph in "Franklin's Strike of Brilliance" that supports the claim that Franklin's experiment was not completely unusual at the time.

Which evidence stated in “Did Franklin Really Collect Electric Fire from the Sky?” shows an essential piece of information about Franklin’s letter that the author of “Franklin’s Strike of Brilliance” left out?

- Ⓐ Franklin described the kite experiment in a 1752 “letter to a friend.”
- Ⓑ The letter described “flying the kite from inside a building, keeping the silk ribbon dry, and not allowing the twine to touch any portion of the door or window.”
- Ⓒ Evidence suggests that “‘lightning’ is being used interchangeably with ‘electrical charges’ [in the letter].”
- Ⓓ In Franklin’s letter, he “was merely describing how he would *theoretically* use a kite to prove that electricity and lightning were one and the same.”

What is a major way in which the two passages differ in their treatment of Priestley’s account of the experiment?

- Ⓐ One passage uses Priestley’s profession to support its argument, while the other criticizes his reporting of the experiment.
- Ⓑ One passage discusses Priestley’s unfamiliarity with Franklin’s scientific ventures, while the other claims he knew Franklin’s work well.
- Ⓒ One passage uses direct quotations from Priestley’s account to prove its point, while the other ignores his actual words entirely.
- Ⓓ One passage denies that Priestley took any part in the experiment, while the other gives a detailed account of his direct involvement.

What point does the author of "Did Franklin Really Collect Electric Fire from the Sky?" raise about Joseph Priestley's account that is not discussed in "Franklin's Strike of Brilliance"?

- Ⓐ Priestley does not say that he got his information directly from Franklin.
- Ⓑ Priestley uses the term "lightning" and not "electrical charges."
- Ⓒ Priestley published the account in *The History and Present State of Electricity with Original Experiments*.
- Ⓓ Priestley explains how Franklin conducted the experiment.

The author of "Did Franklin Really Collect Electric Fire from the Sky?" claims that Franklin might not have survived if he had touched the metal key. How does "Franklin's Strike of Brilliance" account for this possibility?

- Ⓐ It states that Franklin might have simply brought his hand near the key.
- Ⓑ It states that Franklin might have flown the kite before a thunderstorm.
- Ⓒ It states that Franklin would not have been hurt by touching the key.
- Ⓓ It states that Franklin's body would have carried a positive charge.



Session 2: Listening Passage

Questions #46–51

Listen to the audio and read the passage.

On October 16, 1995, hundreds of thousands of African-American men gathered in Washington, D.C., for a march to promote African-American unity and family values. The purpose of the march was to address numerous problems facing African-American families, including poverty, crime, violence, and education. Maya Angelou, Rosa Parks, and then-President Bill Clinton were among the speakers who addressed the marchers. The following is an excerpt from President Clinton’s address.

- 1 So today, my fellow Americans, I honor the black men marching in Washington to demonstrate their commitment to themselves, their families, and their communities. I honor the millions of men and women in America, the vast majority of every color, who without fanfare or recognition do what it takes to be good fathers and good mothers, good workers and good citizens. They all deserve the thanks of America.

- 2 But when we leave here today, what are you going to do? What are you going to do? Let all of us who want to stand up against racism do our part to roll back the divide. Begin by seeking out people in the workplace, the classroom, the community, the neighborhood across town, the places of worship to actually sit down and have those honest conversations I talked about, conversations where we speak openly and listen and understand how others view this world of ours.

- 3 Make no mistake about it, we can bridge this great divide. This is, after all, a very great country. And we have become great by what we have overcome. We have the world’s strongest economy, and it’s on the move. But we’ve really lasted because we have understood that our success could never be measured solely by the size of our gross national product.

Go On

- 4 I believe the march in Washington today spawned such an outpouring because it is a reflection of something deeper and stronger that is running throughout our American community. I believe that in millions and millions of different ways, our entire country is reasserting our commitment to the bedrock values that made our country great and that make life worth living.
- 5 The great divides of the past called for and were addressed by legal and legislative changes. They were addressed by leaders like Lyndon Johnson, who passed the Civil Rights Act and the Voting Rights Act. And to be sure, this great divide requires a public response by democratically elected leaders. But today, we are really dealing, and we know it, with problems that grow in large measure out of the way all of us look at the world with our minds and the way we feel about the world with our hearts.
- 6 And therefore, while leaders and legislation may be important, this is work that has to be done by every single one of you. And this is the ultimate test of our democracy, for today the house divided exists largely in the minds and hearts of the American people. And it must be united there, in the minds and hearts of our people.

46

Why does President Clinton claim that the march in Washington has drawn great interest?

- Ⓐ because it is calling for legislative action to solve important problems
- Ⓑ because it is calling on people to become better parents and citizens
- Ⓒ because it has led people of different races to speak to each other
- Ⓓ because it focuses on the values that many people are drawn to

47

Why does President Clinton slow down and emphasize each word in the phrase “every single one of you”? (paragraph 6)

- Ⓐ to make sure that people in the audience can understand what he is saying
- Ⓑ to show that he is frustrated with the lack of concern from the American people
- Ⓒ to scold the people who thought they did not need to be involved with the work
- Ⓓ to stress that the American people are the most important solution to the problem

48

Based on President Clinton’s words and tone, what does he want his audience to take away from his speech?

- Ⓐ a sense of responsibility
- Ⓑ a sense of accomplishment
- Ⓒ a sense of pride
- Ⓓ a sense of gratitude

49

What is President Clinton asking of his audience?

- Ⓐ to be better parents to their children
- Ⓑ to open dialogues with one another
- Ⓒ to stop seeking material wealth
- Ⓓ to praise one another

Go On

Select two claims that President Clinton makes about the American economy.

- Ⓐ America's economy is at risk.
- Ⓑ America economy is strong and growing.
- Ⓒ America's economy is causing a great divide.
- Ⓓ America's economy is unfairly divided along color lines.
- Ⓔ America's economy does not determine the country's success.
- Ⓕ America's economy cannot be measured by the gross national product.

What is the meaning of fanfare as it is used in this sentence from the speech?

"I honor the millions of men and women in America, the vast majority of every color, who without fanfare or recognition do what it takes to be good fathers and good mothers, good workers and good citizens." (paragraph 1)

- Ⓐ cheering
- Ⓑ advertising
- Ⓒ public display
- Ⓓ musical tribute

Session 2: Editing Task

Questions #52–57

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

The samurai were Japanese soldiers. As members of the warrior class, the samurai protected Japanese aristocrats. Eventually, samurai gained their own political power and had controlled important administrative and military positions. The samurai later ruled Japan for hundreds of years.

The samurai class developed between the 900s and the 1100s. As three powerful clans clashed over land, wealthy landowner's hired private armies, or samurai, to help them protect their property. Pledging to defend their lords, the samurai valued honor over all other qualities.

The samurai code of honor was called bushido, a word meaning “the way of the warrior.” According to bushido, samurai were expected to show courage, loyalty, honor, and obedience to the lords they served like medieval knights. Samurai were admired for their skills in riding horses and using weapons. Samurai fought with many

Go On

weapons. One of the samurai's special priviledges was being allowed to carry both a long, curved sword and a short, curved sword. In battle, samurai wore helmets and armor. To protect their arms and legs, they wore leather shin guards and thigh guards. On their bodies, they wore metal shoulder guards, a chest protector, and on their faces they wore an iron mask. Samurai were skilled talented fighters and horsemen.

During a long time of peace in Japan, the role of the honorable samurai changed. There were no wars for them to fight. Then, in 1876, Emperor Meiji forbid the wearing of swords. Although the samurai way of life ended, they are still remembered today.

52

Read the sentence below.

Eventually, samurai gained their own political power and had controlled important administrative and military positions.

Rewrite the sentence, correcting the underlined words.

53

Read the sentence below.

As three powerful clans clashed over land, wealthy landowner's hired private armies, or samurai, to help them protect their property.

Rewrite the underlined word, using correct punctuation.

54

Read the sentence below.

One of the samurai's special privelidges was being allowed to carry both a long, curved sword and a short, curved sword.

Rewrite the underlined word, using correct spelling.

55

Read the sentence below.

On their bodies, they wore metal shoulder guards, a chest protector, and on their faces they wore an iron mask.

Rewrite the sentence, correcting the underlined phrase.

Go On

Read the sentence below.

Samurai were skilled talented fighters and horsemen.

Rewrite the sentence, using correct punctuation.

Read the sentence below.

Then, in 1876, Emperor Meiji forbid the wearing of swords.

Rewrite the sentence, correcting the underlined word.

