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CLASS: _____

ELA STATE TEST REVIEW BOOK #2 7TH GRADE

MS. GIORDANO & MR. CALDERON

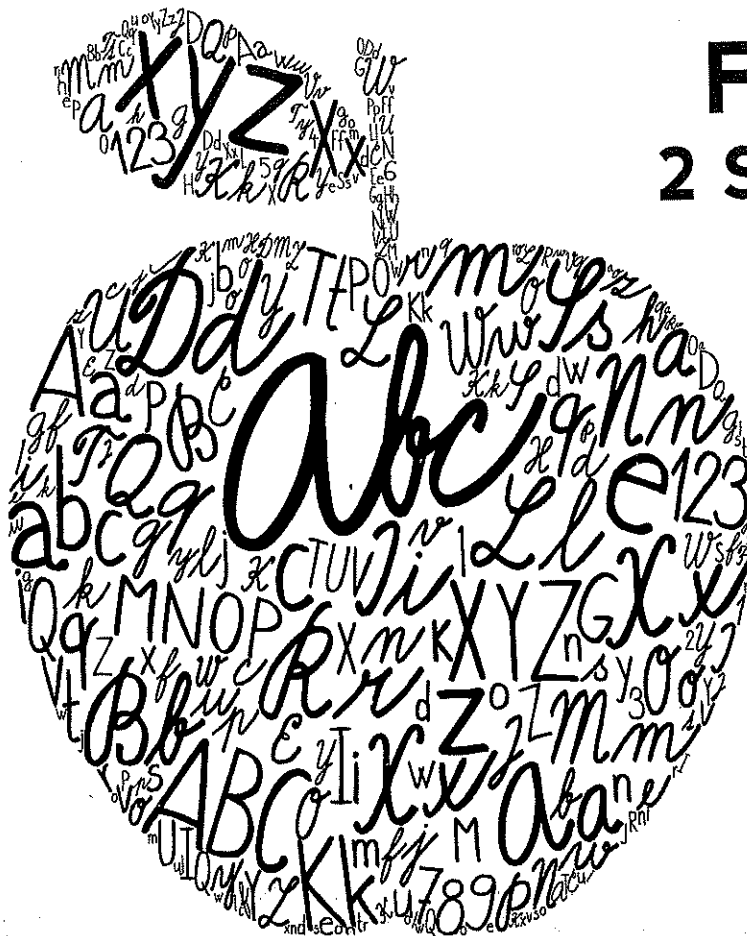
Grade 7

New York State

ELAP PLUS

Third Edition

Form B
2 SESSIONS



Continental

Name: _____

Class: _____

Session 1—Reading

Directions

In this part of **ELAP Plus Third Edition**, you will read five passages:

- Arthur and the Sword in the Stone
- Bike Helmets Should Not Be Required for Older Riders
- *Little Women*
- Thomas Edison: The Father of Recorded Sound
- Unearthing the Woolly Mammoth

There are multiple-choice questions for you to answer after each passage. Refer to the passages as often as you need to. Then fill in the circle of the best answer to each question.

Now turn the page and begin.

Arthur and the Sword in the Stone

1 “Merlin!” exclaimed Sir Ector, hailing the wizened wizard who approached through the wheat fields. “It is so good to see you again, my old friend! Now, how is it that I may help you—and, more importantly, who is that child following in your shadow?”

2 “They are one and the same, good Sir Ector,” laughed Merlin. “This child is Arthur, and you may help me by looking after him while I am tending to other business. His parents are involved in some trouble with the Saxons by the coast of Cornwall, and they desire that young Arthur be kept and raised in a safe, peaceful, sheltered environment. This, I had hoped, you might be compelled to provide for him.”

3 Sir Ector looked curiously at the boy, who seemed to be only about 5 years old, and then at the old wizard Merlin and shrugged. “He does not look particularly strong for farm work, nor brave as an apprentice knight must be, but I expect I can find some use for him here. As you know, I’m already raising my own son, Kay, and perhaps Arthur would be a good companion for him.” Merlin and Arthur smiled, feeling that they had come to the right place.

4 Ten years passed quickly, as Ector and his sons tended their quiet estate.

5 Far away, in London, a group of royal advisors were fretting over the old High-King, Uther Pendragon, who had fallen ill and had no known heir. The governors of the territories began arguing amongst themselves, each hoping to take the crown upon his death. Meanwhile, courtiers throughout the city hoped to win the same through their schemes and flattery. It seemed that every public official in England wanted to become the new king, and they had no way to choose among them.

6 When High-King Uther died, the power struggle grew even more malicious. The leaders competing for the throne became crueler and more threatening each day. Just at the brink of a civil war, one of the advisors appeared at the castle reporting a most peculiar sight. He said that a mysterious boulder had appeared overnight in the middle of the city. Emerging from the stone was a golden sword, and an inscription beneath it explained that only the rightful king could ever withdraw the weapon.

7 Thinking it would be an easy challenge, and overconfident in their own abilities, the advisors, governors, and courtiers rushed to the boulder. Each took a turn at tugging on the golden sword, trying to free it from its stone scabbard. Each turned red from exertion and yielded, admitting that nobody in the world could possibly pull the sword from the stone.

8 Meanwhile, a few miles away and unaware of the political squabbling, Sir Ector had brought his boys to a tournament. Here, Kay would practice his skills in jousting in the hope that he would prove to be a worthy knight apprentice. Arthur, never the favored child, came along as an assistant to Kay. Arthur’s only job was to clean and carry the armor, weapons, and other equipment Kay needed for the event. While unpacking this gear, Arthur gasped. He’d forgotten the most important thing, his brother’s sword!

9 Fearing he would be in serious trouble for his mistake, Arthur raced off in search of a new sword. He had no money to pay a blacksmith. He was not strong enough to defeat a knight and take his sword. He did not have the knowhow to forge a new sword himself. It appeared he was out of luck and that he had disgraced his little family. Then

he saw something astounding. In the middle of London, the finest sword he had ever seen, glistening in gold, was sticking out of a stone. Without a moment's hesitation, young Arthur leapt onto the stone, grabbed the sword, and pulled it out. Thinking little of his feat, he raced back to the tournament grounds to present the beautiful sword to Kay.

10 When Arthur returned to the tournament, people all around stopped and stared at him. He was unsure what he had done to attract so much attention but soon realized the eyes were following the sword, not him. "Where did you get that sword?" asked person after person. Arthur simply shrugged and said he had found it. When he reached Sir Ector, the old man's eyes widened at the sight. Grabbing the sword, he searched it carefully and found, among its many decorations, a tiny inscription. This matched the carving on the boulder, explaining that this sword could only be retrieved and used by the rightful king.



11 News spread quickly and people came from all around to congratulate and then bow down respectfully before their new king. Even Sir Ector, who had often looked down upon Arthur, did the same. As Merlin later explained, Arthur was none other than Arthur Pendragon, son of the king, ready to take his rightful place on the throne and lead England toward greatness.

1 Which **best** describes Sir Ector's attitude toward Arthur at the beginning of the story?

- (A) Sir Ector believes that Arthur lacks valuable skills.
- (B) Sir Ector thinks that Arthur would make a good knight.
- (C) Sir Ector feels that Arthur is a better son than Kay.
- (D) Sir Ector suspects that Arthur is the son of King Uther.

2 Which words help the reader understand the meaning of "malicious" in paragraph 6?

- (A) "died" and "power"
- (B) "leaders" and "throne"
- (C) "grew" and "more"
- (D) "crueler" and "threatening"

3

How did the setting affect Merlin's decision to bring Arthur to Sir Ector's estate?

- (A) The estate was close to the royal castle in London.
- (B) The estate was isolated and sheltered from danger.
- (C) The estate reminded him of the coasts of Cornwall.
- (D) The estate hosted frequent jousting tournaments.

4

What is the central idea of "Arthur and the Sword in the Stone"?

- (A) An adopted son has to work hard to help another boy become a knight.
- (B) A king's son accidentally discovers that he is destined to rule England.
- (C) A kindly wizard tries to help the family of the dying king of England.
- (D) A group of governors and other leaders struggle to gain great power.

5

How would the story **most** likely change if it were told in the first-person from Arthur's point of view?

- (A) It would compare and contrast the attitudes of Arthur and Kay.
- (B) It would offer insights into the political struggle after Uther's death.
- (C) It would include more description of Merlin and his various quests.
- (D) It would give more information about Arthur's feelings and concerns.

6

How does paragraph 7 relate to paragraph 11?

- Ⓐ Paragraph 7 explains that Merlin was a powerful wizard.
- Ⓑ Paragraph 7 explains why the leaders readily accepted Arthur as king.
- Ⓒ Paragraph 7 explains why Arthur was not the heir to the English throne.
- Ⓓ Paragraph 7 explains why Sir Ector did not bring Arthur and Kay to the tournament.

7

Why did Arthur pull the sword from the stone?

- Ⓐ Arthur wanted to test his strength.
- Ⓑ Arthur was trying to solve his problem.
- Ⓒ Sir Ector instructed Arthur to take the sword.
- Ⓓ Merlin told Arthur he was destined to own the sword.

Read this letter to a newspaper editor. Then answer questions 8 through 14.

Bike Helmets Should Not Be Required for Older Riders

Dear Editor,

1 As you may know, bike riders in New York State who are under the age of 14 have been required to wear helmets for many years. This law makes sense since riders in this age group are just learning to ride and are much more likely to fall than experienced riders. However, our county recently passed helmet legislation requiring all bike riders to wear bike helmets regardless of age or experience—and this is completely unfair.

2 This helmet legislation is a bad idea for many reasons. For starters, a helmet is not going to keep older bike riders safe. I have been riding bikes for more than 20 years. I have fallen—of course—but I have never fallen on my head. According to the Bicycle Helmet Safety Institute, nearly all bicycle deaths in New York (92%) were the result of crashes with motor vehicles. It is not likely that a helmet would have saved the lives of these bike riders. However, many of these crashes could have been avoided if the drivers of motor vehicles obeyed traffic signs and signals and drove cautiously. Many more people in Europe ride bikes to work and school each day than in the United States. They do this for a number of reasons. Riding a bike instead of driving a car is better for the environment because cars pollute the air. Riding a bike is also great exercise and costs less than driving a car. Very few bike riders in Europe wear helmets. Yet, while Europe has more bike riders on the road than the United States, fewer bike riders are killed there each year than in our country. According to an article on "ChicagoNow," a website published by the *Chicago Tribune*, in the Netherlands, fewer than 1 percent of bike riders wear helmets, and the average fatality rate for bike riders is about 6.5 people per year. The United States averages five times as many fatalities, and 50 percent of its bike riders wear helmets. This shows that bike helmets are clearly not saving lives.

3 Cost, comfort, and appearance are additional reasons why adults should not be required to wear bike helmets. An inexpensive bike helmet costs about \$50. If you're a parent with children of various ages, the cost quickly adds up and makes biking unaffordable. Parents with young children are more likely to bike ride as a family if the parents do not have to purchase bike helmets for themselves. Bike helmets are also extremely uncomfortable. They are thick and clunky. In New York, most people ride bikes when the weather is warm. A bike helmet makes your head hot and sweaty when it's worn in the spring and summer. Chin straps become itchy and cause skin to chaff. And bike helmets look ridiculous. I have many friends who will no longer ride bikes now that helmets are required because helmets make them look foolish.

4 Of course, my opponents will point out that scientific research suggests that bike helmets are about 85 percent successful in preventing head injuries. While this may be true, based on the points I have just made, doesn't it make more sense to suggest rather than require bike helmets for riders who are 15 and older? Many bike riders think this is a much better alternative than the new helmet legislation in our county.

Sincerely,

Roberto Sanchez

8 Read these sentences from paragraph 2:

I have been riding bikes for more than 20 years. I have fallen—of course—but I have never fallen on my head.

The **main** reason the author includes these sentences is to show that

- (A) he is an experienced bike rider
- (B) helmets are not effective
- (C) helmets are not necessary
- (D) he is an older bike rider

9 How does the author **mainly** develop his argument that bike helmets will not keep older riders in the United States safe?

- (A) by explaining why people in Europe chose to ride bikes instead of driving
- (B) by explaining that more people in Europe ride bikes than in the United States
- (C) by comparing bike riders in the United States with those in Amsterdam
- (D) by citing a statistic showing that most bike riders are harmed in crashes with cars

10

Why does the author **most** likely include the statistics from an article on the website "ChicagoNow"?

- Ⓐ to show that more people in the Netherlands ride bikes than in the United States
- Ⓑ to show that bike helmets are not saving the lives of riders in the United States
- Ⓒ to prove that bike riders in the Netherlands are safer because fewer people drive
- Ⓓ to explain that bike riders in the United States are not wearing helmets correctly

11

How does the author **mainly** develop his argument that older riders will not ride bikes because helmets look ridiculous?

- Ⓐ by offering a personal opinion about how his friends feel about helmets
- Ⓑ by explaining that few people in other countries want to wear bike helmets
- Ⓒ by stating the position of his opponents regarding having to wear helmets
- Ⓓ by giving a statistic about how people think they look wearing a bike helmet

- 12 After the opening paragraph of this letter, the author
- Ⓐ leads up to his strongest argument
 - Ⓑ states his opponents' position
 - Ⓒ gives his strongest argument
 - Ⓓ offers a solution to the problem
- 13 The author's **main** argument is
- Ⓐ that biking is an expensive sport
 - Ⓑ that bikers consider cars a hazard
 - Ⓒ that younger riders should follow different rules than older riders
 - Ⓓ that American and European riders of all ages should have the same rules
- 14 The author of the letter argues that the bike law should be
- Ⓐ repealed for all riders
 - Ⓑ a requirement for all riders
 - Ⓒ only a suggestion for some riders
 - Ⓓ applied to Americans and Europeans

Read this play. Then answer questions 15 through 21.

Little Women

by Louisa May Alcott
an adaptation

CAST

Narrator

Jo, the second oldest March sister

Beth, the middle March sister

Meg, the eldest March sister

Amy, the youngest March sister

Scene 1

The stage is set to resemble an old-fashioned drawing room with a fireplace in the middle and comfortable wing chairs arranged around a large rug. Four young women occupy the drawing room. Meg, the eldest sister, knits in a chair as Jo, the second oldest, reads on the rug. The youngest, Amy, draws in a sketchpad, while middle sister Beth dusts and tidies the room.

Narrator: The American Civil War was difficult for the soldiers fighting on the front lines and the families awaiting their safe return home. The Marches of New England were one of the many families affected by the war. While Mr. March serves in the Union Army, Mrs. March and her four young daughters do their best to survive in his absence.

Jo (*grumbling as she lies on the rug by the fire*): The holidays won't be the same without presents.

Beth (*starts dusting around the fireplace*): We've got to remember to be thankful for the things we do have: Father, Mother, and each other.

Jo (*sits up straight*): But we don't have Father and shall not have him for a long time. Perhaps... (*Jo decides it is best not to finish this line of thinking*)

For a moment, the sisters sit silently with serious expressions on their faces.

Meg (*clears her throat*): You know the reason Mother proposed not having any presents was because it is going to be a hard winter for everyone, and she thinks we ought not to spend money for pleasure when our men are suffering in the army. We can't do much, but we can make our little sacrifices, and we ought to do it gladly—but I am afraid I will not feel this way.

Jo (*thoughtfully*): But I don't think the small amount of money we should spend would do any good. We've each got a dollar, and the army wouldn't benefit much from such a meager donation. I agree not to expect anything from Mother, but I do want to buy a new book for myself.

Beth (*wistfully*): I would like to spend my money on new sheet music for the piano.

Amy (*looking up from her sketchpad*): I desperately need a new set of drawing pencils.

Jo: Mother didn't say anything about spending our own money, and she wouldn't want us to give up every indulgence. Let's each buy what we want, so we can have some pleasure. After all, we work hard enough to earn what we make.

Meg (*puts down her knitting with a sigh*): I know I do—teaching those tiresome children nearly all day when I'm longing to enjoy myself at home.

Jo: You don't have half the misery that I do. How would you like to be shut up for hours with a nervous, fussy old lady, who keeps you trotting, is never satisfied, and worries you until you're ready to fly out the window or cry?

Beth (*stops dusting*): It's wrong to complain, but I do think washing dishes and keeping things tidy is the worst work in the world. It makes me cross, and my hands get so stiff that I can't practice well at all.

Amy (*crossing her arms*): I don't believe any of you suffer as I do for you don't have to go to school with disrespectful girls who plague you if you don't know your lessons.

Meg: Think about how grand life would be if we had no worries!

Beth: I think we're a great deal happier than some people are.

Meg (*with a smile*): You're absolutely right, Beth. Although we have to work and go to school, we make fun of ourselves and are a fairly jolly bunch, as Jo would say.

Jo starts whistling a tune from her place on the rug.

Amy (*with her nose in the air*): You shouldn't use slang words or whistle, Josephine March. It's such boyish behavior!

Jo ignores Amy and continues to whistle while Meg and Beth exchange a look.

Amy (*straightens her posture*): I detest rude, unladylike girls!

Jo (*rolls her eyes*): And I detest affected, niminy-piminy children!

Beth: There's no need to start an argument, girls.

Meg (*starts knitting again*): Really, you should both behave better. You are old enough to leave off boyish tricks, Josephine. It didn't matter so much when you were younger, but now you are so tall, and you turn up your hair—you should remember that you are a lady.

Jo (*rebelliously*): Well, if turning up my hair means I have to act like an adult, then I'll wear it in two tails until I'm 20! (*pulls her hair loose*) It's difficult enough to be a girl, anyway, when I prefer boys' games, work, and manners! I can't get over my disappointment in not being a boy. It's worse than ever now for I'm dying to go and fight with Father, but I can only stay home and knit like a dithering old woman!

Beth (*moves to put a hand on Jo's shoulder*): I suppose you must try to be contented with adopting a boyish nickname and playing brother to us girls.

Meg (*turns a critical eye toward Amy*): As for you, Amy, you are altogether too particular and stuffy. Your airs are entertaining now, but you'll grow up an affected little goose if you don't take care. I like your nice manners and refined ways of speaking when you don't try to be elegant, but you behave just as badly as Jo does sometimes.

Jo and Amy look a little ashamed after their sister's lecture.

Beth (*tries to lighten the atmosphere*): So if Jo is a tomboy and Amy a goose, then what am I?

Meg (*with a brilliant smile*): You're an absolute dear, Beth, and nothing else!

Jo and Amy laugh at this exchange and seem to put aside their differences for the time being.

The clock over the fireplace chimes six times, and Beth places a pair of slippers near the fire to warm.

Beth: Mother will arrive shortly, and she'll want to put on a pair of warm slippers after a long day. However, this pair is becoming embarrassingly worn. Perhaps, I will buy her a new pair with my dollar instead of purchasing more sheet music.

Meg: That's awfully generous of you, Beth. Let's all use our money to buy Mother some gifts. After all, she does so much to help the people in our community. It's selfish to think only of ourselves during this time.

The girls all nod in agreement and start talking enthusiastically about the gifts they will purchase for their mother as the curtains slowly close.

End of Scene 1

- 15** How do the stage directions at the beginning of the play help the playwright convey meaning?
- Ⓐ They allow the reader to imagine the scene.
 - Ⓑ They tell the reader what happened in the past.
 - Ⓒ They show the reader what has led to a conflict.
 - Ⓓ They help the reader recognize the tone of the play.
- 16** What is the **most** likely reason the playwright included a narrator in the beginning of this scene?
- Ⓐ to tell the audience what the characters are thinking
 - Ⓑ to help the audience understand the setting of the play
 - Ⓒ to show the audience how the characters relate to each other
 - Ⓓ to provide the audience with hints about later events in the play

17 What is the **most** likely reason the sisters sit silently at the beginning of the scene?

- Ⓐ They are awaiting their mother's arrival.
- Ⓑ They feel that they have acted selfishly.
- Ⓒ They are concerned about their father's safety.
- Ⓓ They realize they have treated one another poorly.

18 Which words help the reader understand the meaning of "indulgence"?

- Ⓐ "our own money"
- Ⓑ "to give up"
- Ⓒ "some pleasure"
- Ⓓ "hard enough"

- 19** What is the central theme of the scene?
- Ⓐ It is important to work hard every day.
 - Ⓑ Sisters can be hard to deal with.
 - Ⓒ Try to find ways to help others.
 - Ⓓ Make the best out of difficult situations.
- 20** What do we learn about Jo and Amy near the end of this scene?
- Ⓐ They have very different personalities.
 - Ⓑ They work hard to support their family.
 - Ⓒ They both enjoy the same hobbies.
 - Ⓓ They both care about their mother.
- 21** What device does the author use to reveal each sister's point of view in the play?
- Ⓐ setting
 - Ⓑ dialogue
 - Ⓒ props
 - Ⓓ narrator

Read this article. Then answer questions 22 through 28.

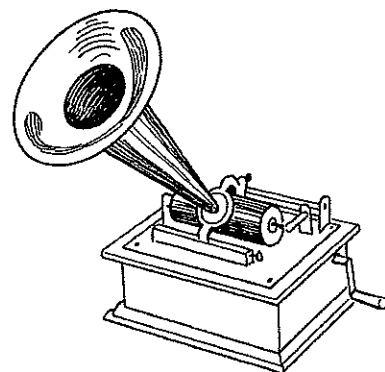
Thomas Edison: The Father of Recorded Sound

1 Chances are you've listened to recorded music on the radio or on a CD. Did you know this would have never been possible if it weren't for a famous inventor named Thomas Edison? He invented one of the most important devices in history: the phonograph.

2 The phonograph allowed people to record sounds for reproduction, something no other inventor had accomplished at the time. This innovation gave birth to the age of recorded sound. But the machine wasn't always meant solely for recording music. In fact, the first sounds ever recorded on the device were words from a famous nursery rhyme. It all started in the summer of 1877....

The Early Days of Sound Recording

3 Thomas Edison first became an inventor while living in New Jersey in the tiny village of Menlo Park. While trying to improve one of his inventions, the telegraph transmitter, he stumbled upon the technology needed to record sounds. Edison was trying to create a machine that could transcribe telegraph messages automatically. If he could create this machine, people would not have to write down messages. While experimenting, Edison noticed that the machine created noises that sounded like spoken words when he played them at a high speed. Intrigued, he wondered if he could record a telephone message in a similar way. He began designing a new machine that was shaped like a cylinder. He attached this metal cylinder to a telephone's diaphragm. The diaphragm was a device that vibrated when a person spoke into the telephone. It converted sound waves into electrical waves, and vice versa. He then attached a needle to the diaphragm. The cylinder was cranked by hand while the



person spoke into the telephone receiver. As the person spoke, the needle recorded the vibrations onto the tinfoil wrapped around the cylinder. He believed this design could record people's voices. When he had completed his design, he tested the machine himself. He spoke these words into the mouthpiece:

"Mary had a little lamb. Its fleece was white as snow."

4 He played back the recording and was thrilled when he heard his words repeated back to him. He had successfully recorded his own voice onto the metal cylinder. The recording only lasted a few seconds, but it was a monumental few seconds. It was the first sound recording in history!

5 Edison's phonograph made him famous throughout the world. It amazed people, who began referring to him as "The Wizard of Menlo Park." Sound recording soon became a rapidly growing industry, especially in regard to music.

The Booming Recording Business

6 Edison's invention started the recorded music business. Other inventors tried to create their own sound recorders. Alexander Graham Bell, the inventor of the telephone,

helped improve the quality of the recordings. Later, another inventor named Emile Berliner developed the disc-record phonograph. This disc replaced the metal cylinder. Berliner referred to his machine as a gramophone.

7 Gramophone disc-records were flat and double-sided. Sounds could be recorded on both sides of the record. The disc-record soon became the most common sound-recording device. As recorded music became popular, the demand for disc-records increased. As a result, record businesses had to come up with a better way to produce more records. Records made from vinyl became especially popular in the 1950s. They remained popular until the cassette tape was

introduced in the late 1960s and the Compact Disc (CD) player was introduced in the 1980s. The technology behind sound recordings continued to advance and improve as the years went by. More convenient devices were invented to record sounds. Soon people forgot about the phonograph altogether.

8 Today, people can listen to the recorded music of their choice on portable devices. Many people take this convenience for granted. They do not realize that a brilliant man from New Jersey made it all possible. Edison heard the first recorded sounds more than a century ago when his phonograph played back a few words from a nursery rhyme.

22 What are the **main** ideas of this article?

- (A) the invention of the phonograph and the gramophone
- (B) Thomas Edison's inventing career and the phonograph
- (C) the invention of the phonograph and the music today
- (D) Thomas Edison's phonograph and the recording business

23 Which sentence from the article **best** shows that Thomas Edison discovered recorded sound by accident?

- (A) "He played back the recording and was thrilled when he heard his words repeated back to him." (paragraph 4)
- (B) "While experimenting, Edison noticed that the machine created noises that sounded like spoken words when he played them at a high speed." (paragraph 3)
- (C) "The recording only lasted a few seconds, but it was a monumental few seconds." (paragraph 4)
- (D) "In fact, the first sounds ever recorded on the device were words from a famous nursery rhyme." (paragraph 2)

24 What contribution did Alexander Graham Bell make to the recorded music industry?

- (A) He invented the gramophone.
- (B) He improved the quality of sound.
- (C) He helped invent the phonograph.
- (D) He discovered the first disc records.

25 The information in paragraph 7 helps to develop the article **mainly** by explaining

- (A) what caused the demand for disc-records to increase
- (B) why people eventually forgot about the phonograph
- (C) how the recorded music industry changed over the years
- (D) what devices were introduced in the 1960s and 1980s

26 Read these sentences from paragraph 2:

The phonograph allowed people to record sounds for reproduction, something no other inventor had accomplished at the time. This innovation gave birth to the age of recorded sound.

The word “innovation” as it is used here **most** nearly means

- (A) device
- (B) variation
- (C) gear
- (D) improvement

27 What role did Emile Berliner play in the development of recorded music?

- Ⓐ He came up with a way to make more records.
- Ⓑ He improved the quality of recorded sound.
- Ⓒ He created a record made from vinyl.
- Ⓓ He replaced the cylinder with a disc-record.

28 Which statement is true about Edison's invention based on paragraph 3?

- Ⓐ Edison invented the phonograph by accident.
- Ⓑ Edison was trying to invent the telephone.
- Ⓒ Edison was trying to improve the gramophone.
- Ⓓ Edison invented the telegraph by accident.

Unearthing the Woolly Mammoth

1 Even though it died out about 10,000 years ago, the woolly mammoth has been in the news lately. Mammoths once roamed across Siberia, a region in Russia. The permafrost, or ice, in Siberia is melting. People are now stumbling upon the remains of woolly mammoths that were once buried deep in the ice.

Woolly Mammoth Facts

2 Scientists believe that woolly mammoths lived about 2 million years ago. They lived millions of years after the dinosaurs. The woolly mammoth shared Earth with early man and long-gone creatures such as the woolly rhino and saber-toothed tiger. The mammoth was an enormous animal, about twice the size of an elephant. An adult mammoth was at least ten feet tall, had 15-foot-long curved tusks, and weighed about nine tons.

3 While the woolly mammoth looked like an elephant, it was different in several distinct ways. These differences were adaptations that helped the mammoth survive in Siberia's frigid arctic temperatures. Unlike elephants, the mammoth had a thick layer of fat under its skin to help it stay warm. Its body was covered in long, dark, shaggy fur—"woolly" fur. Its ears were much smaller than an elephant's ears. If the mammoth had wide, floppy ears like an elephant's, its ears would quickly have become frostbitten. The mammoth also had a hump of fat behind its head, which made its back look sloped. A woolly mammoth also had extremely long, curved tusks—which might be the first thing you would notice about it other than its size.

4 Like elephants, the woolly mammoth was an herbivore, an animal that ate only plants. Its diet most likely consisted of leaves, twigs, berries, moss, and fruit. It used its giant tusks to scrape away snow to reveal the vegetation underneath. It had a trunk like an elephant's. If a mammoth wanted to eat a bush, it would wrap its trunk about the bush and rip it from the ground. Then it would use its trunk to place the bush in its mouth. Scientists believe a mammoth devoured about 700 pounds of vegetation a day.

Bringing Back the Woolly Mammoth

1 Scientists hope that people today will have a chance to see a living woolly mammoth. They believe that they may one day find a living cell in the remains of a woolly mammoth carcass. If they can do this, they might be able to extract the animal's DNA and clone it. When scientists clone an animal, they create a second animal that looks exactly like the original. They would, in a manner of speaking, bring the woolly mammoth back to life.

2 Cloning is especially possible with the woolly mammoth because, unlike dinosaurs, it became extinct thousands, not millions, of years ago. Mammoths are also closely related to elephants, which makes cloning them even more likely. Scientists could insert a mammoth fetus into a female elephant and she could carry the mammoth until it is born.

5 Because it was gigantic, the woolly mammoth had few predators. Saber-toothed tigers often preyed on mammoth calves, and early humans hunted mammoths for their meat and fur. Scientists are not sure what caused the mammoth to become extinct. They believe that increased temperatures and overhunting may have contributed to its demise.

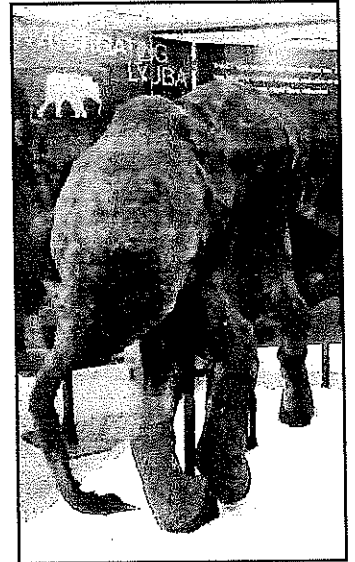
Woolly Mammoth Discoveries

6 Many woolly mammoth tusks and bones have been found throughout the years. However, it wasn't until 2007 that the first entire mammoth was discovered by a reindeer herder in Siberia. The mammoth, a month-old calf, was in near-perfect condition with its body, organs, and tusks intact. Scientists call the baby mammoth Lyuba, which means "love" in Russian, and believe she lived about 42,000 years ago.

7 Another major discovery occurred in 2012 when an 11-year-old Russian boy discovered a mammoth while walking along a riverbank. Scientists dubbed this beast "the mammoth of the century" because it is the most well-preserved adult mammoth discovered in more than one hundred years. The mammoth's skeleton and some of its organs were intact. Scientists also discovered parts of its fur and skin. They believe the mammoth was about 15 years old and died approximately 30,000 years ago.

8 In 2015, a farmer in Michigan uncovered the remains of a woolly mammoth on his property. While digging in a field, the farmer discovered a rib bone. Researchers from the University of Michigan began a dig on the site, where they eventually found the skull with tusks and over 50 nearly complete bones. From the evidence, the experts believe that the mammoth was a large male that was butchered by humans. A second dig in 2017 allowed the researchers to find even more of the mammoth's skeleton. Researchers hope to learn more about not only the woolly mammoth but about the early humans who hunted it.

9 Archaeologists are optimistic that they will discover other mammoths in the future. They hope to one day find living cells in the remains of a mammoth.



29 Read these sentences from paragraph 5:

Scientists are not sure what caused the mammoth to become extinct. They believe that increased temperatures and overhunting may have contributed to its demise.

The word “demise” in this sentence **most** nearly means

- Ⓐ suffering
- Ⓑ decay
- Ⓒ death
- Ⓓ incident

30 Read this sentence from paragraph 2 of the sidebar:

Cloning is especially possible with the woolly mammoth because, unlike dinosaurs, it became extinct thousands, not millions, of years ago.

What can you conclude from this sentence?

- Ⓐ Dinosaur DNA is easier to find than mammoth DNA.
- Ⓑ DNA from prehistoric animals lasts only for a limited time.
- Ⓒ Mammoths were on Earth longer than dinosaurs.
- Ⓓ Mammoth DNA is easier to understand than dinosaur DNA.

- 31** Which of the following is discussed by both the author of the article and the author of the sidebar?
- Ⓐ Scientists expect to find more woolly mammoth remains in the future.
 - Ⓑ Scientists hope to use a living cell of a mammoth to clone it.
 - Ⓒ Scientists hope that an elephant may give birth to a mammoth.
 - Ⓓ Scientists believe that the woolly mammoth was hunted by humans.

- 32** What made the mammoth discovery in 2007 significant?
- Ⓐ It contained living cells.
 - Ⓑ It was an adult mammoth.
 - Ⓒ It took two years to remove.
 - Ⓓ It was an entire mammoth.

- 33** Read this sentence from paragraph 7:

The mammoth's skeleton and some of its organs were intact.

The word "intact" in this sentence **most** nearly means

- Ⓐ unharmed
- Ⓑ primary
- Ⓒ unused
- Ⓓ remarkable

- 34** What is the purpose of paragraph 3?
- Ⓐ to compare and contrast a woolly mammoth and an elephant
 - Ⓑ to explain how a woolly mammoth adapted to its environment
 - Ⓒ to help readers understand how a woolly mammoth used its trunk
 - Ⓓ to help readers understand what a woolly mammoth looked like
- 35** What does the author argue is the reason that the woolly mammoths have been found in recent years?
- Ⓐ The ice is melting because the climate has been warmer.
 - Ⓑ Scientists now know the location where mammoths once lived.
 - Ⓒ A reindeer herder told scientists where to look for mammoths.
 - Ⓓ A Russian riverbank was a popular feeding ground for many mammoths.

Session 2—Reading and Writing

Directions

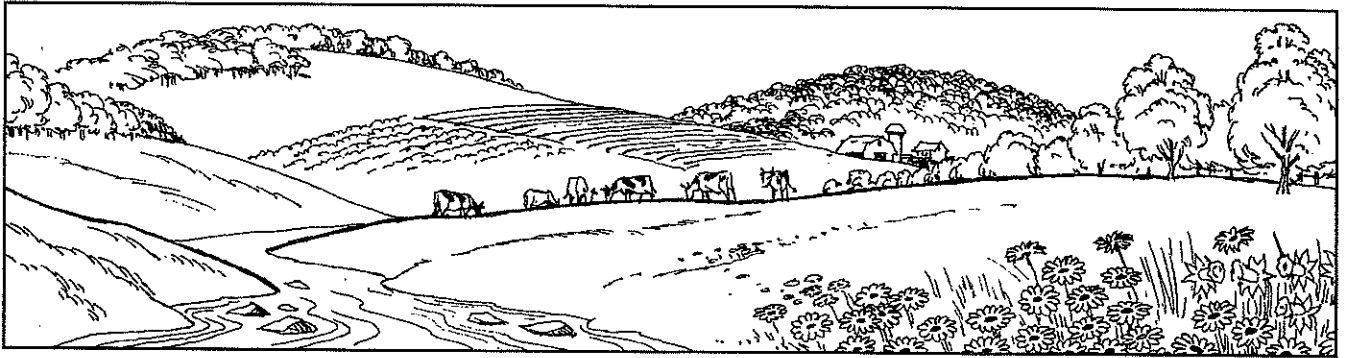
In this part of **ELAP Plus Third Edition**, you will read three passages:

- The Secret Life of Cows
- Why Farmers Should Grow Organic
- Organic Farming Isn't the Answer

Then you will write about what you read.

Now turn the page and begin.

The Secret Life of Cows



1 Before I spent time on my grandfather's farm, I thought cows were about as smart as tree stumps. After all, what do they do? They stand around in a field all day munching grass and making a "moo" sound when the situation calls for it. I learned, however, that cows are both brave and intelligent.

2 I first witnessed the valiant side of Grandpa's Red Angus cows when he and I were pounding new fence posts into the ground along the dirt road that runs diagonally up the hill from the barn. From the top of the hill near the woods, we could observe the cows as they grazed nonchalantly and worked their way down the slope toward the pond. Suddenly, in the distance, an animal loped out of the woods and headed toward the cows. I thought it was a dog, but Grandpa laughed. "That's a coyote, Greg," he explained. One of the mother cows saw it and cried an alarm to her companions, after which they all moved fast. Running toward the area where their calves were resting, the cows circled around the calves. The cows on the perimeter faced outward, making it clear to the coyote that it wasn't going to get anywhere near those babies. After playing chicken with the cows for a few minutes, the coyote wandered off and disappeared back into the woods. I was amazed, but Grandpa wasn't. He has seen cows act bravely before.

3 About a month later, I discovered that cows are very smart. Grandpa decided to move the herd to a newly fenced-in field where they could enjoy 30 acres of fresh, new grass. The cows, however, had other ideas. They liked the old, familiar pasture where they were, and some of them just couldn't be persuaded to go. In the end, we were able to move only seven of the 18 cows to the greener pasture while the others remained in their comfortable meadow behind the barn.

4 During the next few days, Grandpa tried to figure out how to get the cows to cooperate. Then Orville Osterhout, Grandpa's closest neighbor, called to tell him that the seven cows he had moved to the outlying pasture along with some new calves had somehow escaped and were on their way home. We were in town buying more wire when

Orville called, and by the time we returned home, the misbehaving cows were back in the meadow behind the barn. Grandpa explained that they most likely wanted to be with the rest of the herd. An hour later, Orville called again to say that a calf had been left behind and was still in the outlying pasture, crying loudly.

5 While the calves in the herd looked alike, Grandpa somehow determined that it was Ginger's calf that was missing. Ginger had been born in December two years ago, an out-of-season calf that might have frozen to death if Grandpa hadn't brought her into the warm house and fed her milk from her mother. Although he tries not to get sentimental about the cows and hardly ever names them, Grandpa seems to have a special place in his heart for Ginger and her calf, which I called Snap.

6 Snap was born in the new pasture along with several other calves. He knew nothing of the farmhouse at the bottom of the hill or the meadow that the cows considered home. Deserted and bewildered, he had no idea where his mother and the rest of the cows had gone. While the other calves had followed their mothers back to the old pasture, Snap just stood there and cried.

7 Back in the meadow behind the barn, Ginger was also crying loudly. She most likely assumed that her calf would hear her and find its way home, but Snap was too far away. Grandpa and I tried numerous times to capture him, but after many near misses and a badly torn pair of jeans, we gave up. Grandpa said we would just have to let Ginger go get the calf herself. I thought he was kidding. How would a cow figure out how to do that?

8 When we got back to the barn, Ginger was still standing in the meadow crying. Then she suddenly walked toward the gate at the end of the field. Grandpa said she was ready to go after her calf. He opened the gate and let her go through to the long adjoining field that led all the way up the hill and onto the main road. Ginger marched into the field and up the hill. A half-hour later another neighbor, Emily Fassett, called. "A cow just went through my backyard," she said. "She's heading for Stony Mountain Road, and she looks like she's on a mission!" Emily watched from her yard as Ginger continued through the field, crossed the road, and called to Snap from the old barn where he was born. He called back to her, and they were soon reunited. By morning, Ginger and her calf had found their way back to the gate at the meadow. Grandpa opened it and let them into the pasture where the rest of the herd was contentedly grazing.

9 Since then, I've gained a great deal of respect for cows. Even though they stand around in the field eating grass and mooing, I know they're capable of much more. They just need a good reason to don their Super Cow uniforms, spring into action, and save the lives of imperiled bovines everywhere.

36

What is the central idea of "The Secret Life of Cows"? How does the author develop this idea over the course of the story? Use examples from the story to support your response.

37

How would this story change if it were told from the third-person point of view? Use **two** details from the story to support your response.

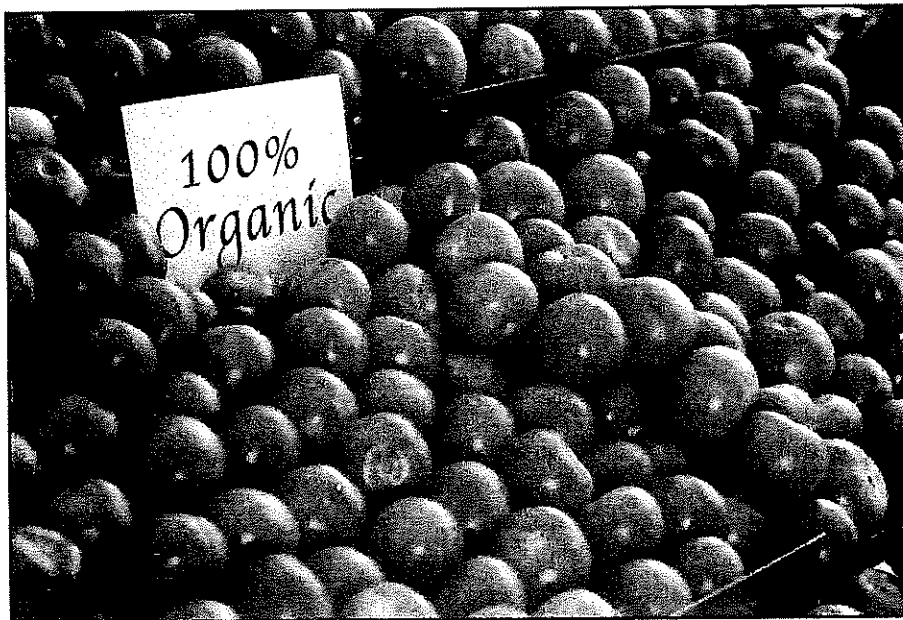
38

How does the setting of the story influence the narrator's character? Use **two** details from the story to support your response.

Read this article. Then answer question 39.

Why Farmers Should Grow Organic

by Priya Patel



1 Have you ever taken a close look at the produce in the grocery store? If you do, you may notice that some fruits and vegetables have the word *organic* on their stickers. So, why are some carrots labeled organic while others are not? It all has to do with how farmers raise their crops.

2 Today, many farms use chemicals called pesticides to protect their crops from various insects and diseases. Although the practice is widely used, many people worry that the use of such chemicals could have harmful effects on consumers' health and on the environment. These are two forces driving a shift toward organic agriculture.

3 In order to label their products organic, farmers must follow certain guidelines developed by the government. Organic farmers can't use chemical pesticides on their crops. They may use natural mixtures, such as salt sprays, to ward off harmful pests. Many organic farmers also use specific species of insects and birds to keep dangerous bugs away from crops. Organic farmers must also stay away from chemical fertilizers. Instead, they help their plants grow by using manure or compost to enrich the soil.

4 These practices have many benefits. Most importantly, organic farming helps protect the health of consumers. Studies show that organic produce may have more nutrients than regular produce. This helps consumers get the vitamins and minerals they need to stay healthy and strong. Organic farming practices also help limit consumers' contact with pesticides. Fruits and vegetables grown on regular farms may have traces of chemicals on them. There are most likely very few chemicals left on the produce after washing. But most people would probably prefer to eat pesticide-free fruits and vegetables if given the choice.

5 Organic farming also helps the environment. What do you think happens to all the chemicals most farmers use to keep pests away from produce and promote the growth of plants? The pesticides often seep into the soil. Over time, the use of pesticides can affect the health of the soil, making it difficult for plants to grow. In addition, chemicals will eventually mix with water in the fields. When it rains, this polluted water could find its way to nearby rivers or streams. Organic farming can protect our soil and water by reducing the amount of chemicals in the environment. These practices will also help ensure that future generations have enough clean water and soil for farming.

6 Organic farming isn't easy. It takes a lot of time, effort, and money to grow organic crops. However, the benefits to consumers and the earth certainly outweigh the disadvantages.

39

What are the two central ideas of "Why Farmers Should Grow Organic"? Use **two** details from the article to support your response.

Read this article. Then answer questions 40 through 43.

Organic Farming Isn't the Answer

by Shaun Whitman

1 In her article "Why Farmers Should Grow Organic," Priya Patel makes a strong case for organic farming. She argues that organic farming can help protect people and the earth. Though Ms. Patel brings up some interesting points in her article, she neglects to mention some key facts.

2 Ms. Patel is correct in that organic farming can help reduce pollution. The lack of pesticides on organic farms will help keep our water and soil clean. However, Ms. Patel doesn't explain the real cost of such practices. The natural fertilizers and pesticides organic farmers use are often very expensive. Also, the natural methods organic farmers use are not as effective as chemical pesticides at keeping harmful bugs and diseases at bay. This means that organic farmers will often lose many crops.

3 These factors force organic farmers to raise the price of their produce. Look at the prices of regular bananas and organic bananas next time you're at the store. You'll probably notice that the organic bananas cost much more. This is because organic farmers must pass the cost of their practices along to the consumers to make a profit.

4 Ms. Patel also argues that organic foods are healthier because they have more nutrients. But this isn't the case. In 2012, researchers at Stanford University looked at more than two hundred studies that compared organic foods and regular foods. They found that organic foods do have fewer chemicals. But they also found that organic foods don't have any more vitamins or minerals than regular foods do. So, eating an organic pear is really no better than eating a regular pear.

5 Contact with chemicals is a concern for some people. However, they can take steps to make sure that regular produce is safe to eat. Thoroughly washing fruits and vegetables under running water removes dirt, chemicals, and bacteria. You can also peel the skins off fruits and vegetables. People with concerns may also be comforted by the fact that the government inspects produce. The government makes sure that the amount of chemicals on regular produce does not exceed a certain safety limit.

6 Organic farming does have its benefits. Some organic farmers have even enjoyed great success as the demand for organic foods increases. But many farmers cannot afford to go organic, and most would end up losing money on failed crops. In the end, encouraging all farmers to grow organic foods just isn't practical.

40

For which of his points could Shaun Whitman have made a stronger argument? Use details from the article to support your response.

41

Which fact about organic farming does “Organic Farming Isn’t the Answer” emphasize that “Why Farmers Should Grow Organic” does not? Use details from **both** articles to support your response.

42

How do Shaun Whitman and Priya Patel likely feel about paying more for organic produce? Use details from **both** articles to support your response.

Plan Your Answer

This is a space where you can plan your answer to question 43 on the next page. Read the question and make notes below about how you might answer it. Then write your final answer on pages 36–37. Your writing on this page will *not* count toward your final answer.

43

Which statement from “Why Farmers Should Grow Organic” does “Organic Farming Isn’t the Answer” contradict? Use details from **both** articles to support your response.

In your response, be sure to do the following:

- tell which statement is contradicted
- use details from both articles

This image shows a single page of white paper with horizontal black ruling lines. The lines are evenly spaced and run across the width of the page, typical of notebook or legal stationery. There are no margins, text, or other markings on the page.

Lined area for writing or drawing, consisting of 25 horizontal lines.