

8th Grade ELA Study Guide

Mood of the Verb: INTERROGATIVE, IMPERATIVE, CONDITIONAL, SUBJUNCTIVE, INDICATIVE

Identify the mood of the verb for each of the following sentences.

Sentence	Mood
Brent, brush your teeth now.	
If Brent had brushed his teeth, he would not have cavities.	
Brent brushes his teeth after each meal.	
Have you brushed your teeth, Brent?	
If I were Jay, I would play on the basketball team.	

Read the following paragraph. Identify the topic sentence by underlining it. Put parenthesis around a detail that provides support for the topic sentence.

The fame that comes with being a successful actor is more complicated. Being a major movie star, seeing your image 50-feet high on a billboard, is something a lot of children dream about. But it's not always easy to be a famous actor. Actors, Ferguson reminds me, are famous for pretending to be other people. (Unlike popular comedians or musicians or socialites, they are not popular for being themselves.)

Read the following paragraph and answer the questions that follow.

Solar energy can be harnessed to produce many things, including electricity and heat. Some believe that solar energy can eliminate the more harmful pollutants on our earth resulting from energy powered by gas or coal. Fires can provide heat and warmth. There are ways to capture solar energy with panels and use it for everyday tasks like cooking, heating water to shower, and driving.

1. What is the author's primary purpose in this paragraph?
2. What is the main idea of this paragraph?
3. What sentence should be eliminated from the passage because it is off-topic?
4. Write a sentence that could conclude this paragraph.

- ❖ In argumentative writing, the writer usually begins by stating his/her opinion which is also referred to as the _____.
- ❖ The primary difference between facts and opinions is that _____ are true details that can be supported.
- ❖ What are the primary types of support/evidence used in argumentative writing?
 - _____: true details, including the results of research or surveys
 - _____: Facts in number form
 - _____: Instances that illustrate reasons or facts
 - _____: Brief stories such as personal experiences that make a point
 - _____: Quotations obtained from someone who is very knowledgeable on the subject

All of the items on the following list are pieces of evidence that could be used in an argumentative essay. Place each of the following in the appropriate box in the chart that follows.

Facts

We must show our patriotism by wearing red, white and blue.

Quotations from experts

Statistics

Examples

Losing a pet is a heartbreaking experience

32% of teenagers enjoy school lunches

Opinions about what is right

Appeals to Logic: Also called	Appeals to Emotion: Also called

- ❖ Explain what should be included in an argumentative essay.

- ❖ Explain what the conclusion of an argumentative essay should contain.

- ❖ When a writer anticipates the opposing views to his argument and includes a statement to address those views, he/she has used a _____.

Explain what is meant by the various types of text structure.

Text Structure	Description
Chronological	
Compare and Contrast	
Spatial	
Problem and Solution	
Cause and Effect	

Read the passage below and answer the questions that follow.

PRO/CON: Is it time to label GMO foods?

PRO: You won't have to worry about what's in your food

1 Health and food safety are scary subjects for millions of Americans — and rightly so.

Polls indicate alarm over the contamination of everyday foods. Americans are worried about pesticides, antibiotics, hormones and other unnatural things added to food. Americans are especially concerned about genetically modified organisms (GMOs).

GMOs are plant or animal products that have been re-engineered in a lab. Scientists use the DNA of bacteria, viruses or other plants and animals. The purpose is to make seeds yield more crops or make the crops heartier. GMOs also make them more tolerant of herbicides that kill weeds, and resistant to insects and drought.

Many Americans Want GMO Labels

A recent New York Times poll found that 93 percent of Americans want GMOs labeled. Already, 64 nations require such labels.

Two-thirds of Americans believe that GMOs are unsafe. Millions of consumers are switching over to non-GMO, organic foods. As a result, organics have moved from a niche market into a \$40 billion powerhouse.

Indeed, Americans now spend more than 10 cents of every food dollar for items labeled “organic,” “non-GMO” or “natural.”

Possible GMO labeling laws made it onto voting ballots in California, Washington and Oregon. The big food companies like Coca-Cola and chemical companies like Monsanto, the world’s largest manufacturer of genetically modified seeds, spent vast sums of money to sway voters. They were successful in stopping these labeling laws from passing.

8 Vermont, Maine and Connecticut have passed popular laws requiring the labeling of GMOs.

_____, eight counties in California, Washington, Oregon and Hawaii have banned GMO crops altogether.

Vermont’s GMO labeling law goes into effect in July 2016, already causing panic among major food brands. They know they're in a predicament. One option they have is to remove all GMO ingredients from their products — which is what happened in the European Union after GMO food labeling became required in 1998. Otherwise, they can add a GMO label on the front of their packages and bottles.

Banned In Europe But Not In U.S.

Eighty percent of supermarket foods now contain GMOs and the toxic chemicals sprayed on GMOs.

11 In March 2015, the International Agency for Research on Cancer of the United Nations World Health Organization (WHO) declared Monsanto’s Roundup glyphosate herbicide a “probable carcinogen.” That prompted the banning of all GMO cultivation in several dozen nations, including much of Europe.

In the United States, the glyphosate herbicide currently is sprayed heavily on 84 percent of all GMO crops. Corn, soybeans, canola, sugar beets, cotton, wheat, beans and rice are all sprayed with it.

In California, authorities announced that Monsanto’s glyphosate would be added to its list of cancer-causing chemicals.

The U.S. Environmental Protection Agency (EPA) previously acknowledged that long-term exposure to glyphosate can cause kidney and reproductive damage. And a report by a researcher at the Massachusetts Institute of Technology last year connected glyphosate to damage done to the human gut and digestive system.

Glyphosate use has also resulted in uncontrollable, herbicide-resistant super weeds on the majority of U.S. farmland. Meanwhile, the EPA, U.S. Department of Agriculture (USDA) and the Food and Drug Administration (FDA) have given the green light to a controversial new generation of GMO crops.

These crops are allowed to be sprayed with strong toxicides including 2,4-D —a component of Agent Orange. A herbicide, Agent Orange, was used to destroy crops and forests during the Vietnam War.

A Bad Bill In Congress

Billions of pounds of glyphosate, atrazine, 2,4-D and other toxic pesticides are now being sprayed on our food to prevent pests from ruining crops. In addition, billions of pounds of highly polluting chemical fertilizers are added to help crops grow.

This GMO chemical onslaught is destroying our health and contaminating our soil, water and air.

Americans want GMO labeling. Unfortunately, Monsanto, other big food companies and the members of Congress who receive political donations from them have decided that you, the consumer, have no right to know what's in your food.

In July, the U.S. House of Representatives passed a highly unpopular bill, the Safe and Accurate Food Labeling Act of 2015. It would take away states' and consumers' rights to require labels on GMO foods.

21 The bill also makes it legal to fraudulently label GMO and chemical tainted foods as "natural." Now this bill, dubbed the DARK (Deny Americans the Right to Know) Act, goes to the Senate. Americans can help stop passage of the DARK Act. Tell the House and Senate you want mandatory labels on GMOs.

CON: No need to worry, GMOs are safe

It's been estimated that 70 to 80 percent of foods eaten in the United States contain ingredients that have been genetically modified. They are called genetically modified organisms (GMOs).

But labeling these foods is certainly not a food safety issue. There has never been a case of harm to people from GMO products — ever. And it's also not something that the U.S. Food and Drug Administration (FDA) can legally do right now. It can't because there is no scientific difference between GMO foods and regular foods.

By the year 2025, the World Wildlife Fund (WWF) estimates that two-thirds of the world's population will confront a water shortage. Ecosystems will also suffer.

One way to make this scenario less dangerous to our food supply is to use GMO foods. They reduce the need for plowing fields. This allows the soil to stay moist and helps plants retain water.

In some cases, this will make the difference between a harvest or crop failure. Some results show crop yields increasing by 4 to 8 percent in dry weather. Other results suggest gains as much as 21 percent.

With nearly 1 person in every 9 not having enough to eat on this planet, that's a promising start.

Pesticides No Cause For Fear

Another way that GMO foods help us is that they use less pesticide. One study found that it reduced the quantity of pesticides by 37 percent and the cost by 39 percent. Although pesticides get a bad rap, the truth is that the trace amounts of pesticides that you find in the average diet are totally safe.

As one toxicologist put it, there are more carcinogens in a single cup of coffee than there are in all of the pesticide residue you consume in a year. That doesn't mean that coffee will give you cancer. All it means is that human exposure to pesticides is extremely low.

An increase in yield and a decrease in pesticide costs will lower the price of food. That's a good thing, particularly if you're not well off.

It's amazing that, after 20 years of GMO crops, there is still a debate about them. In fact, the manipulation of food genes is nothing new. It's just a newer version of natural plant breeding that began between 8,000 and

10,000 years ago. Back then, farmers bred plants by choosing the best ones to retain for planting in the following year.

The corn we eat today, for example, is the result of genetically modified plantings from thousands of years ago. Within the last few hundred years, farmers began artificially mating or cross-pollinating plants to increase yields.

GMO foods are a scientific extension of this process. Modern technology just allows the process to be done to greater effect and to tackle specific problems.

Labels Would Discourage Innovation

Thanks to technology, we can produce crops that keep better and are easier to process. These crops produce foods that spoil less from mold, have fewer allergens and, ultimately, grow medicines in them.

We have already seen that with Golden Rice, a GMO food that contains beta carotene (Vitamin A) which helps to reduce blindness. It even prevents up to 2 million deaths annually in poor countries.

Labeling GMO products would be expensive. It could also discourage innovation in this necessary technology.

While labels may seem like a good way to share information, the costs on manufacturers will force them to raise food prices. Many people simply cannot afford that.

For those who wish to buy non-GMO foods, there is the option to buy organic. However, it's important to keep in mind that if you buy organic, you are actually putting yourself more at risk.

Organic foods are four to eight times more likely to be recalled for microbial contamination. And for that, you are paying a lot more.

- 1. What is the purpose of the section "Banned in Europe but Not in U.S." in the PRO article?**
 - A. to explain the perspective of the World Health Organization on GMOs
 - B. to provide evidence of the potential harmful effects of a specific herbicide
 - C. to contrast the needs of Americans to those of Europeans regarding GMOs
 - D. to support the idea that food labels are an effective way of decreasing GMO usage
- 2. Which of the following statements BEST represents the CON article author's perspective?**
 - A. Labeling GMO foods will prevent consumers from purchasing those foods.
 - B. GMOs are expensive, but necessary; therefore, GMO foods should not be labeled.
 - C. GMOs are not a health concern and actually improve health; therefore, GMO foods should not be labeled.
 - D. Labeling GMO foods is an unnecessary expense for food companies and won't have any impact on consumers.
- 3. Which of the following does the CON article's author MOST use to support his claims throughout the article?**
 - A. statistics
 - B. anecdotes
 - C. expert opinions
 - D. personal experience
- 4. Several of the paragraphs in the passage above are numbered. Select the paragraph in the section "A Bad Bill In Congress" in the PRO article that represents a call to action. Underline the call to action.**
 - A. Paragraph

- B. Paragraph
- C. Paragraph
- D. Paragraph 20

5. Read the sentence from the passage.

A recent New York Times poll found that 93 percent of Americans want GMOs labeled. This sentence is an example of:

- A. a statistic
- B. a call to action
- C. a counterargument
- D. an emotional appeal

6. Read the sentence from the passage:

By the year 2025, the World Wildlife Fund (WWF) estimates that two-thirds of the world's population will **confront** a water shortage.

In this sentence, the word **confront** means

- A. contrast
- B. encounter
- C. evade
- D. yield

7. Read the following sentences and determine the transition that BEST fills in the blank.

Vermont, Maine and Connecticut have passed popular laws requiring the labeling of GMOs. _____, eight counties in California, Washington, Oregon and Hawaii have banned GMO crops altogether.

- A. First
- B. Consequently
- C. However
- D. In addition

8. The portion of the article that relies mostly on emotional appeal or pathos is

- A. A Bad Bill in Congress
- B. Pesticides No Cause for Fear
- C. Labels Would Discourage Innovation
- D. There is no emotional appeal presented.

9. According to the text, who would most likely disagree with the Pro side of this debate that GMO foods should be labeled?

- A. Owners of GMO seed companies like Monsanto
- B. The MIT researcher whose report linked glyphosate to damage in the digestive system
- C. A parent who is extremely concerned with what her child eats
- D. A doctor who treats patients with allergies and emphasizes the need for his or her patients to be aware of the foods they eat

General Questions for Reading Passages: The following questions are the types of questions you will see on the test. You may want to practice them with other persuasive passages.

- Which argumentative strategies appeal to logos?
- Which argumentative strategies appeal to pathos?
- Explain what should be included in an argumentative essay and find examples in a given passage.
- What is the author's proposition?
- Select a fact or opinion from the passage.
- What does the author assert in the passage?
- What happens in the conclusion of a argumentative essay?
- Identify a sentence that offers support for the author's main idea.
- What is the author's purpose in this passage?
- What organizational structure is used in this passage?
- What is the author's attitude toward his topic?
- What are persuasive techniques and how are they used?

Reading:

- Central Idea
- Theme
- Find evidence to support a claim
- Inference
- Summary
- Compare and contrast texts and characters within texts
- Setting
- Plot
- Climax
- Conflict
- Resolution
- Characterization
- Actions
- Character's motivation
- Use context clues to determine meanings of words and phrases
- Metaphor
- Mood

Language:

- Identifying
 - Verbals (gerunds, infinitives, participles)
- Active Voice
- Passive Voice
- Verb moods (indicative, imperative, interrogative, conditional, subjunctive)
- Shifts in verb voice and mood
- Comma
- Ellipsis
- Dash

Narrative Writing: This part of the test will assess your ability to understand revising and editing. You will have a passage with questions that ask about ways to improve the passage.

- Rearrange sentences for clarity
- Write from alternate/opposing view point
- Write a different ending
- Choose sentences to add for meaning
- Identify appropriate transitional words
- Identify main idea
- Provide a concluding statement
- Choose the best word

Read the following story and answer the questions that follow.

The Red Apples

One windy day in March, Kitty Miller was on her way to school when she glanced into a store window and saw a great pile of lovely red apples. The apples were so shiny that they sparkled like stars. "Oh", she exclaimed, "how lovely! If only Mamma could have one!"

Kitty's mother was extremely poor. She had been a dressmaker ever since Kitty's father died, and had to work hard to earn a living for herself and Kitty. Unfortunately, she had recently become very sick and was obliged to lie in bed all day long. When Kitty was away at school, the house was incredibly lonesome. She missed her little angel—that is what she called Kitty. Kitty took great care of her mother. She cooked her food, mostly soup. They could not afford fresh fruit. Kitty would even sing to her mother at night.

When Kitty reached the school that day, her thoughts were full of her sick mother and the lovely red apples. She was usually an excellent student, but that day she made so many blunders that the teacher looked at her in surprise. The little girl could only sit at her desk, with her book before her, and dream of those red apples.

When school was dismissed, Kitty started slowly homeward. She had walked only a short distance when she saw a man in front of her drop his wallet. Running quickly forward, she picked it up. The wallet felt quite heavy in Kitty's little hand.

"There must be a good deal of money in it," thought Kitty. "How I wish I could keep it, so that I would then be able to purchase a red apple for Mamma, and so many other things she needs."

Kitty knew this would not be right, so she hurried after the man. Touching him on the arm, she said, "Please, Sir, you dropped your wallet back there."

"Thank you, dear," said the man taking the wallet. Then, noticing how poorly she was dressed, he said, "Why did you not keep the wallet, my child?"

"Because that would be stealing," replied Kitty. "But," she confessed honestly, "before I thought I must give it back to you, I did wish I could keep it, for then I could buy Mamma a red apple."

The gentleman smiled kindly and said, "You are a good little girl to return my wallet. I would like to give you a little present and then you can buy a red apple." He handed her a dollar and then said goodbye.

Kitty was so surprised that she started hastily for home, forgetting all about the red apples until she stood in front of the store. The store owner happened to look out and saw the same little girl who stood looking so longingly in at his window in the morning. He quickly picked out the biggest, roundest, reddest apple he could find. He took it out to Kitty and said, "Would you like this one, my dear?"

She took the apple and gave him the dollar. "No charge," he said, returning it. She thanked him— "for my mother," and the good man thought of it for many a day. When Kitty reached home with her treasures, she found her mother fast asleep. She put the apple and dollar on a plate where her mother could see them when she awoke.

When Mrs. Miller was told the wonderful story, she kissed her little daughter and said, "What have we learned from this wonderful day?"

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1. The theme of this story is:
2. A line from the text that strongly supports this theme is:
3. What does the following sentence tell us about Kitty's character?
Kitty knew this would not be right, so she hurried after the man.
4. When does the climax of this story occur?
5. How is the plot of the story resolved?
6. Write a one sentence summary of the story.
7. Write an example of a simile from the story.
8. What do you know about the setting of the story? How does it contribute to the mood of the story?
9. What is a primary difference between Kitty and the man who drops his wallet?
10. As used in the following sentence from the passage, what does the word *obliged* mean?
Unfortunately, she had recently become very sick and was obliged to lie in bed all day long.
11. What is the author's purpose in "The Red Apples"?
12. Identify each of the following sentences as having a gerund, participle, or infinitive.
 - Running quickly forward, she picked it up.
 - Touching him on the arm, she said, "Please, Sir, you dropped your wallet back there."
 - You are a good little girl to return my wallet.

Read the following personal narrative and answer the questions that follow.

My First Talent Show

(1) Standing backstage, I could feel my heart thumping in my chest. (2)“Just relax,” my friend Jenny whispered. (3)“You’re ready for this.” I nodded. (4)Jenny was right. (5)Singing has always been one of my strengths. (6)I’d been practicing my song for the school talent show for six weeks. (7)_____, picturing an audience packed with kids, parents and teachers made me want to run out the door.

(8)“Too late for that,” I thought, as my song was announced by Mr. Peterson. (9)Jenny gave me a nudge, and suddenly I ran to the stage. (10)Standing in the spotlight, I grasped the microphone and belted out the lyrics. (11)I heard my voice pour through the speakers and fill the room. (12)“It’s going well,” I thought to myself. (13)“Don’t mess up.”

(14)I looked out at the sea of faces. (15)The smell of candy bars and popcorn filled the room. (16)“I hope Jenny is saving some for me,” I thought, as I started the chorus one last time.

(17)“Yeah, Katie!” one kid yelled. (18)“You rock!” screeched another. (19) I took a bow and walked offstage with a smile plastered across my face. (20)As I finished the song, the audience began to clap. (21)“How many days until next year’s talent show?” I asked Jenny.

1. Read the following sentence. What transition **BEST** completes the blank.

_____, picturing an audience packed with kids, parents and teachers made me want to run out the door.

- A. And
B. Because
C. Consequently
D. Still
2. Which sentence contains an infinitive?
A. Standing backstage, I could feel my heart thumping in my chest.
B. Jenny gave me a nudge, and suddenly I ran to the stage.
C. I looked out at the sea of faces.
D. As I finished the song, the audience began to clap.
3. Which sentence contains a gerund?
A. Singing has always been one of my strengths.
B. Standing backstage, I could feel my heart thumping in my chest.
C. I looked out at the sea of faces.
D. As I finished the song, the audience began to clap.
4. Read the following sentence. How can it **BEST** be written in active voice?

“Too late for that,” I thought, as my song was announced by Mr. Peterson.

- A. “Too late for that,” thought I, as Mr. Peterson was announced by my song.
B. “Too late for that,” I thought, as Mr. Peterson announced my song.
C. “Too late for that,” I thought, as my song announced Mr. Peterson.
D. Correct as is.

5. To better organize the narrative, Sentence 20 should be moved just before:
- A. Sentence 9
 - B. Sentence 16
 - C. Sentence 17
 - D. Correct as is before Sentence 21

6. Read the following sentence.

The auditorium was dark, but I could see hundreds of eyes staring back at me.

Where does it **BEST** fit in the narrative?

- A. Before sentence 1
 - B. Before sentence 7
 - C. Before sentence 15
 - D. Before sentence 20
7. Which of these is the **BEST** concluding statement to add to the narrative?
- A. The popcorn smells wonderful.
 - B. "I know I'll be back on the stage then."
 - C. "I wish I had not participated in the talent show," I thought.
 - D. "I never want to participate in a talent show again," I thought to

Read the following selection and answer the questions that follow.

A Nincompoop
by **Anton Chekhov**

A few days ago I asked my children's tutor, Julia Vassilyevna,¹ to come into my study.

"Sit down, Julia Vassilyevna," I said. "Let's settle our accounts. Although you most likely need some money, you stand on ceremony and won't ask for it yourself. Now then, we agreed on thirty rubles a month. . . ."

"Forty."

"No, thirty. I made a note of it. I always pay the tutor thirty. Now then, you've been here two months, so . . ."

"Two months and five days."

"Exactly two months. I made a specific note of it. That means you have sixty **rubles**² coming to you. Subtract nine Sundays . . . you know you didn't work with Kolya³ on Sundays, you only took walks. And three holidays . . ."

Julia Vassilyevna flushed a deep red and picked at the edge of her dress, but—not a word.

"Three holidays, therefore take off twelve rubles. Four days Kolya was sick and there were no lessons, as you were occupied only with Vanya.⁴ Three days you had a toothache and my wife gave you permission not to work after lunch. Twelve and seven—nineteen. Subtract . . . that leaves . . . hmm . . . forty-one rubles. Correct?"

Julia Vassilyevna's left eye reddened and filled with moisture. Her chin trembled; she coughed nervously and blew her nose, but—not a word.

"Around New Year's you broke a teacup and saucer: take off two rubles. The cup cost more, it was an heirloom, but—let it go. When didn't I take a loss! Then, due to your neglect, Kolya climbed a tree and tore his jacket: take away ten. Also due to your heedlessness the maid stole Vanya's shoes. You ought to watch everything! You get paid for it. So, that means five more rubles off. The tenth of January I gave you ten rubles. . . ."

"You didn't," whispered Julia Vassilyevna.

"But I made a note of it."

"Well . . . all right."

"Take twenty-seven from forty-one—that leaves fourteen."

Both eyes filled with tears. Perspiration appeared on the thin, pretty little nose. Poor girl!

"Only once was I given any money," she said in a trembling voice, "and that was by your wife. Three rubles, nothing more."

"Really? You see now, and I didn't make a note of it! Take three from fourteen . . . leaves eleven. Here's your money, my dear. Three, three, three, one and one. Here it is!"

I handed her eleven rubles. She took them and with trembling fingers stuffed them into her pocket.

"Merci,"⁵ she whispered.

I jumped up and started pacing the room. I was overcome with anger.

"For what, this—'merci'?" I asked.

"For the money."

"But you know I've cheated you—robbed you! I have actually stolen from you! *Why* this 'merci'?"

"In my other places they didn't give me anything at all."

"They didn't give you anything? No wonder! I played a little joke on you, a cruel lesson, just to teach you. . . . I'm going to give you the entire eighty rubles! Here they are in an envelope all ready for you. . . . Is it really possible to be so spineless? Why don't you protest? Why be silent? Is it possible in this world to be without teeth and claws—to be such a nincompoop?"

She smiled crookedly and I read in her expression: “It is possible.”

I asked her pardon for the cruel lesson and, to her great surpris, gave her the eighty rubles. She murmured her little “*merci*” several times and went out. I looked after her and thought: “How easy it is to crush the weak in this world!” It was all over in two shakes of a lamb’s tail.

1. Vassilyevna (vah SEHL yehv nah).
2. **rubles** (ROO bəls) Russian silver coins (or units of money similar to U. S. dollars)
3. **Kolya** (KOHL yah): nickname for Nikolai.
4. **Vanya** (VAHN yah): nickname for Ivan.
5. **Merçi** (mehr SEE): French for “Thank you.” During the nineteenth century in czarist Russia, French was spoken by the upper classes.

1. The sentence, “It was all over in two shakes of a lamb’s tail,” is an example of **(RL4)**
 - A. simile
 - B. metaphor
 - C. idiom
 - D. personification
2. When we read that Julia “flushed a deep red and picked at the edge of her dress,” we infer that she is **(RL1)**
 - A. mature
 - B. upset
 - C. smart
 - D. shy
3. We learn about Julia *mostly* from — **(RL1)**
 - A. how she dresses
 - B. her inner thoughts
 - C. her actions
 - D. what she says
4. The narrator’s reaction to Julia’s thanks (“*Merçi*”) reveals that he is — **(RL3)**
 - A. quick to anger
 - B. eager to please
 - C. always busy
 - D. a good listener
5. When Julia *smiles crookedly*, it probably means that she — **(RL4)**
 - A. is too upset to talk
 - B. does not speak English
 - C. has a toothache
 - D. cannot smile correctly
6. The narrator’s motive in talking to Julia is to — **(RL3)**
 - A. make her cry
 - B. force her to quit
 - C. teach her a lesson
 - D. check her progress

7. What is the mood of the underlined verb in the sentence below? **(L1a)**

“Is it possible in this world to be without teeth and claws—to be such a nincompoop?”

- A. imperative
- B. indicative
- C. interrogative
- D. subjunctive

8. Which sentence from the passage shows that Julia has been cheated out of money previously? **(RL1)**

- A. “You didn’t,” whispered Julia Vassilyevna.
- B. “Really? You see now, and I didn’t make a note of it!”
- C. “But you know I’ve cheated you—robbed you!”
- D. “In my other places they didn’t give me anything at all.”

9. What point of view is used in this selection? **(RL6)**

- A. first person
- B. second person
- C. third person
- D. flashback

10. Read the following sentence.

“Also due to your heedlessness the maid stole Vanya’s shoes.”

What is the meaning of the underlined word? **(RL4)**

- A. attention
- B. carelessness
- C. intelligence
- D. thoughtfulness

Please read the selection below and then answer the questions that follow.

The Reign of the Giants

“Even as it lies,” wrote the famous Greek author Pliny, “it excites our wonder and admiration. Few men can clasp the thumb in their arms, and its fingers are larger than most statues . . .” When Pliny first saw the massive statue; it had been lying on the ground in pieces for many years. But in the third century B.C., the Colossus of Rhodes must have been a magnificent symbol of unity and freedom.

A Colossal Undertaking

The island of Rhodes played an important role in military operations. As a landform connected to both the Aegean and Mediterranean seas, ancient military leaders took turns conquering this island to solidify control over their empires. In 332 B.C., Alexander the Great captured the island, but his early death brought conflict among his three generals. They decided to split his massive empire among them, but each wanted control of Rhodes. The citizens of Rhodes supported the general Ptolemy as their leader. This angered the other two generals, Antigonus in particular. He sent his armies to invade Rhodes and punish the people for their choice.

The war was bitter, but the Rhodians eventually won their independence around 300 B.C. To celebrate, they commissioned a statue to represent their god Helios and selected the site. For its construction, it is believed that the Rhodians used the bronze, stone, and wood materials from the war machines and damaged structures.

Aside from comments made by Pliny, nothing is known for certain as to the construction or the destruction of the Colossus. However, modern historians have speculated that the base was built first; probably carved from marble. Massive stone pillars were likely erected on top of it to serve as the main support. Scaffolding was likely built around the pillars so that workers could drill in iron stakes. Upon each of these stakes, a bronze plate of the statue was probably affixed. The bronze plates were likely then riveted together to form the outer hull of the statue. Twelve years later, the statue stood completed, more than 110 feet from foot to crown. They called it “Colossus.”

Since there are no accurate accounts of what the Colossus actually looked like, modern historians have speculated that Colossus stood posed with his right hand shading his eyes from the sun while his left hand held a cloak. His head was adorned with a spiked crown, and his polished bronze skin gleamed brightly under the Mediterranean sun. He gazed out to sea, his imposing form most likely serving both as a greeting to all friendly tradesmen and visitors and a warning to those who would dare threaten the country.

Unfortunately, the shining icon of Rhodes’ freedom stood for only 56 years before disaster struck. An earthquake rocked the island, snapping the statue at its knees and toppling it to the ground. Although the Egyptian king Ptolemy III offered to pay for its reconstruction, the Rhodians believed it was a sign of displeasure from Helios and declined the offer.

Colossus remained in large pieces for hundreds of years. War returned to the small country, and this time, Rhodes was defeated by the Arabs. The conquerors broke up the remains of the beloved statue and sold the bronze to Syria as scrap metal. It is written that it took 900 camels to transport all of the pieces across the desert. Colossus became no more than a memory at first, and eventually a fantastic story preserved by a few ancient historians.

However, Colossus may someday make a comeback. Over the last 50 years, various sculptors have discussed rebuilding Colossus. Most plans include making the structure hollow so that visitors can climb to the top and look out over the Aegean Sea. Not surprisingly, each proposal is to make the structure much larger than the original. While the creation of the statue would provide a significant boost to Greece’s economy, the estimated costs of over \$50 million continue to be a problem.

A Lady Above All

Cultures from all across the globe have been intrigued by megalithic (of great size) statues. The Great Sphinx has served as a protector to the pyramids for nearly 5,000 years. Hundreds of volcanic rock statues watch over Easter Island. A 270-foot-tall woman brandishing a sword on a hilltop in Russia reminds her countrymen of the victory over Germany in World War II. In 1885, America received its own guardian, the Statue of Liberty.

The Statue of Liberty was donated to the United States as a gift of friendship from France. Erected on a small island in New York City’s harbor, Lady Liberty has welcomed visitors and immigrants for more than a hundred years. From the top of the base to the torch, she stands more than 111 feet tall and is composed of 350 pieces of iron for the supporting skeleton and copper skin. The spikes in her crown represent the seven seas and the seven continents of the world. During her restoration, which was completed in 1986, Liberty received some updates to her weakened structure and a thin coat of 24-karat-gold sheeting to her torch.

Like her ancient ancestor, the Statue of Liberty stands as a symbol of unity and freedom to her countrymen. She has survived environmental and structural challenges, but unlike Colossus, her preservation remains a vital priority. In the words of President Grover Cleveland, “We will not forget that Liberty has here made her home; nor shall her chosen altar be neglected.”

Read this statement from “The Reign of the Giants.”

. . . the Colossus of Rhodes must have been a magnificent symbol of unity and freedom.

Part A

Identify two quotations from the article that support this claim.

Part B

Consider the evidence given in the article to support the idea that the Colossus was a “magnificent symbol of unity and freedom.” Do you agree with the author? Does the article give enough evidence to support the statement? Explain your reasoning thoroughly, and use at least three details from the article to support your answer.

Be sure to complete ALL parts of the task.

Answer with complete sentences, and use correct punctuation and grammar.

Below is a generic rubric. To view a detailed item-specific rubric for scoring this item, click 'View Sample Paper' above. You will also see annotated student responses.

Score	Designation	Description
4	Thoroughly Demonstrated	The student demonstrates a thorough understanding of the standards assessed.
3	Clearly Demonstrated	The student demonstrates a clear understanding of the standards assessed.
2	Basically Demonstrated	The student demonstrates a basic understanding of the standards assessed.
1	Minimally Demonstrated	The student demonstrates a minimal understanding of the standards assessed.
0	Incorrect or Irrelevant	The response is incorrect or irrelevant.

