

Directions

Read this article. Then answer questions 8 through 14.

This excerpt is based on a true story about a boy named William Kamkwamba who lives in Malawi, Africa. This region had suffered a long, terrible drought that caused crop failure and famine.

Excerpt from *Winds of Hope*

by Katy Duffield

- 1 William hoped that life could now return to normal. He'd worked hard to pass the exams to enter high school. When the term began, however, William's father explained that, because of the drought, there was no money to pay his school fees. It appeared that William's education would end at eighth grade.
- 2 Though he could not attend school, William still wanted to learn. He was curious about many things. He took apart radios, trying to discover how they made music. One day, turning a bicycle upside down and cranking the pedals by hand, he figured out that the dynamo that generated electricity for the headlight could be wired to power a radio instead. He asked how gasoline made cars run and how CDs stored songs. No one knew, or even cared much about his questions.
- 3 Some days, William visited the village library. It had only three shelves, but William found books that interested him—science books about how things worked. William would check out *Explaining Physics* or *Integrated Science*, plop under a mango tree, and pore over the drawings and diagrams inside. Since his English was not very good, he often looked up words in the dictionary or asked the librarian. He wondered if something in these books might be useful to his family.
- 4 One day, while looking for a dictionary on the bottom shelf, he found a book he hadn't seen before pushed behind the others. It was an American school textbook called *Using Energy*. On the book's cover was a picture of a row of windmills, tall steel towers with blades spinning like giant fans. They reminded William of the toy pinwheels he'd made with his friends.
- 5 From this book William learned that wind—something of which Malawi had plenty—could produce electricity. William was delighted! Only two percent of the houses in Malawi have electricity. After the sun sets, everyone stops what they're doing, brushes their teeth, and goes to sleep—at seven in the evening! If William could build a

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windmill, his family could have lights in their home. And a windmill could be used to pump water to irrigate the family’s maize fields. If another drought came, the windmill could provide the water for life.

6 William could picture in his mind the windmill he wanted to build, but collecting the parts and tools he needed would take months. In a junkyard across from the high school, William dug through piles of twisted metal, rusted cars, and worn-out tractors, searching for anything that might help him construct his machine. He took a ring of ball bearings from an old peanut grinder and the cooling fan from a tractor engine. Cracking open a shock absorber, he removed the steel piston inside. He made four-foot-long blades from plastic pipe, which he melted over a fire, flattened out, and stiffened with bamboo poles.

7 Earning some money loading logs into a truck, he paid a welder to attach the piston to the pedal sprocket of an old bicycle frame. This would be the axle of the windmill. When the wind blew, the rotating blades would turn the bicycle wheel, like someone pedaling, and spin a small dynamo. Although he had no money for a dynamo, a friend came to the rescue and bought one from a man in the road, right off his bike.

8 Village kids laughed at William when they saw him scrounging in the scrap yard. They called him *misala*, which means crazy. But William was too focused on his idea to care.

9 When he had collected all the parts, William took them out of the corner of his bedroom, laid them outside in the shade of an acacia tree, and began putting them together. Since he did not have a drill to make bolt holes, he shoved a nail through a maize cob, heated it in the fire, then pushed its point through the plastic blades. He bolted the blades to the tractor fan, using washers he’d made from bottle caps. Next he pushed the fan onto the piston welded to the bicycle frame. With the help of his two best friends, William built a 16-foot-tall tower from trunks of blue gum trees and hoisted the ninety-pound windmill to the top.

10 Shoppers, farmers, and traders could see William’s tower from the local market. They came in a long line to find out what the “crazy” boy was up to. “What is it?” they all asked.

11 Since there is no word for “windmill” in Chichewa, the language of Malawi, William answered with the phrase *magetsi a mphepo*—“electric wind.” From the top of the tower he explained that, by using the power of wind, his machine could create electricity. No one believed him.

- 12 William knew this was his moment—his moment to show everyone he wasn't crazy, to find out if his experiment would work. He connected two wires from the dynamo to a light socket he'd made from a reed and that held a small bulb. As the wind whipped around him, he removed the bent spoke he'd jammed into the wheel to lock it. Then he held his breath. . . .
- 13 The blades began to turn, slowly at first, then faster and faster. The light bulb flickered, then flashed to life. The crowd cheered from below. "*Wachitabwina!* Well done!"
- 14 A month later William found enough wire to reach from the windmill into his house. His family crowded around to marvel as the small bulb lit up in William's room. Reading *Explaining Physics* by its light, he stayed up long after others had gone to bed.
- 15 In 2006, a school inspector saw the windmill and informed his head office. William's machine now powered four lights and two radios in his house. He'd added a storage battery with homemade switches and a circuit breaker. He also recharged village cell phones.
- 16 Soon William was being interviewed on the radio and photographed for the newspapers. The story of the boy with only an eighth-grade education who'd built "electric wind" spread across the Internet.

- 1 How do paragraphs 2 and 3 develop a central idea in the article?
- A They state that William was not able to attend school.
 - B They show how William learned things on his own.
 - C They explain that others did not care about William’s questions.
 - D They give examples of the types of books William read.
- 2 What does the phrase “pore over” mean as it is used in paragraph 3?
- A write about
 - B glance at
 - C examine
 - D copy
- 3 Paragraph 6 develops the author’s central claim by showing that William
- A was distracted by so many objects in the junkyard
 - B was resourceful in finding what he needed
 - C was able to make use of his limited time in school
 - D was excited to look for new projects

- 4 Which sentence **best** describes the relationship between William and the people who doubted him?
- A William was inspired and delighted by them.
 - B William ignored and then convinced them.
 - C William was concerned and worried about them.
 - D William listened to and then got help from them.
- 5 In paragraph 14, what does the word “marvel” suggest?
- A They are amazed by what William has done.
 - B They are curious to see what will happen to the bulb.
 - C They are worried that William’s experiment may be dangerous.
 - D They are ready to have more lights in the house.
- 6 Which quotation shows an effect of success on William’s life?
- A “Shoppers, farmers, and traders could see William’s tower from the local market.” (paragraph 10)
 - B “From the top of the tower he explained that, by using the power of wind, his machine could create electricity.” (paragraph 11)
 - C “William knew this was his moment—his moment to show everyone he wasn’t crazy . . .” (paragraph 12)
 - D “The story of the boy with only an eighth-grade education who’d built ‘electric wind’ spread across the Internet.” (paragraph 16)

- 7 Based on the information in the article, which of the following is **most likely** the author's point of view?
- A Access to formal schooling is important for success.
 - B Science education is needed to help people flourish.
 - C Curiosity and persistence can lead to change.
 - D Families are the best support system.

Directions

Read this story. Then answer questions 15 through 21.

The narrator, Holling Hoodhood, has a crush on Meryl Lee Kowalski. Holling’s father has been honored earlier in the story by a local business group as the best businessman of 1967.

Excerpt from *The Wednesday Wars*

by Gary D. Schmidt

- 1 The following week the school board met to decide on the model for the new junior high school—which was probably why Mr. Kowalski had been spending all his time muttering “classical, classical, classical.” The meeting was to be at four o’clock in the high school administration building. Mr. Kowalski would present his plan and model, and then my father would present his plan and model, and then the school board would meet in private session to decide whether Kowalski and Associates or Hoodhood and Associates would be the architect for the new junior high school.
- 2 I know all of this because my father was making me come. It was time I started to learn the business, he said. I needed to see firsthand how competitive bidding worked. I needed to experience architectural presentations. I needed to see architecture as the blood sport that it truly was. . . .
- 3 The meeting was in the public conference room, and when I got there after school, the school board members were all sitting at the head table, studying the folders with architectural bids. Mr. Kowalski and my father were sitting at two of the high school desks—which made the whole thing seem a little weirder than it needed to be. In front of them was a long table with two models for the new junior high school, each one covered with a white sheet, like they were some sort of national secret. . . .
- 4 Mr. Kowalski picked up his presentation notes and angled out of his seat. He went up to the table with the models and stood there for a moment. Then he turned and looked at—no, not my father. At me! . . .
- 5 Mr. Kowalski cleared his throat. Twice. He looked at his design papers. He cleared his throat. Then he looked back at me once more, and began.
- 6 “Gentlemen,” he said, “though this is irregular, I have made some significant changes for the interior of the new junior high since my original submission. In fact the entire concept has changed markedly. So the plans that you studied for this afternoon’s presentation have also changed. I have copies of the new interior plan and ask the

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board’s patience as I show you the concept. This may take slightly longer than the allotted time, but I’m sure that the Chamber of Commerce Businessman of 1967 won’t begrudge Kowalski and Associates a few extra minutes in order to clarify the proposal, and to promote the general business atmosphere of the town.” . . .

7 What could the Chamber of Commerce Businessman of 1967 do? He shrugged and nodded. But the back of his neck grew as red as boiling sin, and I knew he *did* begrudge the extra time. He begrudged it a whole lot.

8 Mr. Kowalski pulled the sheet off his model of the junior high school. He cleared his throat again. “As you can see, gentlemen,” said Mr. Kowalski, “the design is quite classical, in the best traditions of our national architecture, for a time when our children desperately need to be reminded of our great American traditions.”

9 And it was. It looked like the Capitol in Washington, D.C. Wide steps swooped up past a line of pillars and up to the central doors. Above that rose a steep dome, with thin windows cut all around it. On either side of the dome, the building spread graceful wings—all with thin windows again—and behind, the long gymnasium formed the tail, whose rows of bright windows faced south and north to let in as much light as any gymnasium could ever have.

10 “But we live in 1978, gentlemen,” Mr. Kowalski said. “Just as our children need to be reminded of our great traditions, so, too, do they need to enjoy the advantages of contemporary technology. I think you’ll find the new interior design both modern and innovative, a perfect blend of where we have been and where we are going as a nation.” He handed out copies of the plans for the new design to all the school board members, keeping his back to my father and me the whole time. Then he took us through the new interior. Slowly.

11 No pillars, no straight walls. The roof a series of glass plates above the science and art room. The central dome three stories high over the main lobby and clusters of classrooms all looking out into the sunlit space. All as modern as could be. . . .

12 The school board was astounded. Three of them applauded—not Mr. Bradbrook, since God doesn’t applaud.

13 My father turned and looked at me again. His face was very red, and I could tell he was fighting for some kind of control. “Holling, there’s something you should have told me, isn’t there?” he whispered slowly. . . .

14 He used the kind of voice that, in my family, means that a voice a whole lot louder is about to come along in a minute or two, so you’d better start preparing.

- 15 But let me tell you, I didn't really care all that much about what he would say or how loudly he would say it. I really didn't.
- 16 Because suddenly I knew something a whole lot worse.
- 17 Romeo was a genius compared to me.
- 18 I hadn't seen at all what Meryl Lee was doing on Valentine's Day, while we were sipping sodas at the lunch counter at Woolworth's. I hadn't realized how easily she had gotten what she wanted from me: my father's design for the new junior high.

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- 8 What role do paragraphs 1 through 3 **mainly** play in the story?
- A They clarify the emotions that the two architects are feeling.
 - B They foreshadow the surprise at the ending.
 - C They set the scene and explain the process for picking a new design.
 - D They set a humorous tone by describing the two architects sitting in school desks.
- 9 In paragraph 6, “markedly” means doing something in
- A an obvious way
 - B a careful way
 - C a respectful way
 - D an enthusiastic way
- 10 How does the word choice in paragraphs 9 and 11 affect the story?
- A It describes how similar the design is to the Capitol building.
 - B It shows why the design is practical for a school.
 - C It conveys how impressive Mr. Kowalski’s design is.
 - D It explains what classical architecture looks like.

- 11 How do paragraphs 4 and 5 connect to what the reader learns in paragraph 18?
- A They reveal that Mr. Kowalski thinks Holling's father is a better architect than he is.
 - B They support the idea that Mr. Kowalski is guilty of stealing Mr. Hoodhood's plans.
 - C They show that Mr. Kowalski hopes Holling likes his plan for the school.
 - D They provide information about how Mr. Kowalski's and Mr. Hoodhood's designs are different.
- 12 What do paragraphs 15 through 18 reveal about Holling?
- A He disobeys his father easily.
 - B He did not know he was being deceived.
 - C He is unconcerned with the opinions of others.
 - D He is a dishonest person.
- 13 How does the author develop Holling's point of view in the story?
- A by explaining how his father sees the competition
 - B by describing Mr. Kowalski's plans for the school building
 - C by describing his observations until he realizes what has happened
 - D by explaining the architectural review process

14 Which detail about Mr. Kowalski and Mr. Hoodhood would be **most** important to include in a summary of the story?

- A They have model buildings under sheets on the table.
- B They are competing to design a new school.
- C They must meet with the school board at a school.
- D They have to wait to hear who has been chosen.

D*irections* Read this excerpt. Then answer questions 39 and 40.

Excerpt from *Marine Mammals in Captivity*

by *The Humane Society of the United States*

1 The public display industry captures many species of marine mammals from the wild, especially whales and dolphins. The Humane Society of the United States believes that these animals should not be taken from the wild simply to entertain and amuse people, for a number of reasons.

Life in the wild

2 The very nature of these animals makes them uniquely unsuited to confinement.¹ In the wild, whales and dolphins live in large groups (called pods), often in tight family units. Family bonds often last many years. In some species, they last for a lifetime.

3 Whales and dolphins travel long distances each day, sometimes swimming in a straight line for a hundred miles, other times remaining in a certain area for hours or days, moving several miles along a coastline and then turning to retrace their path. These marine mammals can dive up to several hundred meters and stay underwater for up to half an hour. They spend only 10 to 20% of their time at the surface.

4 The sea is to whales and dolphins much as the air is to birds—a three-dimensional environment, where they can move up and down and side to side. But whales and dolphins don't stop to perch. They never come to shore, as do seals and sea lions. Whales and dolphins are always swimming, even when they "sleep." They are "voluntary breathers," conscious of every breath they take. They are always aware, and always moving. Understanding this, it is difficult to imagine the tragedy of life in no more than a tiny swimming pool.

Life in captivity

5 Life for captive whales and dolphins is nothing like a life in the sea. It is almost impossible to maintain a family group in captivity. Tanks only allow a few strokes in any direction before coming to a wall. Because tanks are shallow, the natural tendencies

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of whales and dolphins are reversed—they spend more than half their time at the tank’s surface.

- 6 This unnatural situation can cause skin problems. In addition, in captive killer whales (orcas), it is the probable cause of dorsal fin collapse, as without the support of water, gravity pulls these tall appendages over as the whale matures. Collapsed fins are experienced by all captive male orcas and many captive female orcas, who were either captured as juveniles or who were born in captivity. However, they are observed in only about 1% of orcas in the wild.
- 7 In a tank, the environment is monotonous and limited in scope. Sonar clicks, the method by which individuals define their surroundings, have limited utility in such an environment. These animals, who are perpetually aware, have nothing like the varied stimulation of their natural environment. In perpetual motion, they are forced into literally endless circles. Life for these animals is a mere shadow of what it was in the wild.

¹**confinement:** the state of being closed in or not free

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Directions Read this excerpt. Then answer questions 41 through 43.

Dr. Jane Goodall is famous for her work with animals in the wild and her concern for animal rights. The author of this article, Jack Hanna, is the retired director of the Columbus Zoo.

Excerpt from *What Zoo Critics Don't Understand*

by Jack Hanna

- 1 Dr. Jane Goodall recently made two statements critical of zoos and aquariums. She said two elephants in a zoo in Seattle should be released to a sanctuary¹ and that SeaWorld should be shut down. After the Woodland Park Zoo in Seattle invited her to learn more about the zoo's decisions regarding elephants, she took them up on their invitation. I admire Dr. Goodall for her willingness to learn more and re-evaluate her initial comments. I hope Dr. Goodall will also engage in a conversation with SeaWorld about her concerns. . . .
- 2 Critics say the only place animals belong is in the wild, but those boundaries are shrinking each day. Having traveled the world, the only places I consider truly "wild" are Antarctica, parts of the Amazon and some places in Africa. Even in Africa, the "wild" places tend to be national parks with guarded boundaries. Animals face many challenges, including habitat loss, poaching,² severe weather, and war. The "wild" is not necessarily the idyllic place people imagine. Poaching has decimated the northern white rhino population—the last known male has his own personal 24-hour security to ensure he isn't poached for his horn. . . .
- 3 I can tell you firsthand that the animals in SeaWorld's parks receive world-class care. Their zoological team shares my commitment to protecting and preserving species; educating young people about the risks that animals face in the natural world; and inspiring the next generation of conservationists, marine biologists, scientists, and animal enthusiasts. The animal care teams at SeaWorld understand the value of studying animals in zoological settings in order to save future generations.
- 4 Furthermore, this spring I witnessed SeaWorld's rescue teams in full swing. More than 25,000 animals owe their lives to SeaWorld animal rescue teams. Just this year, they have saved more than 500 sea lions on the West Coast. The SeaWorld team has

worked around the clock to rehabilitate these animals, all with the goal of returning them to the wild. The team at SeaWorld San Diego even built two new pools to accommodate them, and closed its Sea Lion and Otter Show so that its staff could dedicate more time to nursing the pups back to health.

¹**sanctuary:** a protected place for animals

²**poaching:** to hunt or take animals illegally

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