Name:_____ Class/Period:_____

Assignment: NYS ELA Practice 2 Teacher: Samuels

1

Figure 1

The Lioness and the Bulls

[1] A lioness crouched on the edge of a pasture. She intently watched three bulls as they grazed. For hours, she had attempted to lure one of them away from the others. A bull would make a splendid meal for her cubs. They were impatiently waiting in their den. If she didn't succeed soon, they would undoubtedly starve.

[2] The bulls were no fools. They knew she was there and would take no chances. The one time she tried a direct attempt, they simply formed a ring so that from whatever direction she approached she was met by the horns of one of them.

[3] She knew she would need to be clever. She cautiously approached the trio, getting as close as she could without causing them to form a circle. One of the bulls was close enough to speak to.

[4] "Kind sir, I'd like a quiet word with you," she said so only the one bull could hear.

[5] "Go away; I have no interest in whatever you might have to say. You have been meddlesome enough."

[6] "True enough, noble sir. But you need to know what I have overheard."

[7] The bull had been grazing but now he looked up and faced the lioness.

[8] "Tell me more," the bull snarled, "and no falsehoods."

[9] "Oh, no, I would never be dishonest with a dignified bull such as yourself," said the lioness. "I will tell you simply. One of your so-called friends here in the pasture claims you are terribly lazy and pathetically weak. He also said you are a coward."

[10] The bull bellowed and started to charge the lioness. She sprang back and, although she wanted to roar in response, she simply said, "Oh, my apologies for creating such distress. I will presently leave you alone." The lioness bounded back into the trees surrounding the pasture. She watched as the charging bull stopped, stared at his companions and then turned his back to them.

[11] A little while later, the lioness cautiously approached a second bull. Telling this bull identical lies, she received the same response of outrage. He also charged, stopped, and then stood with his back to his companions.

[12] It was a little different situation with the third bull. He had noticed the others' behavior and was now curious. He gave the lioness his instant attention as she fed him the same lies.

[13] "Those feeble excuses for bulls think I am lazy and weak?" he laughed. "That is absurd! I don't believe you!" The lioness turned and left him to ponder her words.

[14] From her place at the edge of the pasture, the lioness observed the three bulls with satisfaction. Each was grazing in a different part of the pasture. Of course, this was exactly what she had planned. One by one she fell upon the bulls, and so made easy prey of them all.

[15] Moral: United we stand; divided we fall.

Refer to Figure 1 and answer the following Question:

Why was the lioness watching the bulls?

(A) She was showing respect.

(B) She was shy.

(C) She wanted to steal their food.

(D) She was hunting them.

2 Refer to Figure 1 and answer the following Question:
Paragraph 8 says, " 'Tell me more,' the bull snarled, 'and no *falsehoods*.'" What does the word *falsehoods* mean?

(A) foolishness

(B) jokes

(C) lies

(D) long-winded stories

3 Refer to Figure 1 and answer the following Question:
Paragraph 11 says, "Telling this bull identical lies, she received the same response of *outrage*." What does the word *outrage* mean?

(A) amusement

(B) anger

(C) silliness

(D) humor

4 Refer to Figure 1 and answer the following Question:
How did the third bull show his curiosity to the lioness?

(A) He laughed.

(B) He went over to join his friends.

(C) He gave her his instant attention.

(D) He sat down.

5 Refer to Figure 1 and answer the following Question:
In paragraph 13, the bull says to the lioness, "That is absurd! I don't believe you!" What does he do that shows he *did* believe her?

(A) He hollered at the lioness.

(B) He charged the lioness.

(C) He laughed at the lioness.

(D) He stayed away from his friends in the pasture.

6 Refer to Figure 1 and answer the following Question:
What type of genre is this story?

(A) realistic fiction

(B) play

(C) fable

(D) fantasy

Figure 2

Stonehenge I

Introduction

[1] If you visit the town of Amesbury, England, you'll see quite a sight. You'll see a circle of huge rocks, each about 20 feet tall. If you look up, you'll see more huge rocks lying across the tops of the tall ones. Inside this circle are many smaller, but still huge, rocks. Look all around you. This amazing place is called **Stonehenge**.

[2] Stonehenge has been standing since ancient times. **Archaeologists** have been studying it for a long time. Archaeologists are scientists who study old cultures. They learn about cultures by looking at the things the people left behind. They think that Stonehenge was built 3,000 to 5,000 years ago.

[3] Stonehenge is surrounded by mystery. Three of the biggest mysteries are:

- How did the rocks get there?
- How did the builders move the stones into place?
- What was Stonehenge used for?

Read on to find answers to these questions.

How Did The Rocks Get There?

[4] At first, Stonehenge was just a large, round ditch ringed by a bank of earth. Back then, there were no metal tools. Archaeologists found deer antlers and animal bones on the site. They believe that the builders used them, plus small rocks, for digging tools. They think it would have taken one hundred men over two years to build this bank.

[5] The largest rocks, called **sarsens**, came from about 25 miles from Stonehenge. No one really knows how the builders moved them. They may have dragged them on sleds. This would have taken more than a thousand men to move just one of them.

[6] The smaller rocks, called **bluestones**, came from at least 250 miles away. The route would have been over both land and water. The builders might have dragged the stones part of the way over land. Then, they may have floated them the rest of the way on rafts or between canoes. This is hard to imagine, but archaeologists believe it could have been done.

[7] An interesting thing about the workers was their age. Back then, people didn't live very long. Almost half of them died before they were twenty. This means that Stonehenge was probably built by teenagers.

How Did The People Get the Sarsen Rocks Into Position?

[8] Getting the sarsen rocks to the Stonehenge site was only the first step. Next, the workers had to get each one into the ground so it would stand tall. They dug a hole of three to five feet deep for each of the stones. Using only rocks, antlers, and bones, this would have taken a long time.

[9] Once the hole was dug, they dragged a sarsen rock to the hole and tipped it in. Then they stood the stone straight up in the hole. They did all this with only their strength and simple tools.

[10] The **lintels** (top stones) came next. After the sarsens were in place, the workers had to put the lintels on top of them. It's unknown how they did this. One idea is that they built dirt ramps and dragged the lintels onto the sarsens.

What Was Stonehenge Used For?

[11] It seems that Stonehenge had four main uses through the years. It was used as a way to track time, a place of worship, a burial ground, and a place for healing.

[12] In ancient times, there were no clocks. People kept track of time by looking at the position of the sun in the sky and the shadows it cast. It seems that the rocks of Stonehenge may have been carefully placed to keep track of time.

[13] Most archaeologists believe that Stonehenge had been used as a place of worship. That is, it was used as a kind of church or temple. They also believe that the area may have been used as a place to bury their dead.

[14] The ancient people may have thought the bluestones could heal people when they were sick. This idea would help explain why the builders worked so hard to carry the stones from so far away.

Stonehenge Now

[15] Only about half of the original Stonehenge rocks are left. No one really knows what happened to the other rocks. For

sure, weather would have damaged them. Over so many years, Stonehenge would have lived through plenty of harsh weather.

[16] However, man has caused far more harm than the weather. Until recently, people did whatever they wanted to the rocks. They climbed on them. They chipped off samples. They painted on them. Farmers took large chunks to use for constructing farm buildings. Today, there are two major roads that run close to the site. The pollution created from car exhaust harms the stones.

[17] In 1978, the English government set up some protection laws. Today, there are big plans for Stonehenge. Plans include moving the roads and tourist shops to a spot farther away. There will be a low-pollution bus service and a new learning center.

[18] Archaeologists disagree as to how Stonehenge was built and in what ways it was used, but they do agree about one thing. They agree that protecting the site is important. The new work will take a long time, but when it's done, it's hoped that the ancient stones, and their mysteries, will stand for another 5,000 years.

Refer to Figure 2 and answer the following Question:

How do archaeologists study ancient cultures?

(A) They interview the people.

(B) They watch the people through telescopes.

(C) They look at the things the people left behind.

(D) They study the peoples' old TV shows.

8 **Refer to Figure 2 and answer the following Question:**
What tool did the ancient people **not** use to dig with?

(A) metal shovels

(B) antlers

(C) rocks

(D) bones

9 **Refer to Figure 2 and answer the following Question:**
Why would it have taken more than a thousand men to move each sarsen to the site?

(A) Men weren't very strong back then, and they didn't know how to move any of the large rocks.

(B) Each rock was very large and heavy, and the men had to drag each one.

(C) The men were just teenagers and not very strong.

(D) The men only worked one hour a day.

10 **Refer to Figure 2 and answer the following Question:**
What was the purpose of the holes that were three to five feet deep?

(A) They were fire pits.

(B) The workers slept in them.

(C) The workers stored their tools in them.

(D) The workers stood the sarsens up in them.

11 **Refer to Figure 2 and answer the following Question:**
What are considered the four main ways Stonehenge was used?

(A) calendar, bath house, church, place for healing

(B) place of worship, calendar, place for healing, burial ground

(C) place of worship, fort, calendar, place for healing

(D) temple, burial ground, school, calendar

12 **Refer to Figure 2 and answer the following Question:**
Archaeologists can't say for sure how Stonehenge was built. What is something they **can** know for sure?

(A) The rocks of Stonehenge were placed to keep track of time.

(B) The Stonehenge builders used ramps to get the lintels on the sarsens.

(C) The Stonehenge builders worked long and hard to build Stonehenge.

(D) The Stonehenge builders used sleds to move the sarsens.

13 **Refer to Figure 2 and answer the following Question:**
The ancient people may have thought there was something special about the bluestones. What was the special thing?

(A) They contained gold.

(B) They were meteorites.

(C) They were magnetic.

(D) They had healing properties.

14 **Refer to Figure 2 and answer the following Question:**
What is **not** a reason why only about half of the original Stonehenge rocks being left?

(A) erosion from weather

(B) earthquakes

(C) farmers taking chunks

(D) people taking samples

15 **Refer to Figure 2 and answer the following Question:**
Who set up laws to protect Stonehenge?

(A) the world powers

(B) the French government

(C) the English government

(D) the Stonehenge Planning Board

16 **Refer to Figure 2 and answer the following Question:**
The new preservation plans include moving the roads. Why would moving roads be a good idea?

(A) Because it would reduce pollution from exhaust

(B) Because it would reduce noise pollution

(C) Because it would beautify the whole area

(D) All of the above

Figure 3

Untitled I

[1] You've used toilets every day since you were little. Do you think you know about toilets? Read on to learn more.

EARLY TOILETS

[2] Long, long ago, people didn't live in towns or cities. They moved from place to place. There were no toilets, so they left their waste on the ground.

[3] People needed a better way when they moved to live in towns. Some buried their waste in holes. Others used pots filled with sand. The Romans built stone toilets over water.

[4] Some rich people used pots called chamber pots. Their servants emptied them. People who lived in castles had garderobes. Garderobes were small closets that hung over a moat. The waste fell out of a hole into the moat's water.

[5] City waste was a big problem. People emptied their chamber pots in the streets. If they lived upstairs, they dumped their pots onto the sidewalk below. Watch out!

[6] In the 1800s, New York City had a huge problem with its waste. People dumped their waste and garbage in giant piles in the streets. Groups of pigs took care of some of it. The rest was left to rot.

FLUSH TOILETS

[7] Before flush toilets were common, there were earth closets. Earth closets were big boxes of dirt. They used no water. Instead, dirt was used to cover up the waste after each use. Dumping out the earth closets was not a fun job.

[8] The first flush toilets were invented in 1596, but they smelled bad. In 1738, they were improved. After that, people in Europe began putting flush toilets in their houses.

[9] Flush toilets came to the United States much later. Most houses had no inside running water. Once they did, many Americans had flush toilets.

[10] In 1884, Thomas Crapper improved the way toilets were made. They flushed with a pull-chain. They had a pipe to the roof that let out the smell.

TAKING CARE OF THE WASTE

[11] Flush toilets created a new problem. The waste flowed into the rivers. People got sick from the polluted water.

[12] In 1890, some cities used chemicals to treat their waste. Then, the water was allowed to flow into the rivers. Later, around 1916, forms of bacteria were used to treat waste.

[13] Today, waste treatment takes many forms. In the country, houses have septic tanks that treat the waste. Cities and towns have large waste treatment systems. Solid waste is dried and burned, dumped into landfills or used for fertilizer. Liquid waste is treated and then returned to rivers and lakes.

TOILET PAPER

[14] These days, toilet paper is found in every bathroom. But, people haven't always used toilet paper to clean themselves. Early Romans used a sponge on a stick. It was kept in a pail of salt water for the next person to use. Shells, corncobs, and pages from catalogs were also used.

[15] In 1879, Scott Paper Company started selling toilet paper on a roll. People were embarrassed at first to buy it. It seemed too personal. After a while, they got used to the idea and bought it for their homes.

TOILETS TODAY

[16] Toilets have played an important role in history. They've given people a way to live in a clean and healthful way. Toilets are continuing to improve. Here are some of the newest things:

- Toilets with heated seats
- Self-cleaning toilets
- Toilets that play music
- Self-closing toilet lids
- Toilets with fish tanks

[17] Do you have any new toilet ideas?

Refer to Figure 3 and answer the following Question:

Long, long ago, why were toilets not used?

(A) People didn't like using toilets

(B) People always moved from place to place.

(C) Toilets were too heavy to carry from place to place.

(D) It was embarrassing using toilets.

18 Refer to Figure 3 and answer the following Question:
What were garderobes?

(A) special robes used by the Romans

(B) small closets built over water

(C) tools

(D) big dirt boxes

19 **Refer to Figure 3 and answer the following Question:**
How were pigs helpful in New York City during the 1800's?

(A) They were pets.

(B) They ran races.

(C) They ate the waste and garbage piled in the streets.

(D) They performed in parks.

20 **Refer to Figure 3 and answer the following Question:**
How did Thomas Crapper's toilets get rid of smells?

(A) by pulling a chain for flushing

(B) by using perfume in the water

(C) by dropping sand in the toilet

(D) by using a pipe to the roof

21 **Refer to Figure 3 and answer the following Question:**
What would be an appropriate title for this article?

(A) The First Toilets of Rome

(B) Chamber Pots and Garderobes

(C) The History of Toilets

(D) The Pull-Chain System

Figure 4

The Crow and the Pitcher

(based on Aesop's Fable, "The Crow and the Pitcher")

[1] Crow was thirsty. It had not rained for days and the rivers were dry beds of rocks and sand. She was desperate for a long drink of cool, sweet water.

[2] As she was flying circles in the air, she spotted a pitcher sitting on a stone wall. Filled with anticipation of a long, lovely drink, Crow swooped down and landed next to the pitcher. It was nearly as tall as she was.

[3] Crow peered into the pitcher and saw it was not empty, but it wasn't full either. She put her beak into the pitcher's mouth and found that her head was a little too big for the opening. With dismay, Crow realized she could not reach down far enough – the water's surface was just beyond her beak.

[4] Crow tried to tip over the pitcher with her beak but it was lodged firmly between two of the stones in the wall.

[5] "Drat, this pitcher and the wall are plotting against me," muttered Crow. "I must find a way to reach the water."

[6] Crow beat at the pitcher with her beak, trying to break it, but her strength was not equal to the task. The pitcher would not be broken. She threw her body against the pitcher, but it still would not budge.

[7] Just as she was about to give up in despair, Crow had an idea. She picked up a pebble and dropped it into the pitcher. One by one she kept dropping pebbles into the pitcher until the water reached the brim.

[8] Crow was elated and very proud of her cleverness. With great satisfaction, she dipped her beak into the cool and satisfying water. She drank and drank until her thirst was quenched.

[9] Moral: *Necessity is the mother of invention.*

No Birdbrains Here

[1] Maybe you'd heard the term **birdbrain**. For most people, it means "not very smart." Well, for researchers working with crows, it means quite the opposite. Here are three examples that show crows are far from birdbrain creatures.

Long Memory

[2] Researchers have found that once a human has treated a crow badly, like capturing it for an experiment, it will always remember that human's face. Not only that, it will get all the neighborhood birds to loathe that researcher.

[3] Let's say a researcher is finished working with a crow and he releases it. If that crow sees the researcher again, it will squawk at him. If other crows witness that crow squawking, they will start squawking too and will also remember the researcher. So, if they see the person again, either in that place or in another, the crows will squawk once more. This warns a whole new set of crows that the researcher is bad. Now, some researchers wear masks when they work with crows.

Making a Hook

[4] In the wild, some crows make tools out of leaves and sticks to get insects out of narrow cracks. Researchers set up experiments for these crows to see if they would also make tools out of other materials.

[5] In the lab, a crow was given a narrow glass container, with a small bucket of meat sitting on the bottom. The researchers set a piece of straight wire next to the tube.

[6] The crow tried to use the wire to get at the meat but it couldn't. So the crow bent the end of the wire, reached in the tube with it and hooked the bucket handle. It raised up the bucket, set it down on the table and ate the meat.

Floating Worm

[7] For this experiment, researchers gave a crow a narrow glass of water in which they floated a worm. The worm was just out of the crow's reach. Next to the glass, they placed a pile of small rocks. The crow looked at the worm and the level of the water. Then it grabbed a rock and dropped it in the water. It kept dropping in rocks until the water level rose high enough to grab the worm. The crow ate the worm and walked away.

[8] As you can see, crows are not birdbrains!

Refer to Figure 4 and answer the following Question:

[The Crow and the Pitcher]

Read this line from paragraph 2:

*Filled with **anticipation** of a long, lovely drink, Crow swooped down and landed next to the pitcher.*

The word *anticipation* means about the same as which of the following words?

(A) worry

(B) hope

(C) anxiety

(D) darkness

23 **Refer to Figure 4 and answer the following Question:**
[The Crow and the Pitcher]
Based on the story, which of the following statements about Crow is ***true***?

(A) Crow gave up easily.

(B) Crow was a mother.

(C) Crow didn't give up easily.

(D) Crow liked shiny things.

24 **Refer to Figure 4 and answer the following Question:**
[The Crow and the Pitcher]
The Crow and the Pitcher is an example of

(A) Biography

(B) Fairy Tale

(C) Fable

(D) Realistic Fiction

25 **Refer to Figure 4 and answer the following Question:**
[No Birdbrains Here]
Read this quote from paragraph 2:

> *Researchers have found that once a human has treated a crow badly, like capturing it for an experiment, it will always remember that human's face. Not only that, it will get all the neighborhood birds to* ***loathe*** *that researcher.*

Which word is closest in meaning to *loathe*?

(A) avoid

(B) strike

(C) love

(D) hate

26 **Refer to Figure 4 and answer the following Question:**
[No Birdbrains Here]
In the article, how did the crows demonstrate they learned from each other?

(A) They all learned to bend wires into hooks.

(B) They all learned to wear masks.

(C) They all learned to squawk at the researcher.

(D) They all learned to drop pebbles into water.

27 **Refer to Figure 4 and answer the following Question:**
[No Birdbrains Here]
In the ***Making a Hook*** experiment, why did the crow want to lift the bucket?

(A) It was bored.

(B) It was hungry.

(C) It wanted exercise.

(D) It was thirsty.

28 **Refer to Figure 4 and answer the following Question:**
[The Crow and the Pitcher] ***and*** [No Birdbrains Here]
Which crow behavior in *No Birdbrains Here* is most like the actions of Crow in *The Crow and the Pitcher?*

(A) Squawking at the researcher

(B) Making a hook out of wire

(C) Lifting up the pail

(D) Dropping rocks into the container to get a worm