



Washington Assessment of Student Learning - WASL

HIGH SCHOOL READING WASL PRACTICE TEST

Business

Traveling

Dining

Nears

Investments

Enjoyment

Reading For Life

STUDENT/PARENT EDITION



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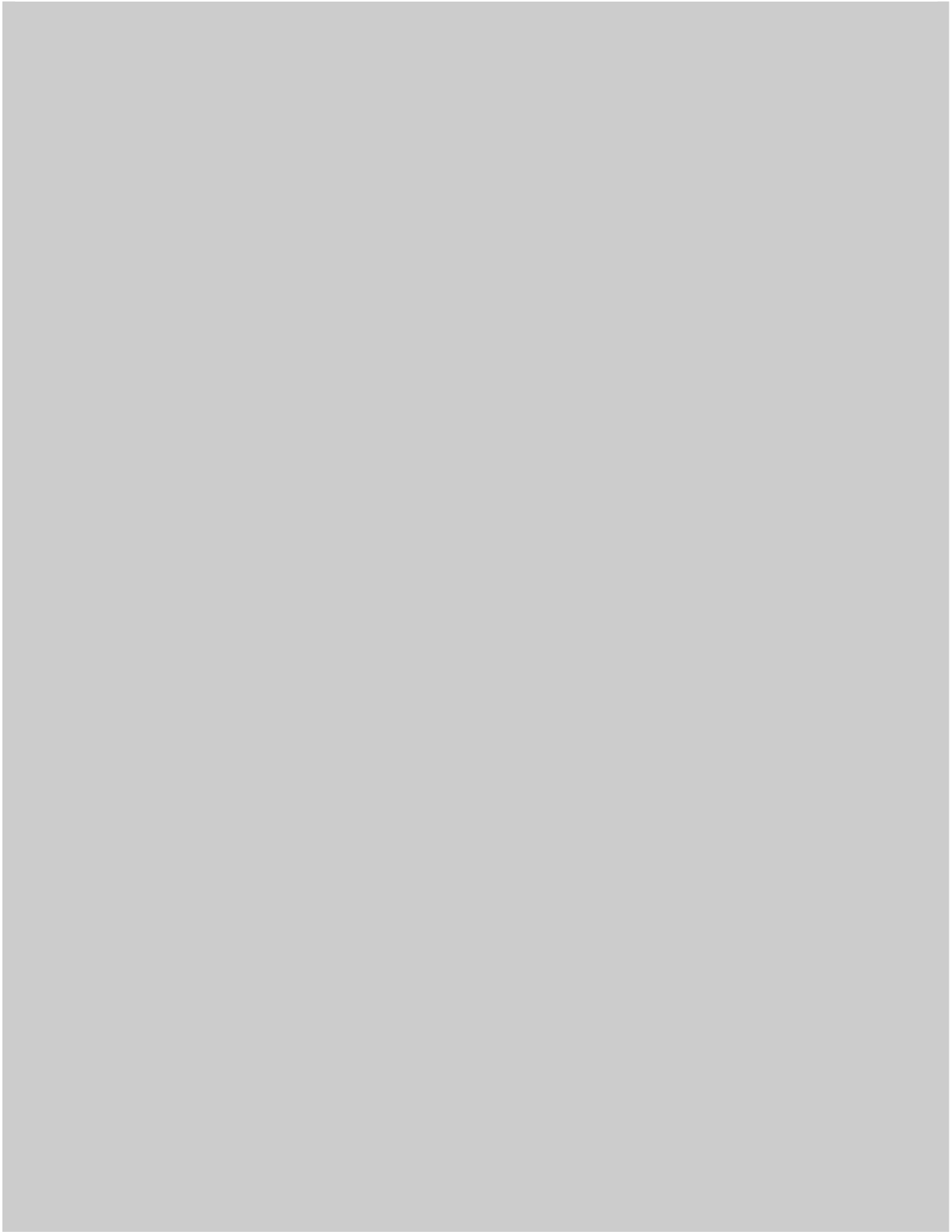
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Session One: Reading Assessment

Directions to the Student

Today you will take Session One of the Reading Assessment. This is a test of how well you understand what you read.

For this test, you will read different reading selections and answer some questions. You may look back at the reading selection when you are answering the questions. There are three different types of questions on this test. There are multiple-choice questions that require you to choose the best answer. There are short-answer questions, for which you will write phrases or sentences on the lines provided in your test booklet. There are also some extended-response questions for which you are expected to write a longer and more detailed answer in your test booklet.

Sample questions have been included to show you the different types of questions you will find on the test and how to mark or write your answers.

There are several important things to remember:

1. Read each selection. You may look back at the reading selection as often as you want when you answer questions.
2. Read each question carefully. Then choose or write the answer that you think is best.
3. When you are supposed to write your answers, write them neatly and clearly on the lines provided. You may use the format that best conveys your ideas (for example, sentences, phrases, paragraphs, lists, charts, etc.). Your answers will be scored on their content and clarity. Cross out or erase any part of your work you do not want to include as part of your answer.
4. When you are supposed to select the answer, make sure you fill in the circle next to the answer.
5. Use only a No. 2 pencil, not a mechanical pencil or pen, to write or mark your answers directly in the space provided in your test booklet. If you do not have a No. 2 pencil, ask for one.
6. If you do not know the answer to a question, skip it and go on. You may return to it later.
7. If you finish the test early, you may check over your work in Reading Session One only. You may not go on to the next Reading session.
8. When you reach the word **STOP** in your booklet, stop. Do **not** go on until you are told to turn the page.

Go On ►

Sample Questions

To help you understand how to answer the test questions, look at the sample test questions. These questions do not refer to the selections you are about to read. They are included to show what the questions in the test are like and how to mark or write your answers in your test booklet.

Sample Multiple-Choice Question (one-point each)

For this type of question, you will select the answer and fill in the circle next to it.

- 1 According to the selection, what problem did Edward Corsi face during his trip to America?
- A. He had no money.
 - B. There was a storm at sea.
 - C. His family became separated.
 - D. He was hungry the whole time.

For this question, the correct answer was **B**. Therefore, the circle next to **B** was filled in.

The next page shows a question that requires you to write an answer in sentences or lists.

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Sample Short-Answer Question (two points each)

- 2 What are **two** ways that Meir's experience was different from Corsi's? Support your answer with information from the selection.

Meir's experience was that his father had bought the tickets for them and he was separated from his family in Pinsk, "The farewells from the family, the embraces and tears," Also there was no storm for him. It also seems that Corsi knew more about America than Meir because Corsi calls it "miraculous land of our dreams," while Meir says "It's like going to the moon. the country is totally strange to us."

For this sample short-answer question, the answer is complete and accurate. The answer is complete because the student responded to all parts of the question by explaining two ways Meir's and Corsi's experiences were different and by using specific examples from the selection. The response is accurate because the information provided is accurate information from the selection.

Questions like this are worth two points each.

The next page shows an example of a four-point question.

Extended-Response Sample Question (four points each)

- 3 An *emigré* is one who leaves his or her country, while an *immigrant* is one who enters another country. One word emphasizes the place a person left, while the other emphasizes where a person is headed.
- Explain why the poem on pages 31–32 uses the word *emigré*, while the selection on page 25 uses the word *immigrant*.
 - Explain how the choice of words relates to each writer's purpose.
- Support your answer with information from **both** the poem **and** the selection.

The poem *emigré* uses the word "emigré" because it focuses on the person thinking back at their old country, and the choices they are going to make in the new one. In the poem it says "you will be homesick at times for something you can describe and at times without being able to say what they miss." It also says "what of the relics of your childhood should you bear in mind..."

The other story uses the word *immigrant* because they tell about the people coming to America, and their feelings about entering a new world. In Edward Corsi's account, he says "clustered on the foredeck for fear of separation and looked with wonder on this miraculous land of our dreams."

For this sample extended-response question, the answer includes **all** of the requirements of the question and the student uses examples from **both** the poem and the passage in the response.

The test begins on the next page. Remember to use a No. 2 pencil. Session One ends with question 22 on page 23. Session Two begins on page 24.

STOP

Directions: Read the selection and answer the questions.

The Discovery of X-Rays

by Carla Killough McClafferty

While Wilhelm Conrad Roentgen was professor of physics at the University of Würzburg, he made a fascinating discovery. On the evening of November 8, 1895, he was experimenting in a darkened room with a Crookes tube, a glass tube with all the air pumped out of it. While watching an electric current flow through the vacuum tube, he saw a glow emanating from a chemical-coated paper screen lying on his workbench.

The closer he brought the screen to the tube, the brighter it glowed. Roentgen put a book between the tube and the screen to see what would happen. The screen still glowed but not as brightly. He began to put anything he could find between the tube and the screen. He tried books, rubber, foil, a double deck of cards, wood, glass, and water to see how they affected the screen's glow. The screen varied in brightness with each item. He held a piece of metal between his fingers and was horrified to see the outline of his bones on the screen.

Roentgen hypothesized that the tube was producing invisible rays powerful enough to penetrate even human flesh. He was witnessing something that had never been seen before, a new form of energy. Since *x* is used in mathematics to symbolize an unknown, Roentgen called his discovery *x-rays*.

Roentgen told no one about what he had found. For seven weeks he experimented with x-rays until he was satisfied he knew their basic properties. Then he announced his discovery to the world.

Within a week, the news had been cabled all around the globe. People everywhere were amazed by the mysterious rays and wanted to know more about them. Doctors soon realized that x-rays could improve their practice. Using Roentgen's rays, they could see if a bone was broken or find the position of a bullet.



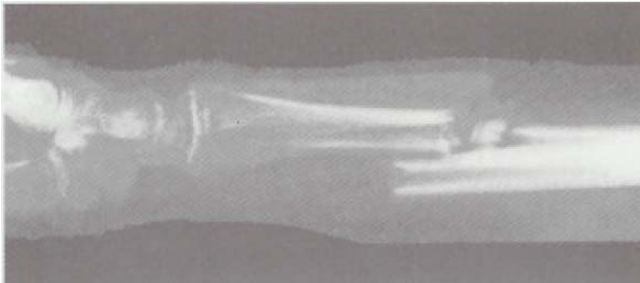
Go On ►

Reading

Wilhelm Roentgen received many honors and awards throughout his life, and in 1901 he was awarded the first Nobel Prize for physics for his discovery. But he gave the Nobel Prize money to the university and shunned the fame that seemed to seek him out. Roentgen continued to busy himself with academic pursuits and refused to exploit his status as discoverer of the x-ray. As a scientist, Roentgen believed that x-rays belonged to the whole world; therefore, he refused to patent his discovery.

X-Rays Today

Today, x-rays have many uses. In medicine, not only do doctors use x-rays to find bullets and broken bones, they use them to diagnose diseases and fight cancer. Airports use x-rays for security, and large pieces of steel and industrial equipment can be x-rayed to find microscopic cracks and internal faults that can't be detected any other way. Astronomers study x-ray emissions from distant points in space to learn about quasars, black holes, and the remnants of supernovas. Archeologists use the rays to see inside mummies without having to unwrap them, and art historians can x-ray paintings to see the techniques of long-dead artists.



A computer-enhanced x-ray showing a fractured forearm



Security check at the Denver International Airport



X-ray image of Centaurus A, one of the brightest and largest known galaxies

Go On ▶

Reminder: Use a No. 2 pencil only. Do not use a mechanical pencil or pen.

- 1** Why did Roentgen call his creation an “x-ray”?
- A. Because the light rays made the shape of an x on his lab table
 - B. Because he did not know the source of the light rays
 - C. Because the letter x stands for the gas xenon, the source of x-rays
 - D. Because he wanted the discovery to remain unknown
- 2** At what point did Roentgen realize he made an important discovery?
- A. When he won the Nobel Prize
 - B. Seven weeks after completing his lab work
 - C. As soon as he saw the outline of his bones on the screen
 - D. When doctors all over the world asked for his assistance
- 3** In paragraph 3, what does it mean to say that Roentgen *hypothesized* about the power of x-rays from the Crooke’s tube?
- A. He analyzed it in his laboratory.
 - B. He explained it in detail.
 - C. He made an educated guess about it.
 - D. He tested it over and over again.

Go On ▶

- 4 Summarize the events that led to Roentgen's discovery of x-rays. Be sure to include at least **three** main points in your summary.

- 5 Why does the author tell the reader that Roentgen waited seven weeks to tell the world of his discovery?
- A. To show that Roentgen did not think the discovery was important
 - B. To show that Roentgen was a careful scientist
 - C. To show that Roentgen was distracted by other experiments
 - D. To show that Roentgen was waiting for recognition from the scientific community
- 6 What do the photographs in "X-Rays Today" show about x-rays?
- A. The different benefits from using x-rays
 - B. The dangers of excessive x-rays
 - C. How to read and interpret x-rays
 - D. How x-rays produce an image

Go On ▶

Directions: Read the selection and answer the questions.

**Katherine Dunham:
Bringing African Tradition to American Dance**

by Andrea Davis Pinkney

The theater was tense with excitement. The music was fast and full of wonderful syncopated tropical rhythms. Katherine Dunham and her dancers whirled in their exotic costumes of gorgeous colors and twisted their hips and shoulders in steps that many in the audience had never seen. The people went wild with applause. Dunham and her dance troupe took their bows on the stage of New York City's Windsor Theatre. They had just opened *Tropics* and *Le Jazz Hot*, a modern dance performance with dances based on African and Caribbean folk cultures.

It was 1940, and Katherine Dunham had added a wholly new feature to the face of modern dance. She had formed a company of black dancers to introduce the world to the beauty and splendor of dances derived from the folk cultures of Haiti and Martinique.

For a black youngster born in Glen Ellyn, Illinois, in 1910, becoming a world famous dancer seemed like a dream that was out of reach. But Katherine didn't care. "I think I was born interested in dance," she said.

Three years after Katherine's birth, her mother died. She was sent by her father to live for a year with her Aunt Lulu on Chicago's South Side. Her Aunt Clara and Uncle Arthur and their daughter Irene lived nearby.

Aunt Clara and Uncle Arthur were performers. Katherine was thrilled by their dancing. She wanted to dance, too, but Aunt Clara said she was too young. When the grown-ups went to work, Katherine's cousin took her to see afternoon vaudeville shows. She grew to love the theater.



Katherine Dunham is shown in dance costume.

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Reading

Her interest in theater and dance continued to grow through the years. Classmates and adults were amazed at her extraordinary ability to dance. Then, while studying anthropology at the University of Chicago and taking dance lessons on the side, she opened her own dance school.

Dunham wanted the school to be different from other ballet schools. It was to be a place where black students would be trained in classical ballet and modern dance combined with their own special rhythms and movements. But times were hard. The school closed.

Dunham might have given up her idea for such a school had it not been for Dr. Robert Redfield, a professor of anthropology at the University of Chicago. In one of his lectures, Dr. Redfield pointed out that many African customs had become part of black culture in the United States. He said that popular American dances from the 1930s such as the lindy hop and the cakewalk were based on dances from Africa.

That's when Dunham knew she *had* to visit far-off places to explore these dances rooted in African heritage. She would bring these dances back to the United States and incorporate them into African-American modern dance.

In 1935 Dunham got a lucky break. She was awarded a fellowship to study the people whose ancestors had been brought as slaves to the West Indies from Africa. For six months she studied with one of the United States' best known professors of African studies, Dr. Melville Herskovits, learning how best to gather information. Then, armed with letters of introduction from Dr. Herskovits, she traveled to the West Indies. There she observed the people carefully, making notes on how they dressed, what they ate, how they spoke to each other, and, of course, how they danced.

Dunham returned to the United States in 1936. She went on to get her master's and doctoral degrees in anthropology. All the while she was building the dance company that a few years later would receive international acclaim. Throughout the 1950s, Dunham traveled the world with her dance company, captivating audiences everywhere.

In 1963, weary of travel and suffering from arthritis, Dunham settled in East St. Louis, Illinois, where she later founded the Katherine Dunham Center for the Performing Arts. Dunham has spent recent years lecturing and teaching youngsters the dance technique she made famous, and helping today's modern-dance companies organize their performances.

In looking back over her life, Katherine Dunham realizes she had many struggles to overcome. "The hardships I wasn't too concerned about, though, because I always felt I was doing what I had to do, what I wanted to do, and what I was destined to do." Through perseverance and a deep desire to become a performer, she made her early dream of becoming a world-famous dancer come true and has shown the world the exotic, majestic moves of African dance.

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- 10** How are photographs of Katherine Dunham used in the selection?
- A. They show her in clothing worn by women in the 1940s.
 - B. They show her in costumes she designed for fashion shows.
 - C. They show her creativity as a fashion designer.
 - D. They show her dressed for one of her performances.
- 11** How was Dunham's dance troupe different from other dance troupes in the United States?
- A. They were the first to include dances based on African and Caribbean cultures in a modern-dance performance.
 - B. They were the first group to perform at New York City's Windsor Theater.
 - C. The members of Dunham's dance troupe were from Haiti and Martinique.
 - D. They were the first American dance troupe to travel and perform throughout Europe.
- 12** Anthropology is the study of the history and development of the human race. Which sentence best tells how this field of study was important to Katherine Dunham's career as a dancer and dance teacher?
- A. Studying anthropology enabled her to trace her roots back to Africa.
 - B. Studying anthropology gave her the opportunity to investigate black culture in the West Indies.
 - C. Her textbooks provided drawings and charts of earliest dance forms in the New World.
 - D. Her anthropology professors planned a course of study that helped her analyze the history of dance.

- 13** Why did Dunham have to close her dance school?
- A. She could not find a place to operate the school.
 - B. Her college studies did not allow her enough time to teach dance.
 - C. She felt that American audiences were not ready for a new kind of dance.
 - D. There was not enough financial support for the school.
- 14** Why does the author use the word *perseverance* in the last sentence of the selection?
- A. To show that Dunham was a graceful dancer
 - B. To give an example of Dunham's creativity in her field
 - C. To emphasize Dunham's determination to overcome obstacles
 - D. To illustrate Dunham's exceptional intelligence

Go On ▶

Directions: Read the selection and answer the questions.

The United States Mail on the Move

by Jane Harrigan

Most of us today take daily mail delivery for granted, but between 1840 and 1880 the United States mail service was very different from the way it is now. For the people who lived in the days of the Pony Express, receiving a letter was an important event.

First of all, people who mailed letters in 1840 didn't use envelopes or stamps. They wrote their letters on one side of a thin piece of paper, often using quill pens and ink they made themselves. When the letter was finished, the writer would fold the paper, seal it with wax, and address the outside. People tried to keep their letters short because postage rates were based on how many pages were in the letter and how far it had to be sent.

For example, mailing a one-page letter in 1840 could cost anywhere from six cents to 25 cents, depending on the distance the letter had to travel. Twenty-five cents may not sound very expensive, but in 1840 people could eat dinner in a restaurant for less money than it cost to mail some letters! Letters were a luxury that few people could afford.

Perhaps the biggest difference between today's postal system and the one in the 1840s was that postage was paid by the person who received the letter—not the person who sent it. When you went to the post office to pick up a letter, you had to pay the postmaster before he would give it to you.

As the postal system became more organized, rates were lowered and more people began using the mail. Stamps were introduced in 1847, so that the sender of a letter could pay the postage. But stamps weren't required on letters until 1855, about the time that envelopes became popular. At first, many people refused to use stamps. They believed that a letter might never reach its destination, and the money for the stamp would have been wasted.

Letters moved much more slowly than they do today. In the 1850s, a letter sent by stagecoach from New York took 20 to 25 days to arrive in San Francisco. If the letter went by ship around the tip of South America, it could take as long as six months. And if it traveled by steamboat and train across the Isthmus of Panama, the letter would reach California in about 35 days. By the late 1860s, the transcontinental railroad had cut that time to about a week.



Go On ►

Home delivery of mail didn't start until 1863. Even then, home delivery was available only in big cities, and it was different from the way we receive mail today. When the mail carrier came to your house, you paid him a few pennies for each letter he gave you. That was the only way a mail carrier earned money. If no one was home, he didn't leave the mail.

Railroads helped people get mail faster and more often. Beginning in 1864, some postal clerks worked inside the trains as they chugged along. The clerks sorted the mail into separate bags for each town along the route. In small towns where the train didn't stop, mail was put in a bag and hung from a big hook near the railroad tracks. As the train slowed down, the clerk would reach out the window, unhook the bag of mail the town was sending out, and replace it with a bag of mail addressed to the people in the town. If the town had no hook near the tracks, a person would stand and hold out the bag of mail for the clerk to grab as the train went by.

As trains began carrying mail faster and post offices began opening in all the new towns springing up out West, people began relying on the mail more and more. But in 1880, twenty years after the Pony Express had come and gone, the average person spent only 72 cents a year to mail letters and only about one quarter of all Americans had mail delivered to their homes. Today mail service is still a bargain, and millions of Americans enjoy home mail delivery.




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- 18** Which of these is true about postage in the 1840s?
- A.** The use of postage stamps was required.
 - B.** The recipient of the letter paid the postage.
 - C.** Most people could afford postage stamps.
 - D.** Postage rates depended upon the weight of the letter.
- 19** Which sentence most likely explains why home delivery of mail was available only in big cities at first?
- A.** Cities had much cheaper rates for postage.
 - B.** Cities had more people living in a smaller area.
 - C.** Cities had more influential and wealthier citizens.
 - D.** Cities had much better weather conditions.

Go On ▶

Directions: Read this time line, which goes with the selection you just read. Then answer the questions.

UNITED STATES POSTAL DELIVERY TIME LINE

		<p>1639 First American post office set up in Boston; one cent charged for each letter.</p>
1672	New York City began mail service to Boston, Massachusetts.	
1674	Connecticut began mail service.	
1683	William Penn began weekly mail service from Philadelphia to all large Pennsylvania and Maryland towns.	
1693	Intercolonial postal service began in all colonies except Virginia.	
1775	Benjamin Franklin was appointed first American postmaster general.	
1785	Balloon carried letter addressed to Benjamin Franklin from England to France.	
1799	Congress passed a death penalty for robbing the mail.	
		
1813	First mail carried by steamboat.	
1832	First official railroad mail service.	

Go On ▶

1860 Pony Express started service between St. Joseph, Missouri, and Sacramento, California.

1893 First commemorative stamps issued at Chicago World's Fair.

1896 Rural Free Delivery began.

1913 Parcel Post Delivery service started.



1918 Airmail stamps first issued.

1918 First regular airmail service in U.S.— Washington, D.C., to New York City.

1920 First transcontinental airmail service, New York to San Francisco.



1941 Post office on wheels, called Highway Post Office (HYPO), initiated.

1958 Famous artists started designing postage stamps.

1959 Transcontinental jet mail service began.



1963 Zip Code numbers put into use.

Go On ▶

- 20** According to the time line, what was Benjamin Franklin's role in the development of the United States postal system?
- A.** He was the first to carry a letter from England to France.
 - B.** He was the first artist to design a postage stamp.
 - C.** He was the first American postmaster general.
 - D.** He was the first to deliver mail in Pennsylvania.
- 21** According to the time line, what was the most severe punishment for crimes related to mail delivery?
- A.** A \$500 fine
 - B.** 10 years in prison
 - C.** Life in prison
 - D.** The death penalty

Directions to the Student: Reading

Today you will take Session Two of the Reading Assessment. You will read the reading selections to yourself and then answer the questions that follow each selection.

Go On ▶

Directions: Read the story and answer the questions.

The Carvers

by Alex Whitney

No matter what anyone thought, Apu and Coh were friends. But this was a fact their neighbors found hard to believe, for the two young woodcutters appeared to be constantly at odds with one another. It was true that if Apu assured Coh the rainy season would soon begin, Coh predicted an immediate and severe drought. Or, if Coh remarked on the sweetness of the round yellow fruit he had plucked from a nanze tree, Apu insisted it was bitter-tasting and unfit to eat. Whatever plans Coh made, Apu opposed; whatever opinions Apu uttered, Coh disputed. Or so it seemed to the villagers who lived in the *milpa*, a forest clearing in the kingdom of Mayapan.

There were two things, however, Apu and Coh shared wholeheartedly: a great esteem and love for their ruler, Hunac, and a desire to one day be of service to him. Apu and Coh often discussed these matters, for almost every day they worked near one another in the forest. With his hefty ax Apu chopped down the trees and thick vines in a never-ending struggle to hold back the forest growth from the neat rows of corn that grew in the *milpa*. And from the wood of the trees Apu felled, Coh, with his sharp knife, fashioned blowgun darts for the village hunters.

One day during their noon-hour rest from work, Apu and Coh sat on a grassy mound beneath the wheel-like branches of a mahogany tree. Then they drank from gourds filled with a mixture of spring water and cornmeal. Between sips of the gruel, Apu wondered aloud: "How could we ever be of service to Hunac? What could two lowly woodcutters offer their beloved ruler? We are neither priests, nor warriors, nor healers, nor rich noblemen—"

"Nor magicians, nor seers, nor sculptors, nor astronomers," interrupted Coh. "No, Apu, we are only two woodsmen who must now get on with our work."

Apu sighed and rose to his feet. But as he bent down to pick up his ax, he saw in the grass a log of unusually fine-grained wood. As he held it up for Coh to admire, a plan took shape in Apu's thoughts.

"I will chop this splendid piece of wood in two," Apu said. "You, Coh, may have one half of it with which to make your darts. And from my half I will shape an ornament for our ruler's pyramid."

Coh propped himself against the trunk of the mahogany tree and shook with laughter. "How could you, with your clumsy ax, make an ornament fit for our ruler's pyramid?" he asked Apu. "Have you forgotten the time we traveled to Hunac's headquarters to hear him proclaim the laws of Mayapan? Have you forgotten that Hunac's pyramid is one of the most beautiful palaces in the kingdom? Use your ax to chop the log in two. Then I shall carve an ornament for Hunac from *my* half of the wood!"

Go On ▶

Reading

Apu stared at Coh in angry disbelief. With a single blow of his ax he split the log in two, then tossed one of the halves near Coh's feet. "How could *you*, with your tiny knife, make an ornament for our ruler?" Apu asked in a voice filled with scorn. "You would never finish the work!"

For many days thereafter the two woodcutters continued to work in the forest. But during every midday hour, each went to the place in the forest where he had hidden his half of the log. Then Apu and Coh, each with his own tool, secretly whittled and chopped and chipped at their pieces of wood.

At last there dawned a day when each carver enshrouded his finished ornament in a sheet of bark cloth and set off for Hunac's headquarters, a half-day's march away.

Apu and Coh met on the forest trail.

"Poor Apu!" exclaimed Coh, casting a sidelong glance at his friend's cloth-covered carving. "Our ruler will not like *your* work because you could never have shaped a beautiful ornament with your big ax!"

"It is you, Coh, who should be pitied!" retorted Apu. "Our ruler will not like *your* work because it is no doubt marked with little scratchings made by your knife!"

Soon the travelers came to the outskirts of the forest and stood on the rise of a hill. Below them stretched a wide causeway that mounted another hill in the distance, and from its crest rose a gleaming white pyramid: the palace of Hunac.

The two woodsmen made their way to the pyramid and steps ascending its terraced side. When they reached the small chamber perched on its flat-topped summit, they glimpsed an open doorway flanked by columns of serpents sculptured in stone. And in the doorway stood a man arrayed in a long cloak and a headdress made of brilliantly colored feathers.

Apu and Coh, grateful for each other's presence, stood motionless before their ruler.

"Friends," said Hunac, "as I watched your approach to my headquarters, I wondered if you had brought me something."

Apu and Coh hastily tore the cloths off their gifts and handed their carvings to Hunac. Then each friend turned to look at the other's ornament, each forgetting his own.

Hunac examined his gifts. "How can this be?" he asked in astonishment. "There are two of you, yet these beautiful ornaments are almost identical and appear to be the work of one! Friends, go forth no more. Stay with me, for you are both master craftsmen!"

So from that time on, Apu and Coh remained with Hunac, and carved the arches, doorways, and ornaments that made their ruler's headquarters the most magnificent in all Mayapan.

And strangely enough, or perhaps not so strangely, from that time on, no one ever again heard Apu and Coh disagree with each other.

Go On ▶

Reminder: Use a No. 2 pencil only. Do not use a mechanical pencil or pen.

23 What is the main purpose of the first paragraph of the story?

- A.** To describe the setting
- B.** To present the theme
- C.** To establish character
- D.** To introduce the author

24 Why does Apu think Coh will fail?

- A.** Coh's knife is too small.
- B.** Coh is not liked by Hunac.
- C.** Coh is not known to be a good carver.
- D.** Coh does not have enough free time.

25 If Apu or Coh were to find another fine piece of wood in the future, what would probably happen? Provide information from the story to support your prediction.

Go On ▶

- 26** What is the meaning of *milpa* in the first paragraph of the story?
- A.** A small village in the mountains
 - B.** A ruler of the kingdom of Mayapan
 - C.** An open field surrounded by trees
 - D.** An ornament crafted out of wood
- 27** What is the main conflict in the story?
- A.** Apu's and Coh's competition with each other
 - B.** Apu's and Coh's decision about a gift for Hunac
 - C.** Apu's struggle to hold back the forest growth
 - D.** Coh's indecision about the design of his gift
- 28** What conclusion can the reader draw about Apu and Coh at the end of the story?
- A.** They understand that they are not a threat to one another.
 - B.** They understand the importance of offering gifts to others.
 - C.** They realize that having an effective ruler is really a rarity.
 - D.** They realize that together they can beat other competitors.

29 What event lets you know that Apu and Coh really are friends?

- A.** Coh offers Apu a piece of his sweet fruit.
- B.** Coh allows Apu to borrow his sharp knife.
- C.** Apu gives Coh half of the log that he finds.
- D.** Apu helps Coh with his ornament for Hunac.

30 What is wrong with Apu's and Coh's thinking in the story? Include **two** details or examples from the story in your answer.

Go On ▶

Directions: Read the story and answer the questions.

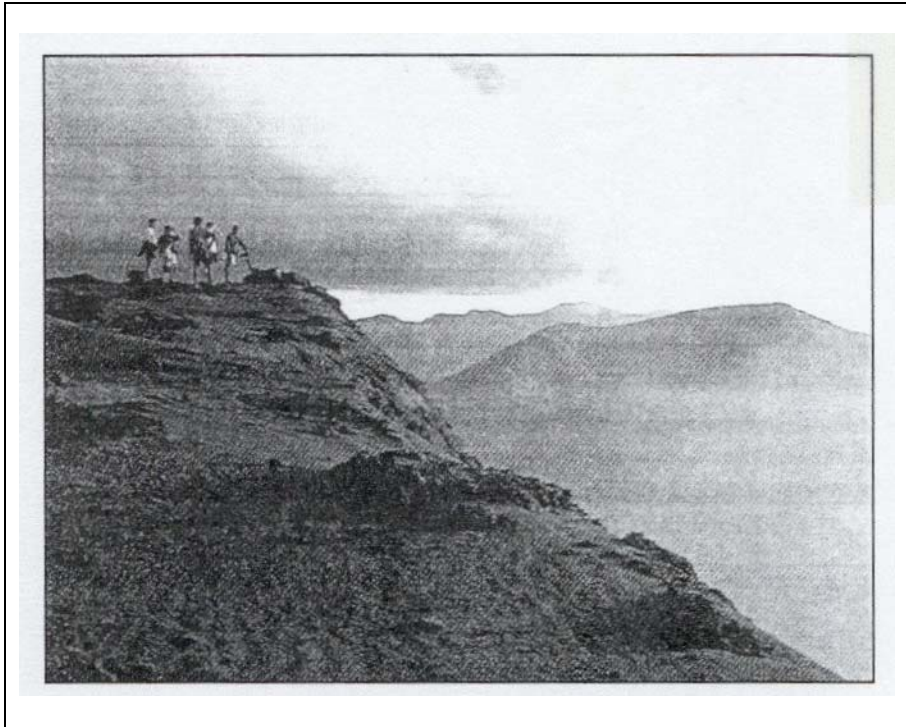
Eruptions in Paradise

Story and Photos by Joel Simon

Beneath my feet the ground shakes. The taste of raw minerals excites my tongue with unknown flavors. Fumes of sulfur assault my nose. A thunderous roar fills my ears. A blast of air thrusts upward against my face. Before my eyes, the world explodes.

I am standing on the rim of Mt. Yasur, heralded as the world's most accessible active volcano. Accessible it is, but only after you've flown half way around the world to the island of Tanna, which, as part of the Vanuatu Republic, sits roughly in the southwest corner of the Pacific Ocean between Australia and Fiji. Only a few hundred Americans witness Yasur each year. None forgets the visit.

On this pumice plateau, in a land without liability laws, there are no guard rails, no warning signs. Only common sense and uncommon terror dictate behavior. Gazing past my boots to the crater floor nearly 700 feet below, I see fiery red vents blasting lava and ash high into the dark sky. Molten embers whiz upward in crimson arcs, and a huge tower of gray-



black smoke and ash billows hundreds of feet above my head.

As I watch, the world explodes again and again—the fury of Earth's interior surging to a crescendo every 10 or 15 minutes, as it has done continuously since first recorded by Capt. James Cook and since perhaps half a millennium before then. It was Yasur's distant red glow in the night sky that drew Cook to investigate this island, which he named Tanna. In August 1774, Cook wrote in his log, “. . .the volcano made a terrible noise throwing up prodigious columns of smoke and fire at every eruption.”

Go On ▶

Yasur is the “Old Faithful” of contemporary volcanoes, both because of its regular and continued activity and because of its easy access by visitors.

Vanuatu, known as the New Hebrides prior to its independence in 1980, sits directly atop the Pacific Ring of Fire. The nation comprises an archipelago of about 80 islands, actually the exposed edge of the Pacific tectonic plate.

Earthquakes are a daily occurrence, although most of them are far too small to be noticed, except by sensitive monitoring equipment. Including Yasur, the nation encompasses nine active volcanoes: seven on land, two under the sea.

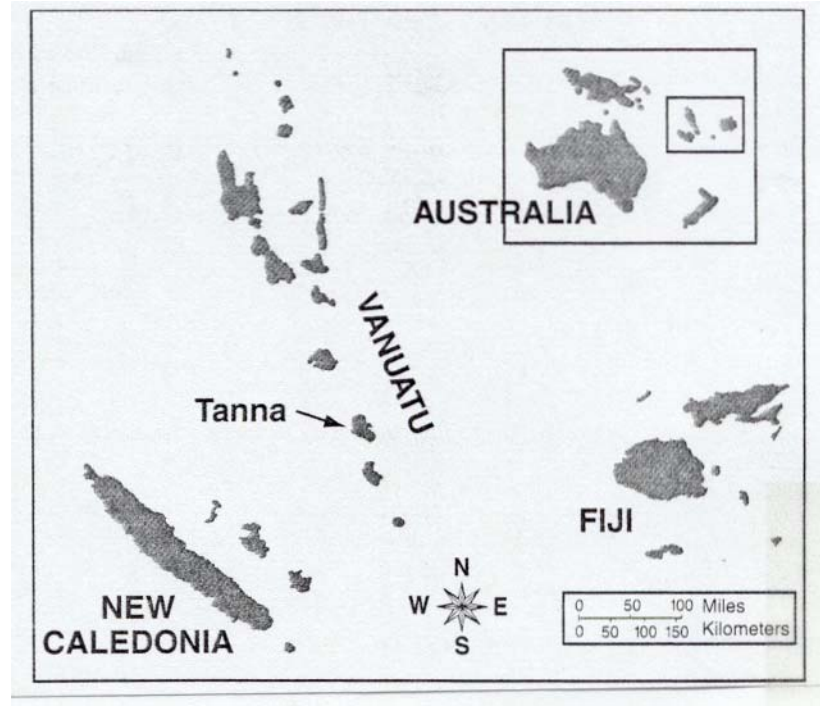
Geologists classify Yasur as a “stratovolcano,” placing it in an august league with Japan’s Mt. Fuji, the Philippine’s Pinatubo, Italy’s Etna and Vesuvius, Mexico’s Popocatepeti and our own Mt. St. Helens. But unlike its highly destructive cousins, Yasur is continually active. Whereas most stratovolcanoes build up immense explosive pressures for centuries, Yasur spurts and sputters every few minutes, venting lava and steam before any destructive force can accumulate.

Yasur explodes, this time echoing in the ground beneath our feet. A soft rain of dust—the elements of the planet—settles on our clothes, in our ears, on our tongues. Each of us feels fear.

Two newlyweds from New Zealand cling tightly to each other and instinctively pull back together at a sudden boom from the main vent. A 3-year-old French boy covers on his haunches, peeking between his mother’s legs—his little arms wrapped tightly around each one. Another couple from New Zealand neither smile nor frown,

mesmerized into motionless stupor. All of us are drawn to peer into the crater, as moths to a flame, and all of us are repelled at the sheer raw force of nature.

Tanna, as part of the Vanuatu Republic, sits roughly in the southwest corner of the Pacific Ocean between Australia and Fiji.



Go On ▶

Our guide, Robert, smiles. He has seen these reactions in hundreds of visitors. “There is no need to worry, not today,” he reassures us. I listen to him, but remain petrified. Mortal fear without mortal danger.

As I watch the crater and its visitors, a small black and white butterfly flutters by. The vulnerable little creature exhibits no fear.

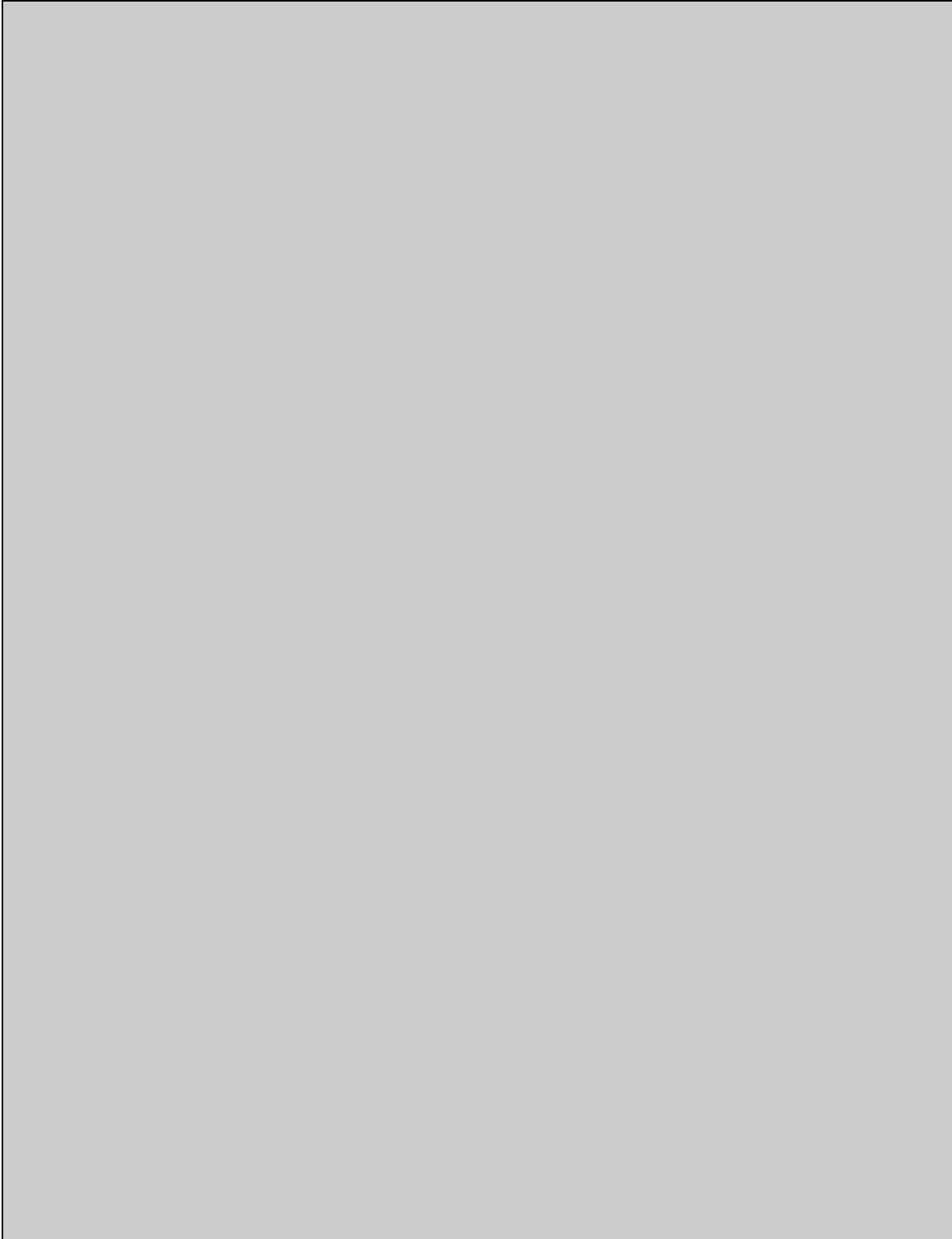
We cling to the remnants of our composure as Robert explains about the crater, his soft voice an anchor of calm. “The name Yasur means old man. He is good to all people of Tanna. Look into the crater. It’s a very good day, today, very clear. See the holes—there are three, and a fourth to one side. The first, Kaonawun, he throws lava and makes the vegetables grow. The second, that is Kasumaren, he throws black smoke that makes the rain. The third is Kraisun that throws the white cloud. He makes the sun. And the fourth, that is a bad one, Weiweiy. When he wakes, he kills all the trees. He did that in 1987. But he sleeps now.”

Soon the rest of the group departs. I am completely alone with Yasur—and the butterfly. I sit on the rim and unite with the rhythms of the planet. Tongues of flame lick into the sky, the crater’s voice fills the air and moves the earth.

- 31** What is this selection mainly about?
- A.** The remoteness of the Mt. Yasur volcano
 - B.** The geological causes of volcanoes
 - C.** The awesome power of a volcano
 - D.** The writer's view of life
- 32** What is the most significant difference between Mt. Yasur and Japan's Mt. Fuji?
- A.** Mt. Yasur is in Asia.
 - B.** Mt. Yasur is more active than Mt. Fuji.
 - C.** Mt. Yasur builds up more pressure than Mt. Fuji.
 - D.** Mt. Yasur is more destructive than Mt. Fuji.
- 33** What is provided by the map included in the selection?
- A.** The location of the island of Tanna
 - B.** Information about the world's active volcanoes
 - C.** Information about the Pacific Ring of Fire
 - D.** The location of Mt. Yasur on Tanna

Go On ►





Name:

Last Name

First Name

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Gender:

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Grade:

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Student ID Number: _____

Teacher: _____

School: _____