



**NEW ENGLAND
COMMON ASSESSMENT PROGRAM**

**Student Practice Test Booklet
2007**

Grade 11

Reading

Student Name: _____

School Name: _____

Reading—Session 1

Answer questions 1 and 2 on page 2 in your Student Answer Booklet.

- ① The word abhor **most** nearly means to
- A. reject.
 - B. dislike.
 - C. detest.
 - D. oppose.

- ② The word monsoon describes a
- A. political system.
 - B. rainy season.
 - C. type of clothing.
 - D. kind of food.

This newspaper article describes the first census that has ever been taken of all species living in the world's oceans. Read the article to learn what scientists have discovered. Then answer the questions that follow.

Sea Census Scores Scads of Surprises

Mike Toner

Carnivorous sponges, globetrotting tuna and an eerie underwater “dead zone” at the epicenter of last year’s tsunami are just a few of the surprises turned up in the first census of the world’s oceans.

2 And more surprises may lie ahead. Having reached the midpoint of the unprecedented 10-year census, which involves scientists in over 73 nations, researchers reported Wednesday that the 230,000 marine species now known to science are only the tip of the iceberg.

“By the time the census is completed in 2010, we expect to have collected a million new species,” said Ron O’Dor, the senior scientist for the international Census of Marine Life. He said just describing and naming the flood of new species might take many years.

“One of our research vessels went to a site off the coast of Africa and discovered 400 new species of copepods—microscopic crustaceans—living in the sediment at the bottom of the sea,” O’Dor said.

The pace of discovery is due in part to the fact that scientists, equipped with deep-diving robotic vehicles and new technology, are looking for life where few have looked before—abyssal plains 2 miles or more below the surface, polar seas and remote underwater mountain ranges.

“These regions of the ocean are the last vast unexplored regions on the planet,” said O’Dor. “But even if you wade 10 meters off the shore and pick up a handful of mud, you’re likely to find something we didn’t know about before,” he said. “We didn’t know what was there because no one was interested before now.”

The goals of the 10-year, \$1 billion series of programs, launched in 2000 with seed money from the Alfred P. Sloan Foundation, include an ambitious effort—dubbed “fish with chips”—to implant tiny tracking devices in thousands of marine animals, large and small, and track them for years at a time.

By satellite, scientists are already tracking more than 21 species of fish, turtles and sea lions. They tracked one bluefin tuna as it made three crossings of the Pacific Ocean—covering 25,000 miles in 18 months.

And an ambitious new network of acoustic sensors stretching along 800 miles of the continental shelf, from Washington state to the Alaska panhandle, is tracking salmon and other migratory fish as they move to and from rivers of the Pacific Northwest—recording the serial number, time and location of passing fish implanted with almond-sized electronic tags that are expected to last up to 20 years. This information compiled about marine migration may be valuable to both fishermen and biologists.

“We’re not trying to put chips in every fish in the ocean, but the ocean used to be a black box that fish just disappeared into,” said the project’s chief scientist, David Welch of Malaspina University in British Columbia. “Now we can determine where they’re going and when.”

Most new species are likely to be very small—no great surprise in an environment where 90 percent of the total living mass is microscopic.

12 At the halfway point of the census, however, the list of discoveries includes a number of noteworthy finds:

- In the South Atlantic and Southern oceans, three new species of carnivorous sponges that engulf other organisms with their mouths rather than filter-feeding like most sponges, as well as previously unknown one-celled animals that live in deep ocean sediment and construct delicate shells that resembled soccer balls.
- In the North Atlantic, four new species of sea cucumbers, sluglike creatures that live on the bottom; two possibly unknown

species of squid; and several deep-swimming fish never seen before.

- In the Arctic Ocean, a new species of comb jellyfish, several new species of squid, and the region's first known octopus.
- In the Indian Ocean, a strange and unexplained "dead zone"—7 miles long and over 3 miles below the surface—near the epicenter of the December 2004 earthquake and tsunami where thick silt seems either to have destroyed all signs of life or driven it away.

"That area was very puzzling," said Paul Tyler of Britain's National Oceanography Center. "I've

participated in over 100 dives, and I have never encountered a place on the ocean floor where there was absolutely no life visible—no crabs, no starfish, no tube-worms, nothing."

Researchers say that with five years left for the census, the pace of discovery is likely to accelerate as more institutions join in.

"The deep-sea floor is an area of 300 million square kilometers [115 million square miles]," said Victor Gallardo, a Chilean who serves as the vice chairman of the census scientific steering committee. "The area sampled to date is equal to a few football fields."

Answer questions 3 through 6 on page 2 in your Student Answer Booklet.

- 3 In paragraph 2, the word unprecedented means
- A. without explanation.
 - B. never talked about.
 - C. without proof.
 - D. never done before.
- 4 The list in paragraph 12 is included to
- A. summarize the main points of the article.
 - B. provide examples of new discoveries.
 - C. give reasons the census was started.
 - D. predict what the census will accomplish.
- 5 Paul Tyler claims the “dead zone” is “very puzzling” because it is
- A. unique.
 - B. hard to study.
 - C. difficult to locate.
 - D. ancient.
- 6 The **main** purpose of the article is to
- A. persuade the reader to support the sea census.
 - B. describe the many species that live in the ocean.
 - C. inform the reader about the work of the sea census.
 - D. explain how scientists learn about marine life.

Answer question 7 on page 2 in your Student Answer Booklet.

- 7 Explain the goals of the Census of Marine Life research project and the methods scientists are using to reach these goals. Use examples from the article to support your answer.

The main character in this passage has an odd adventure in an antiques shop. Read the passage to learn what happens when Arthur enters the shop. Then answer the questions that follow.

The Mysterious Shop

Justin Richards

The other kids thought the place was haunted, but Arthur Drake never believed stuff like that. He walked past the antiques shop on Cannon Street every day on his way to and from school, and whether it was haunted or not, he never had the slightest desire to go inside.

Anyway, it was always closed. Which was probably how it had got the reputation. The faded shop front was strangely out of place among the glass and steel of the offices and banks that now surrounded and overshadowed it.

If you peered through the grubby, misted windows into the dusty interior, you could just make out the piles of bric-a-brac heaped around the cluttered room. Whatever ghosts you might see would be reflections of people passing on the other side of the street, or, if you were lucky, a furtive glimpse of the elusive shopkeeper.

Arthur had seen him once. He was unlocking the door one morning as Arthur bolted past, late for the bell. A short man with wispy gray hair that had thinned almost to nothing. His eyes were enlarged by round, wire-rimmed pebble glasses as he fixed Arthur with a surprised stare, as if the sight of a fourteen-year-old boy who was late for school was a rare sight.

It was only when Arthur met him again that he began to realize why the old man had stared at him.

It was pouring. “Raining bats and frogs,” as his dad would say. The morning had been bright and clear, so Arthur hadn’t bothered with a raincoat. He held his plastic folder of homework over his head as he ran, blinking away the rain that angled in at his face.

7 He was so surprised that he just stopped and stared. The rain continued to pummel down, and he could feel it soaking through his jacket now. But his attention was focused on the antiques shop.



He had never seen its door open before. Without even knowing what he was doing, he stepped inside.

He was never exactly sure why he did it. Perhaps it was to get out of the rain, or maybe he was just curious. Maybe it was so he’d have something to tell the others the next day—something to give him a bit of cred in the playground, a story to tell over lunch. Or maybe it was fate. Except that Arthur didn’t believe in stuff like that.

Not yet.

Inside, the shop looked exactly as you would have expected from the street. There was as much dust in the air as there was grime on the windows, so it still seemed misty and vague. He picked his way between piles of ancient books in heavy leather covers and squeezed past a dark wooden table that was struggling to support a mountain of boxes and jars. A huge gray moth stared at him from inside a glass-fronted display case on the wall. Or was it a butterfly that was so dusty all its color had leached away? The edges of the room were lost in shadows, as if the shop went on forever.

There was a table with a chessboard of light and dark wooden squares laid into it. The pieces were set out in midgame. Ivory or bone. Wasn't ivory banned now? A drop of water fell onto the board as Arthur leaned over to look more closely. He wiped it away guiltily, leaving a smear of rich texture across the middle of the dull wood and a layer of black on the edge of his hand.

Arthur looked up, worried that someone might have seen him. Although it was a shop, he felt somehow that he was intruding. The shopkeeper was standing just the other side of the board, for all the world like Arthur's opponent in the chess game, waiting to make his move.

"I—I'm sorry," Arthur stammered, looking down at the smeary mess on the board. "It's raining." He swallowed.

"So I see." The old man's voice was cracked and hoarse, as dusty as everything else in the place.

"I'd better be going."

The man shook his head, the edges of a smile creeping onto his face. "There's no hurry. Please, take your time. Look around. Wait for the rain to ease off."

18 "OK. Right. Thanks." Somehow Arthur was less interested now. A minute ago, looking around had seemed mysterious and thrilling, but now it was just a shop. Until the man spoke again, and then his quiet words sent a shiver of cold through Arthur's body.

"You are always welcome in this shop, Arthur Drake," the old man said.

Answer questions 8 through 11 on page 3 in your Student Answer Booklet.

- 8 Before Arthur goes inside, what is his attitude toward the antiques shop?
- A. He has little interest in the shop.
 - B. He is afraid the shop is haunted.
 - C. He is very curious about the shop.
 - D. He admires the owner of the shop.

- 9 The word elusive means
- A. full of enthusiasm.
 - B. having value.
 - C. lacking reason.
 - D. hard to detect.

- 10 In paragraph 7, the word pummel means to
- A. drizzle.
 - B. beat.
 - C. drip.
 - D. trickle.

- 11 Which statement describes Arthur's state of mind as he steps inside the shop?
- A. He feels a sudden thrill of anticipation.
 - B. He is eager to meet the shopkeeper.
 - C. He does not understand his own motives.
 - D. He is not pleased with what he observes.

Answer question 12 on page 3 in your Student Answer Booklet.

- 12 Describe how Arthur's attitude toward the shop changes from the beginning to the end of the passage. Use details from the passage to support your answer.

Answer questions 13 through 16 on page 4 in your Student Answer Booklet.

- 13 In paragraph 18, what is the **most likely** reason that Arthur experiences “a shiver of cold”?
- A. The rain has soaked through his jacket.
 - B. The shopkeeper seems to know him already.
 - C. He realizes he has damaged the chessboard.
 - D. He thinks that the shop is a frightening place.
- 14 Which statement **best** describes the shopkeeper?
- A. He manages his business efficiently.
 - B. He is as mysterious as his shop.
 - C. He enjoys showing off his antiques.
 - D. He resents being interrupted at work.
- 15 Which event in the passage foreshadows what happens at the end?
- A. Arthur sees reflections of people in the window.
 - B. Arthur is unexpectedly caught in the rain.
 - C. The shopkeeper gives Arthur a surprised look.
 - D. The shopkeeper tells Arthur to take his time.
- 16 The **main** purpose of the setting in the passage is to
- A. provide motivation.
 - B. introduce conflict.
 - C. create suspense.
 - D. show character traits.

Answer question 17 on page 4 in your Student Answer Booklet.

- 17 Identify the climax of the passage and explain how the rising action leads to the climax. Use details from the passage to support your answer.



Acknowledgments

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