

Read the passage and answer the questions.

Artemis, the goddess of hunting, the wilderness, and wild animals, is the hero of this tale. In it, she protects the innocent child Iphigenia. Some say that is because Artemis was also the goddess of girls and young women, while others say it was revenge aimed at Iphigenia's father, Agamemnon, who had wronged Artemis.

Artemis and Iphigenia

- 1 In the days just before the Trojan War, Agamemnon was preparing his fleet of ships to set sail for Troy so that he might rescue Helen—or this is how he thought of it, but perhaps Helen did not want to return to Sparta; perhaps she needed no rescue; but no matter, Agamemnon would go!
- 2 To clear his head before the journey, he decided to go for a hunt, for Agamemnon loved to hunt. He made his way into a beautiful grove filled with flowering trees, green grasses, and a babbling stream along which several deer were drinking water. Did Agamemnon know he was trespassing on Artemis's sacred grove? Perhaps, and perhaps he wanted to show her that he was a better hunter than she! He took aim at a large stag, ensuring that rather than killing the animal, he would only wound it, and in this way he could save the beast and prove to the world that he was the best archer in Greece. But, as so many of the Great Agamemnon's plans did, this one too went awry: Agamemnon aimed his arrow at the leg and struck the stag through the heart.
- 3 Regardless—his army was in need of food for their journey, and Agamemnon knew he had to carry on with his plans! Returning to the sea and his fleet of ships, Agamemnon told the troops he was ready, at last, to set sail.
- 4 “The winds are with us, and we will be in Troy in no time,” Agamemnon told them, “but first, a feast for the journey, thanks to my own steady hand.”
- 5 Did he boast that he was the best archer in Greece? He might have, and that might be why Artemis, the goddess of the wilderness, calmed the winds as the men feasted. Upon boarding his ship, Agamemnon saw that the fleet could go nowhere; the winds had disappeared, and there was nothing to do but wait.
- 6 That is, unless someone else had another idea. “There is but one way to appease the goddess Artemis,” shouted Calchas, who was able to see the future. “There must be a sacrifice!”

- 7 Agamemnon’s ears pricked up at this news; the journey to Troy was all important and no cost too high!
- 8 “Speak, Calchas,” demanded Agamemnon, “tell me what I must do for my grave offense to the Goddess of Beasts.” Agamemnon’s voice betrayed his true feelings for Artemis, for he respected her little and purposely mispronounced her title. She was, of course, the goddess of hunting, the wilderness, and wild animals—not beasts.
- 9 “Iphigenia,” Calchas said, pointing a finger to Agamemnon’s daughter, his progeny.
- 10 And that was how Artemis came upon the scene. For while many say that she felt wronged when Agamemnon killed the stag, no one admits to seeing her there; perhaps it was not even she who calmed the winds. But this part was certain—when she saw the young Iphigenia possibly in danger of losing her life, Artemis played the starring role. Swooping in, she switched the child for another stag so that it would be harmed and not the girl.
- 11 What happened next is not possible to know with certainty, for this is—after all—a myth. Some say that Artemis took Iphigenia to a safe island in the Black Sea and that her father never knew what happened as the winds picked up and he sailed for Troy. Others say that Artemis granted Iphigenia immortal life on that day and that the pair continues to rescue young girls from all forms of harm. And that, if true, is a very good story to tell all the daughters of the land!

1 What does Agamemnon's killing of the stag reveal about his character?

- A** It shows why he is later forced to sacrifice his daughter.
 - B** It explains why Artemis doesn't like or trust him.
 - C** It demonstrates what a good hunter he is.
 - D** It reveals his reasons for going to war.
-

2 Why is the seaside setting important to the plot?

- A** It's where Artemis rescues Iphigenia from possibly losing her life.
 - B** It's where Artemis discovers Agamemnon slaying the stag.
 - C** It's where Artemis realizes Helen does not want to be saved.
 - D** It's where Artemis launches the first fleet in the Trojan War.
-

3 Which sentence from the passage signals an event that happens later in the myth?

- A** "In the days just before the Trojan War, Agamemnon was preparing his fleet of ships to set sail for Troy so that he might rescue Helen." (paragraph 1)
- B** "Perhaps, and perhaps he wanted to show her that he was a better hunter than she!" (paragraph 2)
- C** "Agamemnon aimed his arrow at the leg and struck the stag through the heart." (paragraph 2)
- D** "Upon boarding his ship, Agamemnon saw that the fleet could go nowhere." (paragraph 5)

- 4** This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which statement **best** expresses the theme of the myth?

- A** People who harm children should be punished.
- B** Gods and goddesses are all powerful.
- C** Innocent children should be protected.
- D** Unjust war should be avoided.

Part B

Which sentence from the text **best** supports the answer in Part A?

- A** “But, as so many of the Great Agamemnon’s plans did, this one too went awry: Agamemnon aimed his arrow at the leg and struck the stag through the heart.” (paragraph 2)
- B** “‘The winds are with us and we will be in Troy in no time,’ Agamemnon told them, ‘but first, a feast for the journey, thanks to my own steady hand.’” (paragraph 4)
- C** “Agamemnon’s voice betrayed his true feelings for Artemis, for he respected her little and purposely mispronounced her title.” (paragraph 8)
- D** “Others say that Artemis granted Iphigenia immortal life on that day and that the pair continues to rescue young girls from all forms of harm.” (paragraph 11)

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- 5** Why did Agamemnon decide to sacrifice his daughter Iphigenia?
Write your answer in the space below.

- 6** Which **two** sentences express ideas that should be included in a summary of “Artemis and Iphigenia”?
- A** The grove where Agamemnon hunted had flowering trees, green grasses, and a babbling brook.
 - B** Agamemnon kills a stag and lies about his actual intention, which was only to harm the deer.
 - C** Agamemnon holds a feast for his army before they leave for Troy.
 - D** The goddess Artemis saves Iphigenia from being sacrificed.
 - E** No one ever claimed to see Artemis in the woods when Agamemnon killed the stag.
-

- 7** According to the myth, which **two** of the following may have occurred after Artemis saved Iphigenia?
- A** Artemis took Iphigenia to a safe island in the Black Sea.
 - B** Agamemnon and his army sailed back home when the winds picked up.
 - C** Artemis and Iphigenia rescued young girls from possible harm.
 - D** Artemis gathered all the gods for a feast in honor of Iphigenia.
 - E** Agamemnon was punished by death for his decision to sacrifice Iphigenia.

Read the passage and answer the questions.

The Elephant and the Dog

- 1 There once lived a king who loved elephants more than any other animal in the world. He loved them so much that he always kept one solitary elephant in a pen on his property. He provided the elephant with all it could want—open space to roam, plenty to eat—and yet the elephant was always alone.
- 2 One day, a stray dog watched as the king’s elephant was fed more than he could possibly eat. When the elephant napped, the dog sneaked in and finished the leftovers. This pattern repeated itself for many days until one day the elephant was too lonely for sleep, and so he lay quietly on his side with his eyes open. When the stray dog came in, he lumbered to his feet.
- 3 “Hello there,” said the elephant to the dog.
- 4 The dog, afraid of the large animal, scampered like a frightened mouse under the fence and ran away—but the next day he came back, hungry again. The elephant didn’t want to startle the dog again, so while he ate, he concocted a plan. Instead of speaking to the dog the next time he visited for leftovers, the elephant would feign sleep, but leave him a little bit more food. Every day, the elephant left more food for the dog, and in time, the dog understood. One day, he spoke to the elephant, saying, “My friend, you are too generous with a pitiful stray dog like myself.”
- 5 “Foolishness,” said the elephant, “I have more than I could ever finish here, but I don’t have a friend and I never will unless you come to stay.” Not surprisingly, the dog did stay. In time, the caretaker brought enough food for both animals, and both animals became happier every day. The dog now had a healthy coat of fur and his skinny belly had become fleshy like a well-fed pig’s. The elephant now had someone to talk to late into the evening. But the elephant still longed to be free, so together, the elephant and dog planned an escape.
- 6 The escape plan they hatched was a simple one: the dog scampered under the fence—although the squeeze was tighter now that he was not so skinny—and began barking like there was no tomorrow. The caretaker looked all around for what was causing his new pet such distress, and seeing no dog through the bars of the pen, he unlocked the gate. Just as he walked in, the elephant walked out; it was as simple as that. The dog pushed the gate closed behind the caretaker, and the elephant pushed a megalith in front to block it. They knew

the caretaker would call loudly so that the king's men would hear, and someone would come to let him out eventually.

- 7 The pair walked from the kingdom into the African bush, talking all the way. The dog knew the elephant would protect him from the dangers of the bush, and the elephant knew the dog would keep him company every day of their lives. And this is how a king who loved to keep elephants captive unwittingly gave the world the happiest wild elephant in Africa.

Student Name _____

8 What connotation does the word solitary have as it is used in paragraph 1?

- A** unhappy
 - B** near
 - C** lonely
 - D** popular
-

9 What is the setting of this folktale, and why is it important to the plot?

10 The word “megalith” is from the Greek affix “mega,” which means “large,” and the Greek root “lithos,” which means “stone.”

Based on this information, which is the **best** definition of megalith as it is used in paragraph 6?

- A** blockade
- B** boulder
- C** giant
- D** rock

- 11** Which **two** sentences from the folktale contain a simile?
- A** “There once lived a king who loved elephants more than any other animal in the world.” (paragraph 1)
 - B** “One day, a stray dog watched as the king’s elephant was fed more than he could possibly eat.” (paragraph 2)
 - C** “The dog, afraid of the large animal, scampered like a frightened mouse under the fence and ran away—but the next day he came back, hungry again.” (paragraph 4)
 - D** “The dog now had a healthy coat of fur and his skinny belly had become fleshy like a well-fed pig’s.” (paragraph 5)
 - E** “The caretaker looked all around for what was causing his new pet such distress, and seeing no dog through the bars of the pen, he unlocked the gate.” (paragraph 6)
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- 12** This question has two parts. First, answer Part A. Then, answer Part B.

Part A

Which statement **best** expresses the theme of the folktale?

- A** Animals should not be kept in captivity.
- B** Loneliness can lead to depression.
- C** Friendship is more important than freedom.
- D** Hunger motivates creatures to misbehave.

Part B

Which sentence from the text **best** supports the answer in Part A?

- A** “He provided the elephant with all it could want—open space to roam, plenty to eat—and yet the elephant was always alone.” (paragraph 1)
- B** “In time, the caretaker brought enough food for both animals, and both animals became happier every day.” (paragraph 5)
- C** “Just as he walked in, the elephant walked out; it was as simple as that.” (paragraph 6)
- D** “But the elephant still longed to be free, so together, the elephant and dog planned an escape.” (paragraph 5)

Student Name _____

- 13** Which characteristics describe the elephant and the dog? Write the descriptions in the two columns: Elephant's Characteristics and Dog's Characteristics.

| Elephant's Characteristics | Dog's Characteristics |
|----------------------------|-----------------------|
| | |
| | |
| | |

- A** cared for
- B** generous
- C** hungry
- D** frightened
- E** stray
- F** lonely

Read the passage and answer the questions.

The Spider's Gift

1 In a time and land very distant from here, there lived a boy who every day traveled to a stream to collect water for his family. His job was hard work, and he was often very tired by the time he reached the water's edge. He would sit and rest for a few moments before filling his buckets, setting them on the wagon, and then returning to the village. One day, the boy sat a bit longer than usual, and as he gazed at the water that was like a mirror, he noticed a small spider had gotten caught in the current. The boy reached in with a branch to help the spider out, and as he pulled the branch closer, he spoke to her.

2 "Good morning, sweet spider," the boy said, "I do not think today is the day we should lose such a beautiful creature as you."

3 The spider seemed to smile in gratitude, and she crawled off and began to spin a web in a large bush by the water's edge. The boy came to see her every day, and he found that his chore of collecting the water now did not feel so lonely anymore. With each passing day, he noticed the spider looked bigger and healthier, and every day, the spider noticed that the boy looked bigger and healthier, too.

4 Some years later, the boy sat by the water's edge and told the spider about his love for the daughter of the chief. Her name was Tawakira, and she was the most beautiful girl he had ever seen. He told the spider about an upcoming competition the chief was holding: the boy who brought the most beautiful gift to Tawakira would have the chance to win her heart.

5 "Tawakira and I have spoken before," the boy told the spider, "but she doesn't love me. Even if I could bring her a wonderful gift, she would not choose me," and he held his head in his hands like a lost soul in despair.

6 Just then, the spider spoke: "My friend," she said in a voice as sweet as silk, "take heart, for you are not just a smart and strong young man—you are also kind and thoughtful. I believe if you bring Tawakira a wonderful gift, she will notice these traits and fall in love with you."

7 When the boy looked up, he saw a scarf as beautiful as the finest day and more beautiful than all the scarves in the world. It was spun from the softest of silks—the spider's own.

- 8 “The only stipulation,” the spider said, “is that my gift must pass from hand to hand to hand, forevermore.”
- 9 The boy did not know how to thank his friend, who had given him hope when he had previously felt only despair. “Rest easy,” the spider told him, “for this is what you gave me all those years ago.”
- 10 When Tawakira saw the beautiful scarf, she looked at the boy with new eyes, and just as the spider predicted, she fell in love with him.
- 11 Many years later, Tawakira gave her daughter the scarf, and many years after that, the daughter passed it on to her daughter, and so on and so on up to today. That is how the spider’s gift—just like any real friendship—lasted forevermore.

14 Why is the setting of this folktale important to the plot?

- A** It allows the spider to make a home by the water.
 - B** It allows the boy to gather water for his family.
 - C** It allows the spider to weave a beautiful scarf.
 - D** It allows the boy to visit the spider every day.
-

15 Which sentence from the folktale **best** supports the notion that the spider is magical?

- A** “With each passing day, he noticed the spider looked bigger and healthier, and every day, the spider noticed that the boy looked bigger and healthier, too.” (paragraph 3)
 - B** “Just then, the spider spoke: ‘My friend,’ she said in a voice as sweet as silk, ‘take heart, for you are not just a smart and strong young man.’” (paragraph 6)
 - C** “‘The only stipulation,’ the spider said, ‘is that my gift must pass from hand to hand to hand, forevermore.’” (paragraph 8)
 - D** “When Tawakira saw the beautiful scarf, she looked at the boy with new eyes, and just as the spider predicted, she fell in love with him.” (paragraph 10)
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16 Which **three** characteristics do **both** the spider and the boy demonstrate?

- A** smart
- B** afraid
- C** kind
- D** magical
- E** thoughtful

- 17** The word “gratitude” is from the Latin “gratus,” which means “thankful, pleasing.” Based on this information, which is the **best** definition of gratitude as it is used in paragraph 3?

A obligation
B appreciation
C happiness
D surprise

- 18** Write the letter of the events below to show the order in which they happen in the story.

| FIRST | SECOND | THIRD | FOURTH |
|-------|--------|-------|--------|
| | | | |

A The spider and the boy become good friends.
B The boy saves the spider from the water.
C The spider spins a beautiful scarf made of silk.
D The boy falls in love with the chief’s daughter.

- 19** What type of figurative language does the author use in this folktale? Give examples from the text and explain the meaning of each. Write your answer in the space below.

Vadik wrote a research report on Aesop’s fables for English class. There is underlined text in the passage to show words or phrases that might be incorrect. Choose the correct word or phrase to replace the underlined text. If the underlined text is not in error, choose “correct as is.”

Characteristics of Fables

Characteristics of Fables

Although there are hundreds of them, most of Aesop’s fables share certain characteristics. First, they are works of fiction, and mean they did not actually happen. The objects and animals featured in the stories exist, but the events described were created in the writer’s imagination.

Compared them to most other stories, Aesop’s fables are very brief. The fable “The Two Crabs,” for example, is just a few sentences long. Because Aesop’s fables are so short in length, they tend to focus on a single event involving some sort of conflict. There is little attention given to the development of the setting. There is no room for background information. In the introduction to the book *Aesop, Five Centuries of Illustrated Fables*, author John J. McKendry describes the plots of Aesop’s fables in the following way: “The action [also] is straightforward; there is usually one crucial act of crucial brevity, and there is rarely any great lapse of time.”

Finally, several general statements can be made about the characters in Aesop’s fables. First, although people do appear in Aesop’s tales, the characters are typically animals with many of the same abilities as humans. An article written by John Hogan on the *Ancient History Encyclopedia* website supports this description, explaining that “The animals display human-like qualities, especially the characteristics of speech and behavior. In effect, the stories are designed to mimic human life.”

The cast of characters in an Aesop’s fable are usually very small and consists of two or three animals, people, or objects. The fable “The Old Hound,” for example, features three characters: a hound, his master, and a boar. “The Fox and the Crow,” as the title suggests, includes just two animal characters.

Purposes of Fables

Children and adults may find Aesop’s fables enjoyable to read. However, the main purpose of Aesop’s fables, unlike stories that are written primarily to entertain, is to entertain and to teach the reader some sort of lesson. This explains why Aesop’s fables are often described as moral stories. Conveying a lesson is the main purpose of many works of fiction. The reader must think about what the author is trying to communicate. This is certainly not the case with Aesop’s fables. The theme of the fable—often stated in a single sentence—is included at the end. The reader is left with little doubt about the fable’s message and how the author wants the reader interpreting the characters’ actions.

“The Ant and the Grasshopper” is a good example of an Aesop’s fable with an obvious message. The story describes the Ant gathering food for winter while the Grasshopper spends its time hopping around and singing. When the frigid winter weather arrives, the Grasshopper has nothing to consume, but the ants in the area have plenty. The Grasshopper realizes that “It is best to prepare for the days of necessity,” a statement that clearly shows the reader is supposed to view the Ant as having superior qualities.

30

“First, they are works of fiction, and mean they did not actually happen.”
(paragraph 1)

- A with the meaning
- B and meant
- C meaning
- D correct as is

31

“Compared them to most other stories, Aesop’s fables are very brief.”
(paragraph 2)

- A To make a comparison of
- B Comparing
- C Comparison with
- D correct as is

32

“However, the main purpose of Aesop’s fables, unlike stories that are written primarily to entertain, is to entertain and to teach the reader some sort of lesson.” (paragraph 5)

- A entertaining and to teach
- B entertaining and teaching
- C to entertain and teaching
- D correct as is

33

“Conveying a lesson is the main purpose of many works of fiction.”
(paragraph 5)

- A** To have conveyed
 - B** Having conveyed
 - C** To convey
 - D** correct as is
-

34

“The reader is left with little doubt about the fable’s message and how the author wants the reader interpreting the characters’ actions.” (paragraph 5)

- A** to interpret
- B** to have interpreted
- C** having interpreted
- D** correct as is

Alyssa wrote a research report about the Greek heroes for English class. Read the start of Alyssa's research report and think about any revisions she needs to make. Then answer the questions that follow.

The Heroes of Greek Mythology

(1) The myths of Ancient Greece are exciting and fantastic. (2) They feature epic battles, angry gods, and legendary creatures. (3) Many of these pretend stories focus on one or more heroes. (4) The challenges faced by Greek heroes and the final outcomes of their quests are different from one story to the next. (5) However, there is what may be considered a typical Greek hero because many heroes have certain things in common.

(6) Although Greek heroes may look like regular people, they are not average human beings. (7) Many Greek heroes are known as demigods, meaning one of their parents is a god and the other is a person. (8) Heracles, for example, was the son of the god Zeus and a woman named Alcmene. (9) Similarly, the hero Achilles had a human father, and his mother was the sea goddess Thetis.

(10) Because they are half gods, Greek heroes often have exceptional abilities and powers. (11) Just as important, because they are part human, they can be harmed and even possibly defeated by their opponents. (12) In his book *The Ancient Greek Hero in 24 Hours*, Gregory Nagy describes the importance of this characteristic in the following quote: "...even though they are all descended in some way or another from the gods, however many generations removed, heroes are mortals, subject to death."

(13) Greek heroes carry out deeds that are extremely difficult; what they are able to accomplish may even seem impossible. (14) The stories featuring Heracles clearly illustrate a common trait of Greek heroes. (15) Heracles, also known as Hercules, had to perform not just one or two remarkable feats, but twelve. (16) These tasks are officially known as the Twelve Labors of Heracles. (17) They include defeating a ferocious lion with an incredible defense: the lion's fur protected the animal from being harmed by arrows. (18) These weapons simply bounced off the lion's body and fell to the ground, so Heracles had to overpower the beast with his bare hands.

(19) Another of Heracles's labors was cleaning the Augean stables. (20) This may sound much more straightforward than battling a lion, but the article "Analyzing the Labours of Hercules," explains why it was actually an extraordinary task. (21) He states that "These stables had not been cleaned in over 30 years, and over 1,000 cattle lived there. (22) However, Hercules succeeded by rerouting the rivers Alpheus and Peneus to wash out the filth." (23) Some of the hero's other accomplishments included defeating a nine-headed monster called a hydra, wrestling an enormous bull, and obtaining apples from the Garden of the Hesperides.

- 35** Alyssa thinks the opening sentences of her research report are short and choppy and do not introduce the topic clearly. What is the **most effective** way for her to combine sentences 1 and 2 to better introduce what is to follow?
- A** Featuring epic battles, angry gods, and legendary creatures, the myths of Ancient Greece are exciting and fantastic.
 - B** They feature epic battles, angry gods, and legendary creatures because the myths of Ancient Greece are exciting and fantastic.
 - C** The myths of Ancient Greece feature exciting and fantastic epic battles, angry gods, and legendary creatures.
 - D** Epic battles, angry gods, and legendary creatures, which are featured in the myths of Ancient Greece, are exciting and fantastic.
-

- 36** Alyssa paraphrased a source to write sentence 3. Which of the following revisions to the word “pretend” would make this sentence **more effective** in the context of her research project?
- A** imaginary
 - B** fake
 - C** make-believe
 - D** fictional
-

- 37** Alyssa is considering adding a heading to introduce the second paragraph (sentences 6 through 9) of her research report. What would be the best heading for Alyssa to use?
- A** Greek Heroes
 - B** Demigods as Greek Heroes
 - C** Parents of Greek Heroes
 - D** Heracles

- 38** Alyssa would like to further develop the ideas in the third paragraph (sentences 10 through 12) by adding a detail from her research notes after sentence 10. Which sentence would be **best** to place after sentence 10 to further develop the ideas in the paragraph?
- A** Orion, for example, is a familiar name because there is a constellation named for him.
 - B** Orion, for example, was the son of Poseidon, and he was a highly skilled hunter.
 - C** The stories of Orion, for instance, tell of him walking on water without sinking.
 - D** The myths about Orion, for instance, clearly show that he is not an ordinary man.
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- 39** In paragraph 5 (sentences 19–23) Alyssa quotes page 10 of the following source:

Nabilou, Alireza. "Analyzing the Labours of Hercules." *American Journal of Educational Research*, Sept. 2014.

Alyssa realizes that she did not cite her source correctly in sentence 22. What should Alyssa add to the end of the quotation in order to cite the source correctly?

- A** (Alireza, 2014)
- B** (Nabilou, 10)
- C** ("Analyzing the Labours of Hercules," 10)
- D** (Sept. 2014)

