

Spring 2025

GRADE 7

**ENGLISH LANGUAGE ARTS/
LITERACY**

Today you will read excerpts from “The Bread Baker’s Apprentice” and “The Borealis Eclipse.” As you read, you will answer questions and write an essay.

from “The Bread Baker’s Apprentice”

by Charles Capaldi

- 1 At 3 o’clock in the morning, the . . . bell rang three times, even though the whole French village was fast asleep, shutters closed against the night air. A single street lamp flickered in front of the bakery. I rubbed the sleep from my eyes, took a deep breath, and knocked at the door. Having volunteered as the baker’s assistant, I hoped to uncover the secrets of French bread baking before returning to the United States. Well, I didn’t exactly volunteer . . . I begged. Monsieur le Boulanger reluctantly agreed, grumbling that it was impossible to learn how to bake good bread in just a few days.
- 2 “Be here at 3 o’clock in the morning,” he said, more as a challenge than a command. “We’ll see how you hold up.”
- 3 So here I was, Monsieur, in his *mitron*¹, looking surprised to see me as he opened the door.
- 4 “Good. You got here on time—that’s a start. Drink this,” he said, pouring me a traditional bowl of hot chocolate. “We start in 45 minutes.”
- 5 The wood-fired oven, still hot from the previous day’s baking, needed a quick burst of heat to come up to temperature. A cast-iron cone directed the flames from one side of the baking chamber to the other. Monsieur checked on the oven repeatedly as we sipped from our bowls. I soon found myself wrapped in a white apron—a note pad tucked in my waistband, ready to record Monsieur’s bread-making secrets should he decide to spill them.
- 6 As the bell of the village . . . struck 4 a.m., I lost my first name as if by magic and became Fiston². . . .
- 7 “Fiston, carry the sacks of flour [*each weighing a hefty 50 pounds*] up the ladder and pile them next to the workbench!”
- 8 “Fiston, sweep the front end of the bakery!”
- 9 “Fiston, stack the baskets that hold the baked bread!”

¹*mitron*—a French word for a tall, white hat with a band around the forehead and a puffy top

²Fiston—the French word for “lad”

- 10 “Fiston, take out the trash, bring in more wood, bring me a load of rising dough. . . .”
- 11 The sourdough loaves, shaped the night before, had been rising for 12 hours and were ready to be baked. Each oven-load required another armload of inch-thick branches bundled by the back door. I fed them into the oven, allowing the heat to distribute itself evenly throughout the masonry. There were no dials, no fancy equipment, not even a thermometer. Monsieur tested the temperature with his closed fist. When he wasn’t looking, I tried it and quickly singed my hand. . . .
- 12 Batches of bread were held overnight in the cooler temperatures near the back door. I wheeled in another towering cart of loaves to finish rising in the warm glow of the oven. Using a small wooden plank, Monsieur taught me to transfer the loaves from their rising baskets to a narrow stretcher covered in a canvas band. The stretcher was inserted into the mouth of the oven and pulled back as the canvas rotated, depositing 30 loaves at a time, right onto the hot hearth.
- 13 The bread was baked to golden brown perfection, one batch after another. Monsieur handed me a wooden peel.
- 14 “*Plus vite, plus vite!* Faster! Faster!” he yelled from the bench where he was shaping loaves. “Take the loaves out and get them into the cooling baskets BEFORE they are too dark.”
- 15 Beads of sweat broke out on my forehead as I pulled hot loaves from the gaping maw of the oven. As it cooled, the sourdough snapped, crackled, and popped, although what it was saying totally escaped me.
- 16 By 6 a.m., the bread was baked and moved to the front of the bakery where customers could buy it. Monsieur clapped me on the shoulder and a puff of flour filled the air. . . .
- 17 By 7 a.m., the bakery was open for business. Baskets of loaves were stacked on shelves behind the counter. A table was piled high with croissants. While Madame, the baker’s wife, ran the storefront, Monsieur delivered his loaves around town and I cleaned the bakery. Madame closed the bakery for lunch at 11 a.m. and then served us a hearty meal upstairs in their living quarters. As Monsieur snoozed in his chair, I quietly snuck back downstairs, hoping to write down anything I could remember.

From “The Bread Baker’s Apprentice” by Charles Capaldi, *Odyssey Magazine*, March 2009. Cricket Media, Inc. Used by permission.

1. This question has two parts.

Part A

In the excerpt from “The Bread Baker’s Apprentice,” how do the events of the story affect the baker?

- A. They make the baker worry more about the bread.
- B. They give the baker a positive view of the narrator.
- C. They show the baker that he needs a helper in the bakery.
- D. They cause the baker to become irritated with the narrator.

Part B

Which detail from the story **best** supports the answer to Part A?

- A. “pouring me a traditional bowl of hot chocolate” (paragraph 4)
- B. “Monsieur checked on the oven repeatedly.” (paragraph 5)
- C. “he yelled from the bench” (paragraph 14)
- D. “Monsieur clapped me on the shoulder.” (paragraph 16)

2. This question has two parts.

Part A

Which statement **best** compares the points of view of the narrator and Monsieur le Boulanger in the excerpt from “The Bread Baker’s Apprentice”?

- A. The narrator is a nervous helper, while Monsieur le Boulanger is an encouraging teacher.
- B. The narrator is a hard worker, while Monsieur le Boulanger thinks someone else should take care of the shop.
- C. The narrator is eager to learn, while Monsieur le Boulanger is doubtful that he will.
- D. The narrator is opposed to waking early, while Monsieur le Boulanger understands that it is necessary.

Part B

Which details from the story **best** support the answer to Part A? Select **two** correct answers.

- A. “looking surprised to see me” (paragraph 3)
- B. “Monsieur handed me a wooden peel.” (paragraph 13)
- C. “By 7 a.m., the bakery was open for business.” (paragraph 17)
- D. “served us a hearty meal upstairs in their living quarters” (paragraph 17)
- E. “hoping to write down anything I could remember” (paragraph 17)

3. This question has two parts.

Part A

Which statement describes how an aspect of the setting affects a character in the excerpt from “The Bread Baker’s Apprentice”?

- A. The lack of good help irritates the baker.
- B. The old-fashioned kitchen confuses the narrator.
- C. The small size of the village makes the baker’s job easier.
- D. The heat of the bakery makes the narrator’s work more challenging.

Part B

Which detail from the story **best** supports the answer to Part A?

- A. “There were no dials, no fancy equipment.” (paragraph 11)
- B. “he yelled from the bench where he was shaping loaves” (paragraph 14)
- C. “sweat broke out on my forehead” (paragraph 15)
- D. “Monsieur delivered his loaves around town.” (paragraph 17)

from “The Borealis Eclipse”

by Cathryn Free

- 1 “Are you ready, Jedidiah?”
- 2 “Yes, sir!”
- 3 “Then fire up those engines!” Professor Valgorium fluttered down the ladder from the main deck and stood behind the helm. His eyes barely peeked over it, and his top hat sat askew.
- 4 Jedidiah ran to the thrusters, grabbed the handle, and heaved down with all his might. A loud grinding sound filled the air.
- 5 The engine coughed.
- 6 It sputtered.
- 7 Then roared as the giant mechanical wings flapped to life. With a jolt, the flying machine lifted into the air.
- 8 “It works!” shouted Jedidiah, nearly spitting out the gum he was always chewing. The massive balloon above them lifted up, as the wings provided thrust and speed. The ground dwindled beneath them.
- 9 “It works!” The professor squeaked and tumbled over in excitement. The steering wheel spun out of control, and Jedidiah rushed over to stop it.
- 10 “The *Borealis Eclipse* is up and ready for business!” squealed the Professor, spinning in circles like a turtle on its back.
- 11 Jedidiah grinned and turned the helm one degree to the left. Professor Valgorium had always been excitable, ever since Jedidiah had known him, but he had never seen the professor this exhilarated.
- 12 London shrunk down to a model size, the spires of the great city standing up like toothpicks in the sky. Smoke rose from chimneys in little gray puffs.
- 13 The sky was dappled with bright sunshine and puffy white clouds. They soared through the air, next to birds who squawked in surprise. The engine hummed, and the wind tugged at the ropes that tied the giant balloon to the main deck.
- 14 Professor Valgorium sprang back to his feet. His top hat toppled to one side. “This is it, Jedidiah! This is the most magnificent thing the world has ever seen!” He ran to the stern of the ship, spread out his short, stubby arms, and yelled, “What a time to be alive!”

- 15 Jedidiah laughed. He kept his hands on the wheel, adjusting according to the compass mounted on the dash in front of the massive helm.
- 16 The helm was salvaged from an old steamer ship. Most of the parts of the machine had been pieced together from retired ocean liners, junked steam engine trains, and even old gas lines that were being torn up and replaced with power lines for electric lights. As his apprentice and ward, Jedidiah had spent the last year and a half constructing this monstrous machine alongside Professor Valgorium. This moment was stupendous.
- 17 Jedidiah’s mouth hurt from smiling so much.
- 18 “Turn her north!” Professor Valgorium bellowed, waving his arms like a windmill.
- 19 Jedidiah nodded and slowly spun the helm, tick by tick.
- 20 The flying machine obeyed and tipped its nose to the right, heading north, away from the city.
- 21 They soared through the air, coasting like feathers on the wind. Jedidiah shut his eyes and drew in a deep, satisfied breath.
- 22 Then the *Borealis Eclipse* lurched.
- 23 Jedidiah stumbled. He slammed into the helm. The machine jerked.
- 24 Professor Valgorium shrieked as he fell back down the steps from the stern onto the main deck.
- 25 “What was that?” he cried.
- 26 Jedidiah shook his head and inspected the gauges on the dash. Everything was normal except . . .
- 27 “Professor!” he shouted.
- 28 Professor Valgorium scurried over to Jedidiah, who pointed at the fuel gauge. The little golden arrow, which had been on full, was dropping quickly.
- 29 Too quickly.
- 30 “We’re running out of fuel!” Jedidiah nearly choked on his chewing gum.
- 31 “Great Scott!” Professor Valgorium’s hat toppled over again. “How can that be?”
- 32 The machine lurched, dropping several feet in altitude. Jedidiah’s stomach sprung into his throat. “We’re losing too much fuel!”

- 33 “There’s an extra tank of petrol under the deck on the starboard side.”
Professor Valgorium took the helm. “I’ll take us back to London. You fill up the tank!”
- 34 Jedidiah sprinted over the deck and yanked on the metal ring of a trapdoor.
Underneath was a hold filled with spare parts, stacks of folded canvas, and a large, heavy can of petrol.
- 35 Jedidiah heaved the can up and lugged it over to the engine.
- 36 The sound of the engine roared in his ears as he unscrewed the top of the fuel tank with shaking hands.
- 37 *Steady now!* he told himself.
- 38 He poured petrol into the tank, glug after glug, until the entire can was empty.
- 39 “Done!” he shouted to Professor Valgorium.
- 40 The engine hummed pleasantly again. Relief washed over Jedidiah, as he sank against the fuel tank.

From “The Borealis Eclipse” by Cathryn Free, Cricket Magazine, September 2023. Cricket Media, Inc. Used by permission.

4. This question has two parts.

Part A

Which theme is developed in the excerpt from “The Borealis Eclipse”?

- A. Safety comes first when traveling.
- B. Being forgetful can have a disastrous effect.
- C. Working hard to reach a goal is well worth the effort.
- D. The best leaders allow others to take charge when necessary.

Part B

Which sentence from the story **best** supports the answer to Part A?

- A. “He kept his hands on the wheel.” (paragraph 15)
- B. “This moment was stupendous.” (paragraph 16)
- C. “Jedidiah nodded and slowly spun the helm.” (paragraph 19)
- D. “Professor Valgorium shrieked as he fell back down the steps.” (paragraph 24)

5. This question has two parts.

Part A

The authors of **both** the excerpt from “The Bread Baker’s Apprentice” and the excerpt from “The Borealis Eclipse” use the setting by showing —

- A. details of how people communicate in their daily lives without using electronics
- B. examples of how people can train for careers outside the context of formal education
- C. a place that does not rely on electricity to highlight the amount of work it takes to craft something from scratch
- D. a time period prior to widespread commercial travel to highlight the excitement of an early innovation

Part B

Which sentences from the stories **best** support the answer to Part A? Select one answer from **each** story for a total of **two** correct answers.

- A. “I hoped to uncover the secrets of French bread baking before returning to the United States.” (paragraph 1, “The Bread Baker’s Apprentice”)
- B. “The wood-fired oven, still hot from the previous day’s baking, needed a quick burst of heat.” (paragraph 5, “The Bread Baker’s Apprentice”)
- C. “Each oven-load required another armload of inch-thick branches.” (paragraph 11, “The Bread Baker’s Apprentice”)
- D. “With a jolt, the flying machine lifted into the air.” (paragraph 7, “The Borealis Eclipse”)
- E. “Jedidiah had spent the last year and a half constructing this monstrous machine alongside Professor Valgorium.” (paragraph 16, “The Borealis Eclipse”)
- F. “Jedidiah sprinted over the deck and yanked on the metal ring.” (paragraph 34, “The Borealis Eclipse”)

6. This question has two parts.

Part A

Which theme is developed in **both** the excerpt from “The Borealis Eclipse” and the excerpt from “The Bread Baker’s Apprentice”?

- A. The best learning comes from experience.
- B. Teaching styles vary widely among adults.
- C. Being prepared for emergencies can save the day.
- D. An early start leaves plenty of time to complete a job.

Part B

Which evidence from the stories **best** supports the answer to Part A? Select one answer from **each** story for a total of **two** correct answers.

- A. “Monsieur taught me to transfer the loaves from their rising baskets to a narrow stretcher.” (paragraph 12, “The Bread Baker’s Apprentice”)
- B. “The bread was baked to golden brown perfection.” (paragraph 13, “The Bread Baker’s Apprentice”)
- C. “As Monsieur snoozed in his chair, I quietly snuck back downstairs.” (paragraph 17, “The Bread Baker’s Apprentice”)
- D. “Professor Valgorium fluttered down the ladder from the main deck.” (paragraph 3, “The Borealis Eclipse”)
- E. “London shrunk down to a model size, the spires of the great city standing up like toothpicks in the sky.” (paragraph 12, “The Borealis Eclipse”)
- F. “He kept his hands on the wheel, adjusting according to the compass mounted on the dash in front of the massive helm.” (paragraph 15, The Borealis Eclipse”)

7. You have read the excerpts from “The Bread Baker’s Apprentice” and “The Borealis Eclipse.” Think about the teaching methods Monsieur le Boulanger and Professor Valgorium use.

Write an essay in which you explain the similarities and differences in how Monsieur le Boulanger and Professor Valgorium teach their apprentices. Use details from **both** passages to support your essay.

Read the excerpt from “The Swiss Family Robinson” and answer the questions.

from The Swiss Family Robinson

by Johann David Wyss

translated by William H. G. Kingston

When their ship is wrecked in a storm, the Robinson family has to survive alone on a tropical island. William, the narrator, and his wife Elizabeth, along with their four children Fritz, Ernest, Jack, and Franz, decide to build a tree house to live in.

- 1 I then made other preparations that there might be no delay on the morrow, and a bright moon having arisen, I by its light continued working until I was quite worn out, and then at length descended. I reached the ground, but to my surprise found that the two boys were not there. They had not been seen. A moment afterwards, however, all anxiety was dispelled, for amongst the topmost boughs¹ I heard their young voices raised in the evening hymn. Instead of descending, they had, while I was busy, climbed upwards, and had been sitting in silent admiration of the moonlight scene, high above me. They now joined us, and my wife showed me the results of her labor. She had made two complete sets of harness². I congratulated her upon her success, and we then sat down to supper. On a cloth spread out upon the grass were arranged a roast shoulder of porcupine, a delicious bowl of soup made from a piece of the same animal, cheese, butter, and biscuits, forming a most tempting repast. Having done this ample justice, we collected our cattle, and the pigeons and fowls having retired to roost on the neighboring trees, and on the steps of our ladder, we made up a glorious fire to keep off any prowling wild beasts, and ourselves lay down. The children, in spite of the novelty of the hammocks, were quickly asleep. In vain I tried to follow their example; a thousand anxious thoughts presented themselves, and as quickly as I dispelled them others rose in their place. The night wore on, and I was still awake; the fire burned low, and I rose and replenished it with dry fuel. Then again I climbed into my hammock, and towards morning fell asleep.
- 2 Early next morning we were astir, and dispersed to our various occupations. My wife milked the goats and cow, while we gave the animals their food, after which we went down to the beach to collect more wood for our building

¹boughs—branches

²harness—equipment worn by an animal to pull objects

operations. To the larger beams we harnessed the cow and [donkey], while we ourselves dragged up the remainder. Fritz and I then ascended the tree, and finished the preparations I had begun the night before, all useless boughs we lopped off, leaving a few about six feet from the floor, from which we might sling our hammocks, and others still higher, to support a temporary roof of sailcloth. My wife made fast the planks to a rope passed through the block I had fixed to the bough above us, and by this means Fritz and I hauled them up. These were arranged side by side on the foundation of boughs, so as to form a smooth solid floor, and round this platform was built a bulwark³ of planks, and then throwing the sailcloth over the higher branches, we drew it down and firmly nailed it. Our house was thus enclosed on three sides, for behind the great trunk protected us, while the front was left open to admit the fresh sea breeze which blew directly in. We then hauled up our hammocks and bedding, and slung them from the branches we had left for that purpose. A few hours of daylight still remaining, we cleared the floor from leaves and chips, and then descended to fashion a table and a few benches from the remainder of the wood. After working . . . all day, Fritz and I flung ourselves on the grass, while my wife arranged supper on the table we had made.

- 3 “Come,” said she at length, “come and taste flamingo stew, and tell me how you like it. Ernest assured me that it would be much better stewed than roasted, and I have been following his directions.”
- 4 Laughing at the idea of Ernest turning scientific cook, we sat down. The fowls gathered round us to pick up the crumbs, and the tame flamingo joined them, while Master Knips⁴ skipped about from one to the other, chattering and mimicking our gestures continually. To my wife’s joy, the sow⁵ appeared shortly after, and was presented with all the milk that remained from the day’s stock that she might be persuaded to return every night.
- 5 “For,” said my wife, “this surplus milk is really of no use to us, as it will be sour before the morning in this hot climate.”
- 6 “You are quite right,” I replied, “but we must contrive to make it of use. The next time Fritz and I return to the wreck we will bring off a churn⁶ amongst the other things we require.”

³bulwark—protective wall

⁴Master Knips—an orphaned monkey that the Robinson family has adopted

⁵sow—a female pig

⁶churn—butter churn, a device used to make butter from cream

- 7 “Must you really go again to that dreadful wreck?” said my wife shuddering.
“You have no idea how anxious I am when you are away there.”
- 8 “Go we must, I am afraid,” I replied, “but not for a day or two yet. Come, it is getting late. We and the chickens must go to roost.”
- 9 We lit our watch-fires, and, leaving the dogs on guard below, ascended the ladder. Fritz, Ernest, and Jack were up in a moment. Their mother followed very cautiously, for though she had originated the idea of building a nest, she yet hesitated to entrust herself at such a terrific height from the ground. When she was safely landed in the house, taking little Franz on my back, I let go the fastenings which secured the lower end of the ladder to the ground, and swinging to and fro, slowly ascended.
- 10 Then for the first time we stood all together in our new home. I drew up the ladder, and, with a greater sense of security than I had enjoyed since we landed on the island, offered up our evening prayer, and retired for the night.

From THE SWISS FAMILY ROBINSON by Johann David Wyss, translation by William H. G. Kingston—Public Domain

8. This question has two parts.

Part A

Which sentence **best** states a central idea of the story?

- A. Unfamiliar environments are exciting.
- B. Gratitude raises morale in tough times.
- C. Resourcefulness is helpful in the face of danger.
- D. Fear of the unknown can lead to poor decisions.

Part B

Which evidence **best** supports the answer to Part A?

- A. "they had, while I was busy, climbed upwards, and had been sitting in silent admiration" (paragraph 1)
- B. "was thus enclosed on three sides, for behind the great trunk protected us" (paragraph 2)
- C. " 'Come,' said she at length, 'come and taste flamingo stew, and tell me how you like it.' " (paragraph 3)
- D. " 'Must you really go again to that dreadful wreck?' said my wife shuddering." (paragraph 7)

9. This question has two parts.

Part A

What is the meaning of surplus as it is used in paragraph 5?

- A. Burdensome
- B. Excess
- C. Ruined
- D. Unavailable

Part B

Which phrase from paragraphs 4–6 **best** supports the answer to Part A?

- A. “all the milk that remained from the day’s stock” (paragraph 4)
- B. “persuaded to return every night” (paragraph 4)
- C. “ ‘of no use to us’ ” (paragraph 5)
- D. “ ‘it will be sour before the morning’ ” (paragraph 5)
- E. “ ‘amongst the other things we require’ ” (paragraph 6)

10. This question has two parts.

Part A

Which of these describes the narrator's **main** feeling in paragraph 1?

- A.** Exhausted from a hard day of work
- B.** Frustrated by the noise of the animals
- C.** Irritated that his sons have disappeared
- D.** Worried about the dangers of the environment

Part B

Which evidence from paragraph 1 **best** supports the answer to Part A?

- A.** "to my surprise found that the two boys were not there"
- B.** "we made up a glorious fire to keep off any prowling wild beasts, and ourselves lay down"
- C.** "a thousand anxious thoughts presented themselves, and as quickly as I dispelled them others rose in their place"
- D.** "the fire burned low, and I rose and replenished it with dry fuel"

11. This question has two parts.

Part A

Based on paragraphs 9 and 10, how does the point of view of the narrator's wife differ from that of the narrator?

- A.** The narrator's wife is eager to leave the tree house, whereas the narrator is happy to have a permanent home.
- B.** The narrator's wife is thankful the family is together again, whereas the narrator expects to be rescued the next day.
- C.** The narrator's wife is nervous about the location of the new home, whereas the narrator feels relief about his family's safety.
- D.** The narrator's wife is relieved that the dangerous animals are below them, whereas the narrator hopes the fires remain lit overnight.

Part B

Which details from the story **best** support the answer to Part A? Select **two** correct answers.

- A.** "We lit our watch-fires, and, leaving the dogs on guard below, ascended the ladder." (paragraph 9)
- B.** "Their mother followed very cautiously." (paragraph 9)
- C.** "she had originated the idea of building a nest" (paragraph 9)
- D.** "Then for the first time we stood all together in our new home." (paragraph 10)
- E.** "with a greater sense of security than I had enjoyed since we landed on the island" (paragraph 10)
- F.** "offered up our evening prayer, and retired for the night" (paragraph 10)

Today you will read about the Olympic Games. You will read excerpts from “Olympic Games” and “The Modern Era” and a transcript of the video “Training Future Olympians.” As you review these sources, you will answer questions and write a response.

from The Modern Era

by Jackson Kuhl and Andrew Matthews

- 1 Baron Pierre de Coubertin, a French aristocrat and teacher, believed that physical education and activity were important for a person’s overall well-being. For years, he had tried to find ways to bring his message to a larger audience. He knew about the ancient Greeks and the way they had valued athletic competition. In 1894, he founded the International Olympic Committee (IOC). He hoped the organization would bring together athletes from around the world to compete against one another. He also believed that such an event would promote international peace and understanding.
- 2 With Coubertin’s urging, the committee decided to recreate the Olympic Games of ancient Greece. Coubertin proposed Paris as the host of the Games . . . , but the IOC decided to hold the first modern Olympics in . . . Athens, Greece. Two hundred forty-one athletes from 14 nations participated in nine different sports. With [a few] exceptions, the Summer Olympics—officially known as the Games of the Olympiad—have been held every four years since. . . .

What About Women?

- 3 Women were not invited to participate in the first Olympics, and events for women were added slowly. Women participated in croquet, equestrian, golf, sailing, and tennis events in 1900. In 1912, they competed in swimming and diving events. In the mid-1920s, Frenchwoman Alice Milliat became an outspoken supporter of including women athletes in the Olympics, and by 1928, women’s events in athletics and gymnastics were added to the program. The 2012 London Olympics were the first Games in which women participated in all the sports on the program.

The Winter Split

- 4 Beginning in 1924, separate Winter Olympics have been held. The Winter Olympics involve fewer sports and include the criteria that all the sports must take place on ice or snow. They are hosted by a different city than that of the Summer Olympics. Except during World War II, the Winter Olympics also have

been held every four years. But in 1986, the IOC voted to alternate the Summer and Winter Olympics so that they fall on different even years. . . .

The IOC: Decisions, Decisions

- 5 . . . Some general categories of sports, including athletics and aquatics, involve many events for individuals and teams. For example, athletics, commonly known as track and field, consists of nearly 50 different events. Those events range from team relay races to the decathlon (for men) and the heptathlon (for women). Aquatics involves five disciplines that are held in water—diving, swimming, artistic swimming, marathon (open water) swimming, and water polo. More than 30 events are held in the discipline of swimming alone. On the other hand, basketball has only four events—two for men’s teams and two for women’s teams.
- 6 Over the history of the modern Summer Olympics, some sports have been removed from the program. Cricket, croquet, *jeu de paume* (a type of French handball), and lacrosse made brief appearances in the early 1900s and then were discontinued. Tug of war was an event in five Olympic Games but disappeared after 1920. Other removed sports, such as archery and tennis, have been reinstated. . . .
- 7 The IOC strives to ensure that the sports on each Olympic program have an international appeal. After every Olympics, the IOC reviews the full program to evaluate whether an individual sport should continue to be played. . . .
- 8 If space allows, the IOC sometimes adds a sport. A list of ideas is maintained by the IOC’s executive board, and member countries vote to narrow the selection. To be recognized as a sport for a future Olympics, each nominated sport must win a majority approval in a final round of voting. . . .

Help Is Here

- 9 The IOC recognizes International Federations (IFs) that are responsible for managing the integrity of individual sports worldwide. Each IF governs and organizes qualifying events for its own sport, often at world championships. Each country’s National Olympic Committee (NOC) not only supports the sports in which its athletes compete but also conveys what the Olympics symbolize at the national level. The NOC sends athletes from its country to the international qualifying games. The top athletes from those events then represent their country at the Olympics.

Picking a Host

- 10 Since the first modern Olympics in Athens in 1896, cities [around] the globe have hosted the Games, from 1920 Antwerp (Belgium) to 1968 Mexico City and

2000 Sydney (Australia). In 2024, Paris becomes the second city to host the Olympics more than twice—it previously hosted the Games in 1900 and 1924. London was the first city to host the Olympics three times—in 1908, 1948, and 2012. . . .

From “The Modern Era” by Jackson Kuhl and Andrew Matthews, Cobblestone Magazine, July 2024. Cricket Media, Inc. Used by permission.

12. This question has two parts.

Part A

In the excerpt from “The Modern Era,” Baron Pierre de Coubertin influenced the restarting of the Olympic Games by —

- A.** bringing the strongest athletes from different countries together
- B.** reminding people how exciting the competitions used to be
- C.** convincing others that it would have a positive effect on the world
- D.** teaching the benefits of physical activity on the human body

Part B

Which detail from paragraph 1 of the article **best** supports the answer to Part A?

- A.** “believed that physical education and activity were important”
- B.** “the way they had valued athletic competition”
- C.** “to compete against one another”
- D.** “promote international peace and understanding”

13. This question has two parts.

Part A

In the excerpt from “The Modern Era,” how does the section “What About Women?” contribute to the overall text?

- A.** It gives an example of a major change in the Olympics.
- B.** It outlines a problem with the Olympics and provides a solution.
- C.** It describes the effects of female athletes being added to the Olympics.
- D.** It compares the types of sporting events in which women could compete in the Olympics.

Part B

Which detail from paragraph 3 of the article **best** supports the answer to Part A?

- A.** “Women were not invited to participate.”
- B.** “events for women were added slowly”
- C.** “Frenchwoman Alice Milliat became an outspoken supporter.”
- D.** “women participated in all the sports”

14. This question has two parts.

Part A

In the excerpt from “The Modern Era,” what is the central idea of the section “The IOC: Decisions, Decisions”?

- A.** The popularity of certain Olympic sports can change over time.
- B.** Events in Olympic sports are based on the number and type of players.
- C.** The sports involved in the Olympic Games can change over the years.
- D.** Some sports are removed from the Olympic Games to make room for new ones.

Part B

Which detail from the article **best** supports the answer to Part A?

- A.** “involve many events for individuals and teams” (paragraph 5)
- B.** “two for men’s teams and two for women’s teams” (paragraph 5)
- C.** “to evaluate whether an individual sport should continue to be played” (paragraph 7)
- D.** “list of ideas is maintained by the IOC’s executive board” (paragraph 8)

from Olympic Games

Ancient Olympics

- 1 The Olympic Games are considered to have begun in 776 BC, the first year the winners' names were recorded. The popularity of the games was so great that the four-year period between games, known as an Olympiad, became a means of recording time. Like almost all other ancient Greek sporting festivals, the Olympic Games were part of a religious festival. The Olympics were held in honor of the god Zeus. The games were staged in the wooded valley of Olympia, which was renowned as a spiritual gathering place and was occupied by great temples dedicated to Zeus and Hera. There are several myths surrounding the origin of the games—both Zeus and the legendary Hercules have been credited for starting the event. According to a poem by Pindar written in the 5th century BC, Pelops created the games in order to celebrate the victory that made him a king.
- 2 At first the only Olympic event was the stade, a footrace of about 210 yards (192 meters). Eventually a race twice as long as the stade was added. By 708 BC more racing events had been added as well as wrestling and the pentathlon, a five-part event that included running, wrestling, jumping, and throwing the discus and javelin. In time, boxing, chariot racing, and other events were included.
- 3 The Olympic Games were technically restricted to freeborn Greeks. Many Greek competitors came from the Greek colonies on the Italian peninsula and in Asia Minor and Africa. Most of the participants were professionals who trained full-time for the events. The winners of the Olympics were crowned with wreaths of wild olive branches. Although the wreaths were the only prize given at Olympia, the athletes earned substantial prizes for winning at many other preliminary festivals. In addition, an Olympic champion also received widespread adulation and often lavish benefits from his home city.
- 4 Only men were allowed to compete in the games, but several women appear in the official lists of winners as the owners of the stables of some victorious chariot entries. In Sparta, girls and young women did practice sports and competed locally. But, apart from Sparta, contests for young Greek women were very rare and were probably limited to an annual local footrace. At Olympia, however, a separate festival known as the *Heraea*, held every four years in honor of Hera, included a race for young women.
- 5 The original Olympic stadium could seat more than 40,000 spectators. The games were so popular in the ancient world that an *ekecheiria* (truce) was

announced before the start of the games. This truce required that warfare cease in order to allow athletes and spectators safe passage to Olympia. Under Roman rule during the pagan era, the Olympic Games continued to be held for many years. Emperor Theodosius I, however, abolished the games in AD 393.

From "Olympic Games," Britannica Kids, Encyclopedia Britannica, Inc. Used by permission.

15. This question has two parts.

Part A

Which claim about the excerpt from “Olympic Games” is **most** supported by the text?

- A.** Most Greek Olympic competitors were professional athletes.
- B.** Religious beliefs were an important basis for the original Greek Olympics.
- C.** Only Greek men were permitted to compete in the original Olympic Games.
- D.** Young women could participate in a single yearly race but not the Olympic Games.

Part B

Which detail from the article **best** supports the answer to Part A?

- A.** “both Zeus and the legendary Hercules have been credited for starting the event” (paragraph 1)
- B.** “Most of the participants were professionals who trained full-time for the events.” (paragraph 3)
- C.** “Only men were allowed to compete in the games.” (paragraph 4)
- D.** “the *Heraea*, held every four years in honor of Hera, included a race for young women” (paragraph 4)

16. This question has two parts.

Part A

What does the word abolished mean as it is used in paragraph 5?

- A.** Avoided
- B.** Expanded
- C.** Praised
- D.** Stopped

Part B

Which details from paragraph 5 provide the **best** context for the meaning of the word abolished? Select **two** correct answers.

- A.** “could seat more than 40,000 spectators”
- B.** “The games were so popular.”
- C.** “allow athletes and spectators safe passage to Olympia”
- D.** “the Olympic games continued to be held”
- E.** “Emperor Theodosius I, however”

Training Future Olympians

This is a transcript of a Share America video produced in 2008.

- 1 **GLEN WERNER ROSEBOOM** (Director of the Training Center): Everyone has an Olympic moment that they remember, whether they're a little kid or as an adult, and I think that's what the love of the Olympics has done for so many people—that one fond memory. We built the training center in Colorado Springs back in 1978.
- 2 **LIONEL RIVERA** (Mayor of Colorado Springs, CO): We have over 140,000 people a year come visit the OTC [Olympic Training Center], right here in Colorado Springs.
- 3 **JAMES SCHERR** (CEO of the US Olympic Committee): It's a primary training center for both the United States Olympic team as well as the US Paralympic Team. We can provide an integrative program so that when an athlete comes here, the only thing they have to do is focus on their training.
- 4 **BO SANDOVAL** (Strength & Conditioning Coordinator): You see a lot of interactions, especially between the more experienced athletes who may have been to one or two Olympic games already. They offer a lot of advice to a lot of the younger athletes.
- 5 **MIKE LEE** (Leader of Projects & Technical Development): It's important to be on the cutting edge so we can stay one millimeter ahead or one second ahead of our competition. "IAM Performance" is an enhanced digital recording that allows the athletes to get instant feedback of their training or their competition.
- 6 **GLEN WERNER ROSEBOOM**: It's really around, can we think ahead of our athletes and coaches just even one step, so we're the behind-the-scenes group so they can only think about world-class performances when we deliver the world-class services.
- 7 **LIONEL RIVERA**: We have the opportunity for young people from around the world to come to Colorado Springs to train with our athletes.
- 8 **JAMES SCHERR**: This year we'll have over 90 countries with 828 athletes participating.
- 9 **GLEN WERNER ROSEBOOM**: Right now we're hosting three Ugandan weight lifters for six months prior to the games.
- 10 **BO SANDOVAL**: It's wonderful every day. As far as the profession goes, it's about the best you can get.

- 11 **JAMES SCHERR:** This facility and all of our funds come from the private sector. We get 87% of our revenue from sponsors and from television broadcasters. The rest comes from private donations from the American public.
- 12 **GLEN WERNER ROSEBOOM:** That's exciting in that it's truly from the grass roots up. And folks like CEOs down to your neighbor are passionate about this.
- 13 **JAMES SCHERR:** We believe it's absolutely critical for the world to have an opportunity to come together peacefully at least once every four years in the Olympic games. It's an example of what the world could be.

Courtesy of Share America.

17. This question has two parts.

Part A

How does the transcript of the video “Training Future Olympians” primarily support the idea in paragraph 13 that the Olympics is a chance for “the world to have an opportunity to come together peacefully”?

- A.** By providing details about visiting international athletes
- B.** By talking about how people remember watching the Olympics
- C.** By describing the different types of teams that train at the center
- D.** By describing how experienced athletes help less-experienced athletes

Part B

Which details from the transcript **best** support the answer to Part A? Select **two** correct answers.

- A.** “I think that’s what the love of the Olympics has done for so many people—that one fond memory.” (paragraph 1)
- B.** “It’s a primary training center for both the United States Olympic team as well as the US Paralympic Team.” (paragraph 3)
- C.** “They offer a lot of advice to a lot of the younger athletes.” (paragraph 4)
- D.** “This year we’ll have over 90 countries with 828 athletes participating.” (paragraph 8)
- E.** “Right now we’re hosting three Ugandan weight lifters for six months prior to the games.” (paragraph 9)

18. This question has two parts.

Part A

In both the excerpt from “The Modern Era” and the excerpt from “Olympic Games,” a purpose the articles share is to —

- A.** explain reasons for the growth in size of the Olympics
- B.** show how important the Olympics are to society
- C.** detail the way competitors are awarded at the Games
- D.** give credit to a person who worked to reestablish the Olympic Games

Part B

Which details from the articles **best** support the answer to Part A? Select one answer from **each** article for a total of **two** correct answers.

- A.** “He hoped the organization would bring together athletes from around the world.” (paragraph 1, “The Modern Era”)
- B.** “He also believed that such an event would promote international peace and understanding.” (paragraph 1, “The Modern Era”)
- C.** “each nominated sport must win a majority approval in a final round of voting” (paragraph 8, “The Modern Era,”)
- D.** “Although the wreaths were the only prize given at Olympia, the athletes earned substantial prizes for winning.” (paragraph 3, “Olympic Games”)
- E.** “contests for young Greek women were very rare and were probably limited to an annual local footrace” (paragraph 4, “Olympic Games”)
- F.** “The games were so popular in the ancient world that an *ekecheiria* (truce) was announced before the start of the games.” (paragraph 5, “Olympic Games”)

19. This question has two parts.

Part A

How is the international nature of the Olympic Games developed in the excerpt from “The Modern Era” and the transcript of the video “Training Future Olympians?”

- A. Both sources mention sports played around the world.
- B. Both sources emphasize all member countries voting on the inclusion of new sports.
- C. The excerpt from “The Modern Era” names various host countries, while the transcript of the video “Training Future Olympians” mentions athletes from outside the US who are training in the same center.
- D. The excerpt from “The Modern Era” names the number of countries participating in the first revived Olympic games, while the transcript of the video “Training Future Olympians” describes the varied sources that help fund the center.

Part B

Which details from the article and the transcript **best** support the answer to Part A? Select one answer from **each** passage for a total of **two** correct answers.

- A. “With Coubertin’s urging, the committee decided to recreate the Olympic Games of ancient Greece.” (paragraph 2, “The Modern Era”)
- B. “Tug of war was an event in five Olympic Games but disappeared after 1920.” (paragraph 6, “The Modern Era”)
- C. “Since the first modern Olympics in Athens in 1896, cities [around] the globe have hosted the Games.” (paragraph 10, “The Modern Era”)
- D. “It’s a primary training center for both the United States Olympic team as well as the US Paralympic Team.” (paragraph 3, “Training Future Olympians”)
- E. “Right now we’re hosting three Ugandan weight lifters for six months prior to the games.” (paragraph 9, “Training Future Olympians”)
- F. “This facility and all of our funds come from the private sector.” (paragraph 11, “Training Future Olympians”)

- 20.** You have read the excerpts from “The Modern Era” and “Olympic Games” and the transcript of the video “Training Future Olympians.”

Write an essay in which you explain how the Olympics have changed from when they originated in Greece to now. Use details from all **three** sources to support your essay.





Please let your teacher know that you have completed your test.



