In the summer of 1995, a bakery opened in Montreal, Canada and began to serve warm, New York-style bagels. Other cities across the world had been thrilled when New York bagels finally came to town, but the Montrealers were outraged. Bagelville, the new shop, went out of business and closed its doors in less than a year.

Montreal has a unique bagel tradition that dates back to at least 1919. The Montreal bagel is chewier, smaller, and less dense, but has a much bigger hole than its American cousin. Boiled in honey water and then baked in a wood-burning oven, it's a little sweet and has a harder exterior. It is hand-rolled in the shape of an oval hoop; you can wear one around your wrist like a bracelet.

People in both cities feel very strongly about their bagels, and there is something of an ongoing competition between them. Residents of Montreal insist their brand of bagel is better than the famous New York kind. The Montreal-born astronaut Greg Chamitoff even brought one-and-a-half dozen bagels, sprinkled with sesame seeds, with him when he boarded the International Space Station.

New Yorkers, however, think the Montreal bagel is too sweet-more like a doughnut than a genuine bagel should be. They complain that Montreal bagels turn dry and hard less than a day after they're baked. "I don't think a Montreal bagel place would work in New York," said Vince Morena, a co-owner of Montreal's famous St. Viateur Bagel bakery. "New Yorkers love New York bagels. That's how it is."
St. Viateur Bagel is an extremely popular tourist destination. There are no tables or chairs in the original shop, just a few sweaty men in T-shirts making sesame and poppy seed bagels and a line of customers waiting to eat them. The doughy rings are arranged in two rows on a long wooden plank and then shoved into a brick, wood-burning oven. Halfway through the 20-minute cooking process, the bagels are flipped over. When they're done, a baker flings them off the plank and into a bin that reaches right down to the cash register. Forty dozen bagels are produced every hour.

"You have to be an artist to bake in a wood-burning oven," said Irwin Shlafman, owner of Fairmount Bagel, one of Montreal's very first bagel bakeries. "The temperature in the oven is set by the guy who's putting the wood in and moving it around. It's terribly difficult." Fairmount's oven was built by Shlafman's grandfather, a bagel-maker, in 1949, and the training process at the shop is extremely tough. "It takes a year at least before I'll let anybody bake," said Shlafman firmly. "No one comes in here and says, 'I want to be a baker.'"

Shlafman added, "New Yorkers come here and reluctantly try our bagel and enjoy it somewhat, but when they get back, they feel better about the fact that they're home and can get what they call a real bagel."

Most of New York City's bagels are machine-made rather than hand-rolled and then cooked in a rotating gas oven. Machines for making bagels were first introduced in the 1960s by Daniel Thompson, a California inventor and the son of a baker. The double-bank machine, used now by big production companies, is capable of churning out 400 dozen an hour. That's 80 bagels per minute! These New York bagels are much fluffier than the ones in Montreal and about double the size.

"I saw them baking bagels in Montreal," said Florence Wilpon, co-founder of Ess-a-Bagel, a bakeshop on 1 Avenue and 21 Street in Manhattan. "When they came out of the oven they were burnt and hard and sort of misshapen. I said to the man, 'Why are you throwing them in the fire?!'" She had never seen bagels baked in a wood-burning oven before, or bagels so small; her own are particularly gigantic.

So which bagel is better? The answer all depends on where you come from and what you are used to. The bagel wars are impossible to settle. In truth, there is no "superior bagel," just citizens attached to the cultures and traditions of their own cities. That's unlikely to keep people from debating about it, though!
1. Why did Bagelville go out of business?
   A. The Montrealers thought the bagels were too sweet.
   B. The Montrealers were thrilled about having New York-style bagels in town.
   C. The Montrealers did not like the New York-style bagels.
   D. The Montrealers like bagels that are larger.

2. How does the author compare the two different types of bagels?
   A. Montreal bagels are more popular worldwide, while New York bagels are only popular in New York.
   B. Montreal bagels are smaller and sweeter, while New York bagels are larger and fluffier.
   C. Montreal bagels are machine-made, while New York bagels are cooked in a wood-burning oven.
   D. Montreal bagels have very small holes in the middle, while New York bagels have large holes in the middle.

3. Read the following sentence from the passage: "Shlafman added, 'New Yorkers come [to Montreal] and reluctantly try our bagel and enjoy it somewhat, but when they get back, they feel better about the fact that they're home and can get what they call a real bagel."

What conclusion does this sentence best support?
   A. People tend to prefer the food-related traditions of their own cities.
   B. Shlafman believes New Yorkers are experts when it comes to making great bagels.
   C. People from different parts of the world have different opinions about New York City bagels.
   D. The author does not believe that there is a "superior bagel."

4. Irwin Shlafman of Fairmount Bagels describes the training process at his bagel shop. Based on his description, how does he feel about his work?
   A. competitive
   B. proud
   C. ashamed
   D. tired
5. What is the main idea of this passage?

A. New Yorkers insist that their bagels are better than those made in Montreal, even though their bagels are machine-made.

B. Bagel shops will continue to put each other out of business until they can determine which style of bagel is superior.

C. There is no "superior bagel," but people from New York and Montreal are proud of their cultures and are attached to their city's bagel style.

D. The Montreal bagel is sweeter and chewier than the New York-style bagel, which is larger and fluffier.

6. Read the following sentence: "Other cities across the world had been thrilled when New York bagels finally came to town, but the Montrealers were outraged. Bagelville, the new shop, went out of business and closed its doors in less than a year."

As used in the passage, what does the word "outraged" mean?

A. furious
B. excited
C. unresponsive
D. competitive

7. Choose the answer that best completes the sentence below.

At St. Viateur Bagel bakery, the workers can produce 40 dozen bagels in an hour; ________, most New York City bagel bakeries use machines that can produce about 400 dozen an hour.

A. on the other hand
B. primarily
C. as a result
D. for instance
8. Explain how Montreal bagels and New York-style bagels are made.


9. The author of the passage says "the bagel wars are impossible to settle." What evidence does the author provide to support this conclusion?


10. Imagine that a Montreal baker wanted to argue that Montreal bagels are superior because of the way they are made. How could the baker argue his or her point? Use evidence from the passage to support your answer.


Yellowstone Grizzlies to Lose Protections

By Jim Carlton
June 23, 2017

The Trump administration said it will remove endangered-species protections for the Yellowstone grizzly bear, a move that was initiated by the Obama administration after the numbers of the West's largest land predator rebounded sharply over the past four decades.

The decision, criticized by environmentalists, paves the way for grizzly-hunting to resume in some places after a 40-year ban.

Grizzly bears in and around Yellowstone National Park had plummeted to as few as 136 by 1975, when they were listed as threatened under the Endangered Species Act.

Because of a ban on hunting and other protections, the number of grizzlies in a Greater Yellowstone ecosystem that includes parts of Idaho, Montana and Wyoming has increased more than fivefold to an estimated 700, according to the Interior Department.

The federal government aimed to boost the population to 500 grizzlies. The animal can weigh up to 600 pounds.

Interior Secretary Ryan Zinke, a former Montana congressman who announced the delisting Thursday, hailed the recovery as one of the nation's greatest conservation success stories.

"As a kid who grew up in Montana, I can tell you that this is a long time coming and very good news for many communities and advocates in the Yellowstone region," Mr. Zinke said in a statement.

Environmental groups condemned the move and vowed to try to fight it in the courts.

Lawsuits filed by environmentalists succeeded in blocking efforts by the Bush administration to delist the grizzly in 2007, when their numbers already were considered recovered by the U.S. Fish and Wildlife Service.

Environmentalists say grizzlies have a slow reproduction rate and would be imperiled as a result of hunting and other dangers.

Once the rule by the Fish and Wildlife Service takes effect later this year, states will regain their authority to resume trophy hunts that have been banned for 40 years.

The grizzlies would remain protected from hunting in Yellowstone and Grand Teton national parks.

"This premature decision to remove endangered-species protections could set grizzly recovery back
by decades," said Michael Brune, executive director of the Sierra Club, in a statement. "The end result will be fewer bears restricted to an even smaller area," Mr. Brune said.

Supporters of the delisting, though, say there are so many Yellowstone grizzlies that conflicts with humans have increased, as well as attacks on livestock. "Grizzly bears have met or exceeded recovery objectives since 2003 and have long warranted delisting," Wyoming Republican Gov. Matt Mead said in a statement.

The Wyoming governor, among other Westerners, asked the Obama administration to resume the delisting process. In 2016, the Fish and Wildlife Service issued a draft notice to take the bears off the list, as states including Wyoming gave assurances they would continue to manage the grizzlies so their numbers remained healthy.

The debate over grizzlies is reminiscent of the one over the gray wolf, another iconic predator that was reintroduced to Yellowstone in 1995 under endangered-species protection.

But as the number of wolves exploded, they were delisted in both Idaho and Montana.
1. What did the Trump administration decide to do regarding endangered species?
   A. increase endangered-species protections for the Yellowstone grizzly bear
   B. allow states to hunt a variety of animals that are protected under the Endangered Species Act
   C. move endangered grizzly bears out of Yellowstone National Park
   D. remove endangered-species protections for the Yellowstone grizzly bear

2. Supporters of the decision to remove endangered-species protections for the Yellowstone grizzly bear argue there are so many Yellowstone grizzlies that conflicts with humans have increased, as well as attacks on livestock.

What do critics of this decision argue?
   A. They argue the decision should expand to other parts of the country where grizzly bears live and search for food near human populations.
   B. They argue the decision will lead to other types of animals becoming at risk of dying out.
   C. They argue the decision will cause grizzly bears to stop reproducing which will lead to their populations shrinking.
   D. They argue the decision is premature because grizzlies have a slow reproduction rate and could be in danger due to hunting and other threats.

3. Read the following sentences:

   Because of a ban on hunting and other protections, the number of grizzlies in a Greater Yellowstone ecosystem that includes parts of Idaho, Montana and Wyoming has increased more than fivefold to an estimated 700, according to the Interior Department.

Based on this information, what can be concluded about the effectiveness of the ban on hunting and other protections for grizzly bears?
   A. They were very effective.
   B. They were not very effective.
   C. They were less effective than other methods used to protect grizzly bears.
   D. They were more effective than other methods used to protect grizzly bears.
4. Based on the text, what may have been one reason why the grizzly bear population decreased to just 136 bears by 1975?
   A. People were killing too many bears.
   B. Many bears were fighting and killing each other.
   C. Many bears did not have enough food to eat.
   D. Many bears got an illness and died.

5. What is the main idea of this text?
   A. Environmentalists argue grizzly bears have a slow reproduction rate and would be threatened by hunting and other dangers if endangered-species protections for Yellowstone grizzlies were removed.
   B. Because of a ban on hunting and other protections, the number of grizzlies in a Greater Yellowstone ecosystem that includes parts of Idaho, Montana and Wyoming has increased more than fivefold to an estimated 700.
   C. The number of Yellowstone grizzly bears has increased significantly, so the Trump administration has decided to remove endangered-species protections for these grizzlies, a decision that has been praised by some but criticized by environmental groups.
   D. The number of conflicts between humans and grizzly bears as well as the number of grizzly bear attacks on livestock have increased as the number of grizzly bears in the Yellowstone area have increased.

6. Read the following sentences:

"The Trump administration said it will remove endangered-species protections for the Yellowstone grizzly bear, a move that was initiated by the Obama administration after the numbers of the West's largest land predator rebounded sharply over the past four decades."

What does the word "rebound" mean as it is used here in the text?
   A. to bounce away after hitting something
   B. to recover or increase
   C. to decrease very quickly
   D. to change very little over many years
7. Choose the answer that best completes the sentence below.

A ban on hunting and other protections were put in place to help grizzly bear populations recover. ________, the number of grizzlies in a Greater Yellowstone ecosystem that includes parts of Idaho, Montana and Wyoming has increased more than fivefold.

A. On the contrary
B. Especially
C. Otherwise
D. As a result

8. Why do some people support the decision to remove endangered-species protections for the Yellowstone grizzly bear? Use information from the text to support your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

9. Why might the executive director of the Sierra Club have described the decision to remove endangered-species protections for Yellowstone grizzlies as "premature," or too early? Use information from the text to support your answer.

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
10. Explain whether or not endangered-species protections for the Yellowstone grizzly bear should be removed. Use evidence from the text to support your argument.
When two organisms create a third organism through reproduction, a number of variables come into play. It's a sort of complex lottery in which the third organism—the offspring of the first two—inherits a combination of the parent organisms' genetic material. The possible variations inherent in recombining the parents' DNA are very, very broad and infinitely larger than the pool of entries in the state lotto jackpot! That's why we get so much variation even within the population of a particular sexually reproducing species.

Each new organism receives two of each chromosome, and within those chromosomes, two versions of each parents' set of genes. These genes contain instructions for protein production within the body of the offspring, and the way those proteins are prescribed determines the traits of the offspring. So, although your unique collection of traits, the combination of characteristics, physical and otherwise, that make you uniquely yourself are originally the product of chance, there are machinations going on behind the scenes to which every freckle, hair and character trait can be traced.

Personality traits are another story altogether. When we think about how our personalities are formed,
we can certainly think about genes we acquired from our parents—but we also have to think about other complexly intertwined factors like environment and upbringing. For now, we'll simplify things by just focusing on the physical aspect of inherited traits. For example, if both parents exhibit the trait of red hair, their offspring have a greater chance of acquiring the genes that code for red hair. Certain traits are characteristically dominant or recessive, depending on the makeup of their alleles. This can make predicting traits tricky, but it is still very possible to estimate the likelihood, even the mathematic probability, that certain traits will manifest in the offspring of partners who exhibit those traits.

Red hair happens to be a kind of gene called incomplete dominant, which means it will blend with other genes, rather than dominate or be dominated. Since this is the case, the likeliest candidate to be coded for red hair is offspring with two red-headed parents.

It would be very, very unlikely for two parents with identically coded chromosomes to sexually reproduce. Even in the case of intrafamilial (or consanguineous) pairings, which are discouraged in our society, the chromosome pairings would never be perfectly identical—that's a good thing for us as a civilization! As you will see, the absolute worst thing for our survival is for like to be paired with likes. It's in the best interests of our population that lots of different genes get mixed together in an evolutionary soup, so that many new variations on living organisms can be exposed to the environment, develop new adaptations to changing conditions, and promote the survival of the species.

Another variable that lets organism populations adapt to changing environments is mutation in genes. Sometimes, unpredictable changes in genetic code will appear within a new generation, not traceable back to a parental source.

Creators of superheroes like the X-Men and Teenage Mutant Ninja Turtles have used the idea of extreme mutation as a narrative device to invent colorful characters, bizarre scenarios, and literary metaphors. Mutant and mutation have exciting, exotic connotations to us, but actually, mutation is simply a necessary part of a species' evolution. Mutation can be something as mundane as two parents with brown eyes giving birth to a child with hazel eyes; or a type of moth whose wings are a different color from all the other moths in that species. Mutations are where new adaptations to existing or dynamic conditions are field tested in competition to whatever has worked for a population in the past. If a mutation pops up that happens to be advantageous for a particular organism within a population, that organism is more likely to survive, and therefore, more likely to procreate. Eventually, that chance mutation is reflected more widely in the community, and is passed on further to later generations. Once new challenges appear in the environment, new adaptations are likely to crop up for a fortunate few.

This is not to say that mutations are always helpful. Sometimes they are simply inconvenient, odd or unsupportable. They can even be indicative of a disruption in the environment.

Human interference in genetic coding is a pretty common practice these days. By deliberately engineering mutations in plants, most often food crops, humans can create larger, more resilient food sources. Since these "superfoods" are synthetically equipped with attributes that make them disproportionately competitive in the ecosystem they share with naturally grown food crops, they pose a threat to those populations. This is a controversial practice many food activists are working to curb.

Whether the mutation occurs naturally or is forced upon a population by biogenetic scientists, mutations are essential to the system by which ecosystems change and grow.
1. What determines the traits of offspring?
   A. food sources that have been genetically engineered
   B. literary metaphors and exciting connotations
   C. the pool of entries in the state lotto jackpot
   D. genes received from the offspring's parents

2. Mutation in the genes of an organism is a cause. What is a possible effect?
   A. The organism is less likely to be studied by scientists.
   B. The organism is more likely to find a sexual partner identical to it.
   C. The organism is more likely to resemble its parents.
   D. The organism is more likely to survive and procreate.

3. Reproduction is "a sort of complex lottery in which the third organism—the offspring of the first two—inherits a combination of the parent organisms' genetic material."

   What evidence from the passage supports this statement?
   A. "The likeliest candidate to be coded for red hair is offspring with two red-headed parents."
   B. "It would be very, very unlikely for two parents with identically coded chromosomes to sexually reproduce."
   C. 'Mutant and mutation have exciting, exotic connotations to us, but actually, mutation is simply a necessary part of a species' evolution."
   D. "Human interference in genetic coding is a pretty common practice these days."

4. What is a difference between physical traits and personality traits?
   A. Physical traits are mainly determined by a person's environment; personality traits are determined by both a person's genes and environment.
   B. Physical traits are mainly determined by a person's genes; personality traits are determined by both a person's genes and environment.
   C. Physical traits are mainly determined by a person's genes and environment; personality traits not determined by either a person's genes or environment.
   D. Physical traits are mainly determined by a person's genes; personality traits are determined by genetically engineered food that a person eats.
5. What is this passage mostly about?
   A. genes
   B. ecosystems
   C. the lottery
   D. personality traits

6. Read these sentences: "Red hair happens to be a kind of gene called incomplete dominant, which means it will blend with other genes, rather than dominate or be dominated. Since this is the case, the likeliest candidate to be coded for red hair is offspring with two red-headed parents."

What does the word "dominate" mean?
   A. protect or defend something from attack
   B. consume or eat a large amount
   C. overpower or be in control
   D. give up or be in the control of another

7. Choose the answer that best completes the sentence below.

A mutation may be passed down from one generation to the next, _______ when the mutation is advantageous.
   A. before
   B. never
   C. particularly
   D. on the contrary

8. Define "mutation."
9. What can people create by engineering mutations in food crops?


10. Why might genetically engineered "superfoods" be a threat to naturally grown food? Support your answer with information from the passage.


Walt Disney Goes to War

by Lisa Briner

This text has been provided courtesy of the Department of Veterans Affairs, Office of Public Affairs.

By Lisa Briner, US Army Heritage and Education Center

Hal Olsen, a professional nose artist, paints “The Ruptured Duck” on the nose of a B-25B bomber at the Pacific Aviation Museum on Ford Island, Hawaii, to commemorate the historical aircraft’s exhibit. Olsen, a retired naval aviation mechanic, started his art career more than 60 years ago during World War II. U.S. Navy photo.

An important factor ensuring America’s ultimate victory over the Axis Powers in World War II was the overwhelming and unwavering support of the Home Front. Contributing much to creating and maintaining that Home Front support were Walt Disney films. Meanwhile, morale-boosting Disney-designed insignia that soon appeared on planes, trucks, flight jackets, and other military equipment accomplished the same for American and Allied forces.

During the war Disney made films for every branch of the U.S. government. Typical of the films was the 1943 "The Spirit of '43," produced at the request of the Secretary of the Treasury, Henry Morgenthau, Jr. The film depicted Donald Duck dealing with federal income taxes and pointing out the benefit of paying his taxes in support of the American war effort.

At the Navy’s request, the Disney Studios also produced, in just three months, some 90,000 feet of training film to educate sailors on navigation tactics. Disney animators also worked closely with Hollywood producer Frank Capra and created what many consider to be the most brilliant animated maps to appear in a series of seven highly successful "Why We Fight" films.

During the war, over 90 percent of Disney employees were devoted to the production of training and
propaganda films. In all, the Disney Studios produced some 400,000 feet of film representing some 68 hours of continuous film. Included among the films produced was "Der Fuehrer's Face," again featuring Donald Duck. It won the Oscar as the best animated film for 1943.

Perhaps the importance of the Disney Studios to the war effort is best demonstrated by the fact that the U.S. Army deployed troops to protect the facilities, the only Hollywood studio accorded such treatment.

During World War I, while serving as a Red Cross ambulance driver, Walt Disney embellished his ambulance and other vehicles with drawings and cartoon figures. Thus, he came to appreciate the importance of humorous insignia to unit morale and esprit-de-corps. It is not surprising, therefore, that during World War II Disney artists often used their talents to design military insignia and emblems.

For example, in 1942 the Navy asked Disney to design an emblem appropriate for its new fleet of Navy torpedo boats known as "mosquito boats." In response, Disney provided its famous emblem of a mosquito riding a torpedo, which soon adorned all of the newly constructed PT boats. At the request of the China Defense Supplies organization, the Disney Studios also designed a winged tiger flying through a large V for victory for the world-famous "Flying Tigers." By war's end, the Disney Studios had produced over 1,200 insignias for both the U.S. Army and Navy, as well as Allied units, without ever charging a fee.

ABOUT THIS STORY: Many of the sources presented in this article are among 400,000 books, 1.7 million photos and 12.5 million manuscripts available for study through the U.S. Army Military History Institute (MHI). The artifacts shown are among nearly 50,000 items of the Army Heritage Museum (AHM) collections. MHI and AHM are part of the Army Heritage and Education Center (AHEC), 950 Soldiers Drive, Carlisle, PA, 17013-5021.

For additional information on the US Army Heritage and Education Center, please visit: www.carlisle.army.mil/ahec/index.cfm.
1. What did the Disney Studios support during World War II?
   A. the Axis Powers  
   B. the career of Hal Olsen  
   C. the American war effort  
   D. the construction of ambulances

2. What does the author describe in the article?
   A. the plots of the "Why We Fight" films created by Disney animators and Frank Capra  
   B. the soldiers Walt Disney rescued while serving as a Red Cross ambulance driver  
   C. the process by which the U.S. Navy designed and built "mosquito boats"  
   D. the contributions that the Disney Studios made to the U.S. in World War II

3. Read these sentences from the text:

"An important factor ensuring America's ultimate victory over the Axis Powers in World War II was the overwhelming and unwavering support of the Home Front. Contributing much to creating and maintaining that Home Front support were Walt Disney films."

What evidence supports the claim that Walt Disney films helped create and maintain "Home Front support"?

   A. Disney-designed insignia appeared on planes, trucks, flight jackets, and other military equipment during World War II.  
   B. Disney made a film in 1943 that pointed out the benefit of paying taxes in support of the American war effort.  
   C. During World War II, the Disney Studios produced some 400,000 feet of film representing some 68 hours of continuous film.  
   D. While serving as a Red Cross ambulance driver, Walt Disney embellished his ambulance and other vehicles with drawings and cartoon figures.
4. Read this paragraph from the text:

"During World War I, while serving as a Red Cross ambulance driver, Walt Disney embellished his ambulance and other vehicles with drawings and cartoon figures. Thus, he came to appreciate the importance of humorous insignia to unit morale and esprit de corps. It is not surprising, therefore, that during World War II Disney artists often used their talents to design military insignia and emblems."

Based on this information, what can you infer about the effect of the insignia and emblems designed by Disney artists during World War II?

A. The insignia and emblems probably improved the morale and spirit of troops fighting in World War II.
B. The insignia and emblems probably lowered the morale and spirit of troops fighting in World War II.
C. The insignia and emblems probably had little effect on the morale and spirit of troops fighting in World War II.
D. The insignia and emblems probably made troops fighting in World War II want to watch Disney movies.

5. What is the main idea of this text?

A. Hal Olsen, a retired naval aviation mechanic, started his art career during World War II.
B. The Disney Studios made important contributions to the American government and military during World War II.
C. At the U.S. Navy's request, the Disney Studios produced some 90,000 feet of training film to educate sailors on navigation tactics.
D. During World War II, the Disney Studios designed a winged tiger flying through a large V for victory for the world famous "Flying Tigers."
6. Read these sentences from the text:

"During World War I, while serving as a Red Cross ambulance driver, Walt Disney embellished his ambulance and other vehicles with drawings and cartoon figures. Thus, he came to appreciate the importance of humorous **insignia** to unit morale and esprit de corps. It is not surprising, therefore, that during World War II Disney artists often used their talents to design military **insignia** and emblems."

What does the word "**insignia**" probably mean here?

A. distinguishing marks, symbols, or illustrations  
B. cartoon characters such as Donald Duck  
C. sculpture, photography, and other art forms  
D. powerful weapons and military equipment

7. Read these sentences from the text:

"It is not surprising, therefore, that during World War II Disney artists often used their talents to design military insignia and emblems.

"For example, in 1942 the Navy asked Disney to design an emblem appropriate for its new fleet of Navy torpedo boats known as 'mosquito boats.' In response, Disney provided its famous emblem of a mosquito riding a torpedo, which soon adorned all of the newly constructed PT boats."

What phrase could replace "For example" in the second sentence without changing the sentence's meaning?

A. As a result  
B. In summary  
C. For instance  
D. On the other hand
8. At the U.S. Navy's request, the Disney Studios produced some 90,000 feet of training film. What was the purpose of this training film?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

9. According to the author, what was "the importance of the Disney Studios to the war effort" perhaps best demonstrated by?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

10. What was the most important contribution that the Disney Studios made to America during World War II?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
How Do I Love Thee? (Sonnet 43)

by Elizabeth Barrett Browning

How do I love thee? Let me count the ways.
I love thee to the depth and breadth and height
My soul can reach, when feeling out of sight
For the ends of being and ideal grace.
I love thee to the level of every day's
Most quiet need, by sun and candle-light.
I love thee freely, as men strive for right.
I love thee pure, as they turn from praise.
I love thee with the passion put to use
In my old griefs, and with my childhood's faith.
I love thee with a love I seemed to lose
With my lost saints. I love thee with the breath,
Smiles, tears, of all my life; and, if God choose,
I shall but love thee better after death.
1. What does the speaker count in this poem?
   A. the ways he or she gets through difficulties in life
   B. the ways he or she grieves for the "lost saints" of childhood
   C. the ways he or she loves the person being addressed
   D. the ways he or she thinks the person being addressed could improve

2. The rhyme scheme of the first four lines of this poem is ABBA. What is the rhyme scheme of the next four lines (lines 5-8)?
   A. AAAA
   B. AABB
   C. ABBA
   D. ABAB

3. Read these lines from the poem.

   "I love thee to the depth and breadth and height
   My soul can reach, when feeling out of sight
   For the ends of being and ideal grace."

Based on these lines, what can you conclude about the speaker's love for the addressee?
   A. The speaker loves the addressee as much as the speaker's soul allows.
   B. The speaker loves the addressee even though the addressee is not graceful.
   C. The depth of the speaker's love for the addressee is not as great as its breadth and height.
   D. The height of the speaker's love for the addressee is not as great as its depth and breadth.
4. Read these lines from the poem.

"I love thee with the passion put to use
In my old griefs, and with my childhood's faith.
I love thee with a love I seemed to lose
With my lost saints."

Based on these lines, what can you conclude about the speaker's past?

A. There have been times of joy and pride in the speaker's past.
B. There have been times of sadness and loss in the speaker's past.
C. There have been times of hate and violence in the speaker's past.
D. There have been times of boredom and disgust in the speaker's past.

5. What is the speaker's message to his or her addressee?

A. I wish I had met you sooner.
B. I love you now more than I used to.
C. I love you now, but I used to love you more.
D. I love you in many different ways.

6. Where in this poem does anaphora occur?

A. lines 1, 2, 3, 4, and 6
B. lines 2, 4, 6, 7, 13, and 14
C. lines 3, 4, 5, 6, and 10
D. lines 5, 7, 8, 9, 11, and 12
7. Read these lines from the poem.

"I love thee with the breath,
Smiles, tears, of all my life; and, if God choose,
I shall but love thee better after death."

What is the meaning of the word "but" in the last line?

A. only
B. never
C. first
D. currently

8. The speaker declares that he or she loves the addressee with "passion" (line 9). What was this passion once put to use in?

9. How have the speaker's feelings changed between the past and the present? Support your answer with evidence from the text.
10. How might the speaker's feelings change between the present and the future?

Support your answer with evidence from the text.