

74 What Makes a Dynasty?

Sports fans love to discuss dynasties—teams that did so well for so long that while they were successful they seemed almost to own their sport. They don't necessarily have to win the World Series or Super Bowl or NBA title every single year. But in those few years they don't win, they must come pretty close.

Who were some of the great sports dynasties? Certainly the New York Yankees in the 1920s, when Babe Ruth was playing. (The Yankees also had a dynasty in the '50s and '60s, with stars like Yogi Berra and Mickey Mantle.) There were also the Boston Celtics, who dominated professional basketball from the late 1950s all the way through the '60s, and the Chicago Bulls, who owned the sport in the 1990s. The Green Bay Packers pretty much dominated football in the '60s, in the Vince Lombardi years. In hockey, the Montreal Canadiens were the team to beat through much of the '50s, '60s, and '70s.

Beyond that, calling any team a dynasty gets a little dicey. For instance, Pittsburgh, Dallas, and San Francisco have each played in, and won, several Super Bowls. But have any of these teams dominated football for an extended period? Do the New York Islanders' four consecutive Stanley Cups in the early 1980s make them a hockey dynasty for that period? Questions like these don't have hard and fast answers. What you think depends, to a large extent, on where you live and which teams you support. But that is what makes sports interesting.

Main Idea

1

Mark the *main idea*

Mark the statement that is *too broad*

Mark the statement that is *too narrow*

Answer

Score

☒ M

15

☐ B

5

☐ N

5

a. A dynasty can happen in any sport.

☐

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b. Only a few teams are strong enough to be called dynasties.

☐

—

c. The Boston Celtics were a very strong basketball team.

☐

—

Score 15 points for each correct answer.

Score

Subject Matter 2 Another good title for this selection would be
☐ a. Which Football Teams Qualify?
☐ b. Only the Very Best.
☐ c. Who Will Be Next?
☐ d. The Death of Sports Dynasties.

Supporting Details 3 The coach of the Green Bay Packer dynasty was
☐ a. Yogi Berra.
☐ b. Bart Starr.
☐ c. Vince Lombardi.
☐ d. Mike Holmgren.

Conclusion 4 The writer believes that
☐ a. there can be no agreement on which teams are dynasties.
☐ b. dynasties have some identifiable characteristics.
☐ c. hometown fans are very biased.
☐ d. there will be no dynasties beyond the 1990s.

Clarifying Devices 5 In the course of this passage the writer
☐ a. asks several questions and answers all of them.
☐ b. asks several questions and answers some of them.
☐ c. asks no questions.
☐ d. mentions that only fans have sports questions.

Vocabulary in Context 6 Dominated means
☐ a. bossed.
☐ b. held home court advantage in.
☐ c. had winning records in.
☐ d. controlled by strength or power.

Add your scores for questions 1–6. Enter the total here and on the graph on page 218.

Total Score

75 A Leader of Her Country

By the 1990s, people had become accustomed to seeing women in high government posts. People were not so accustomed to this in the 1960s, however. Yet that is when Golda Meir became prime minister of Israel.

Meir was born in the Ukraine. However, she emigrated to the United States with her family as a young child. She grew up in Milwaukee, where her mother ran a grocery store. Meir trained to be a schoolteacher and married when she was about twenty.

As a young woman, Meir heard stories of the struggles to establish a Jewish homeland. In 1921, she and her husband moved to Palestine to work with the Jewish groups there. She was instrumental in helping Israel become an independent state in 1948. When the new government was formed, Meir was the only woman to belong to the provisional council of state, the legislative part of the government. She took an active role in establishing policy.

In 1969, the Israeli prime minister died suddenly, and Meir was chosen as a compromise candidate for the position. She remained prime minister until 1974.

Seventy-one years old when she took office, Meir was a plain-looking, plain-dressing woman. She reminded some people of a kindly grandmother. But it was a mistake to underestimate her strength and will. She led her country through peace and war. After her death in 1978, Meir was called "one of the great women in Jewish and world history."

Main Idea

1

	Answer	Score
Mark the <i>main idea</i>	☒ M	15
Mark the statement that is <i>too broad</i>	☒ B	5
Mark the statement that is <i>too narrow</i>	☒ N	5

- a. Few women have become leaders of countries. ☐
- b. Golda Meir worked for a Jewish homeland for most of her life. ☐
- c. Israel became an independent state in 1948. ☐

Score 15 points for each correct answer.

Score

- Subject Matter** 2 The subject of this passage is
- ☐ a. the career of Golda Meir.
 - ☐ b. how people learn to accept responsibility.
 - ☐ c. discrimination against women leaders.
 - ☐ d. remaining active even when elderly.
- Supporting Details** 3 Golda Meir became prime minister
- ☐ a. right after Israel won independence.
 - ☐ b. by winning a landslide election.
 - ☐ c. as a compromise candidate.
 - ☐ d. but was quickly pushed out of power.
- Conclusion** 4 When Israel became a state, the people in power
- ☐ a. were mostly young.
 - ☐ b. had a lot of experience running a country.
 - ☐ c. were an equal mix of men and women.
 - ☐ d. included few women.
- Clarifying Devices** 5 The passage is basically a
- ☐ a. biography of Golda Meir.
 - ☐ b. history of Israel.
 - ☐ c. discussion of emigration.
 - ☐ d. description of life in Milwaukee.
- Vocabulary in Context** 6 In this passage, instrumental means
- ☐ a. musical.
 - ☐ b. very helpful.
 - ☐ c. useless.
 - ☐ d. recognized.

Add your scores for questions 1–6. Enter the total here and on the graph on page 218.

Total
Score

76 A Maker of Mobiles

You probably know what a mobile is. These delicate constructions, hanging from the ceiling and moving gently with every breeze, delight both children and adults. But do you know who invented the mobile? This lovely creation was the work of an American artist named Alexander Calder.

Calder became interested in making things when he was a child, and even then he often used wire in his constructions. When he went to college, he studied engineering rather than art. But he quickly realized that art was his real passion. He also loved the circus, and many of his early art works were small circus figures made with wire and a pliers.

In about 1930, Calder turned from realistic wire figures to abstract ones. He began constructing objects that had circles, squares, and other geometric shapes intersecting each other. To get the shapes to move, he used small motors or hand cranks. Then he went one step beyond these early mobiles. He got the shapes in his constructions to move by themselves.

A mobile may look simple as it shifts in the wind, but it requires careful construction to work properly. Calder used his engineering knowledge to create his first mobiles. Often these consisted of small pieces of brightly painted metal strung by wire to a thicker base wire. Calder learned how to find the precise point to connect each wire so that all the pieces would sway in harmony. In doing so, he created an art form for people all over the world to copy and enjoy.

Main Idea

1

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Mark the statement that is <i>too broad</i>	☐ B	5
Mark the statement that is <i>too narrow</i>	☐ N	5

- Mobile are creations that move in the wind.
- Alexander Calder's experiments with wire led to the first mobiles.
- Calder was always interested in the circus.

☐
☐
☐

Score 15 points for each correct answer.

Score

- Subject Matter** 2 The subject of this passage is
- ☐ a. mobiles around the world.
 - ☐ b. how Calder came to develop the mobile.
 - ☐ c. how mobiles are made.
 - ☐ d. Calder's early art education.
- Supporting Details** 3 Many of Calder's early art works were
- ☐ a. mobiles.
 - ☐ b. circles and triangles.
 - ☐ c. large sculptures.
 - ☐ d. wire circus figures.
- Conclusion** 4 Based on his work, Calder seemed to have a personality that was
- ☐ a. bitter.
 - ☐ b. serious.
 - ☐ c. playful.
 - ☐ d. egotistical.
- Clarifying Devices** 5 Alliteration is the use of words with the same beginning consonant. Which of the following uses alliteration?
- ☐ a. "an American artist"
 - ☐ b. "A Maker of Mobiles"
 - ☐ c. "pieces of brightly painted metal"
 - ☐ d. "engineering rather than art"
- Vocabulary in Context** 6 As used in this passage, the word abstract means
- ☐ a. not looking like realistic people or objects.
 - ☐ b. hard to visualize.
 - ☐ c. geometric.
 - ☐ d. made of wire.

Add your scores for questions 1–6. Enter the total here and on the graph on page 218.

Total
Score

77 Fire Is Fearsome

People often speak of fire as though it were a living creature—it grows, dances, needs oxygen, feeds on whatever it can find, and then dies. And when a forest fire rages out of control, threatening human lives and homes, it must be fought like a “wild animal.” The fight is often desperate, since firefighters’ best efforts may be dwarfed by the fury of a large fire. But the fire’s own traits can be used against it.

The heated air above a fire rises in a pillar of smoke and burnt gases, pulling fresh air in from the sides to replace it. Firefighters use this fact when they “fight fire with fire.” They start a fire well in front of the one that they are fighting. Instead of traveling on in front of the inferno, the smaller fire is pulled back toward it by the updrafts of the larger blaze. As it travels back to meet the large fire, the smaller backfire burns away the fuel that the forest fire needs to survive.

Even when a backfire has been well set, however, the fire may still win the struggle. The wind that the firefighters used to help them may now become their enemy. When the backfire meets the main fire, before both die for lack of fuel, there is tremendous flame, great heat, and turbulent winds. A strong gust may blow the fire into the treetops beyond the area, giving the fire new fuel and a new life.

Main Idea

1

	Answer	Score
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Mark the statement that is <i>too broad</i>	☒ B	5
Mark the statement that is <i>too narrow</i>	☒ N	5

a. A fire’s own characteristics can be used to fight it.

☐

b. Backfires are used to “fight fire with fire.”

☐

c. Fire can be useful as well as dangerous.

☐

Score 15 points for each correct answer.

Score

- Subject Matter** 2 This passage focuses on
- ☐ a. how fires start.
 - ☐ b. damage caused by fire.
 - ☐ c. the fascination of fire.
 - ☐ d. fighting forest fires.

- Supporting Details** 3 A backfire is started
- ☐ a. behind a forest fire.
 - ☐ b. ahead of a forest fire.
 - ☐ c. on the sides of a forest fire.
 - ☐ d. all around a forest fire.

- Conclusion** 4 This passage suggests that a fire will travel
- ☐ a. faster than a horse can run.
 - ☐ b. in all directions at the same speed.
 - ☐ c. in whatever direction the wind is blowing.
 - ☐ d. away from a fuel source.

- Clarifying Devices** 5 In the last paragraph, the writer again refers to the fire as a living creature by saying that it
- ☐ a. can be blown around by the wind.
 - ☐ b. dwarf a man's best efforts.
 - ☐ c. heats the air above it.
 - ☐ d. may still win the struggle.

- Vocabulary in Context** 6. A turbulent wind
- ☐ a. blows in all directions.
 - ☐ b. is extremely hot.
 - ☐ c. circles like a tornado.
 - ☐ d. has little strength.

Add your scores for questions 1–6. Enter the total here and on the graph on page 218.

Total
Score

78 Garlic: The Magic Cure-All

Once you have smelled the delicious aroma of garlic, you'll never forget it. It is an herb that is widely used in cooking and salads. You may hear of people using it to improve their health. Some say it even has magical powers. These magical powers were known of even in ancient times. For instance, a Roman soldier would not go into battle without first eating some garlic. The Romans believed that garlic gave a person strength and courage. Whether or not the soldiers fought any better because of their garlic eating, however, is unknown. Nevertheless, this Roman habit may have been frightening to the enemies.

The period of the Middle Ages was fraught with superstition. During the frightening Black Plague, people ate bushels of garlic as protection against the dread disease. Garlic was thought of as a cure-all. For example, people who feared vampires, werewolves, and the evil eye of a witch would wear cloves of garlic wrapped in cloth and hung around their necks.

Even today, garlic is used in various old-fashioned, cure-all remedies. A syrup made from garlic is said to cure colds. A clove of garlic wrapped in a wet cloth and kept on the chest will relieve the discomforts of bronchitis. Garlic has even been put to use in agriculture. Garlic scattered in the soil around peach trees is supposed to protect the trees from harmful pests. And garlic really can be soothing when rubbed on insect bites.

In actuality, garlic's value is not all superstition. Garlic does contain an antibiotic—allium—that doctors use to lower high blood pressure in patients.

Main Idea

1

	Answer	Score
Mark the <i>main idea</i>	☒ M	15
Mark the statement that is <i>too broad</i>	☐ B	5
Mark the statement that is <i>too narrow</i>	☐ N	5

- Many superstitions surround the use of garlic. ☐
- Garlic was a main ingredient in many old-fashioned remedies. ☐
- Some people believe that certain herbs have magical powers. ☐

Score 15 points for each correct answer.

Score

- Subject Matter** 2 This passage discusses the uses of
- ☐ a. allium.
 - ☐ b. superstition.
 - ☐ c. garlic.
 - ☐ d. magic herb.
- Supporting Details** 3 The allium contained in garlic is good for
- ☐ a. diabetes.
 - ☐ b. high blood pressure.
 - ☐ c. headaches.
 - ☐ d. ulcers.
- Conclusion** 4 It is evident from this passage that
- ☐ a. garlic has magical powers.
 - ☐ b. the Roman soldiers owed their victories to garlic.
 - ☐ c. garlic has had many uses throughout history.
 - ☐ d. garlic is a valuable cure-all medicine.
- Clarifying Devices** 5 The writer shows the diverse uses of garlic by
- ☐ a. giving examples.
 - ☐ b. tracing its evolution.
 - ☐ c. speculating.
 - ☐ d. proving its value.
- Vocabulary in Context** 6 As used in this passage, the word fraught means
- ☐ a. devoid.
 - ☐ b. characterized.
 - ☐ c. scattered.
 - ☐ d. full of.

Add your scores for questions 1–6. Enter the total here
and on the graph on page 218.

Total
Score