

Session 1—Reading

Directions

In this part of *Next Generation ELAP*, you will read four passages:

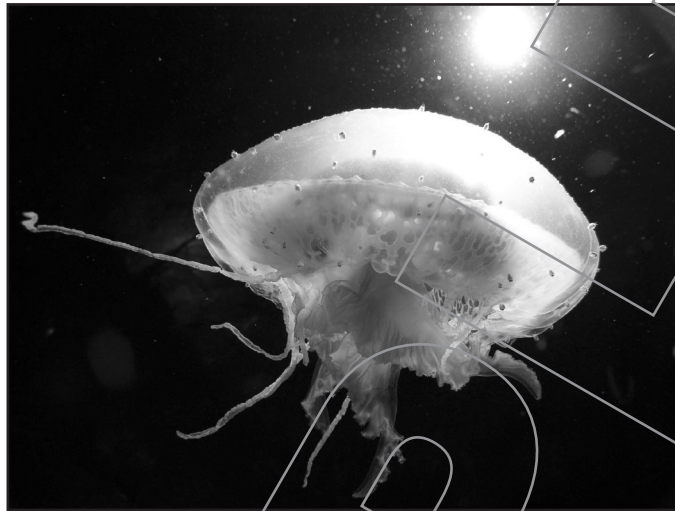
- Jellyfish Blooms
- After Twenty Years
- The Diary
- Jabberwocky

There are multiple-choice or constructed-response questions for you to answer after each passage. Refer to the passage as often as you need to. Then fill in the circle of the best answer to each question or write your answer on the lines provided.

Now turn the page and begin.

Jellyfish Blooms

by Mieko Ling



- 1 On a dark night, near the new moon, gelatinous, nearly-transparent beings emerge from the Pacific Ocean depths. Hundreds, sometimes thousands, of these quivering masses of jelly float in with the night tide onto the beaches of Hawaii.
- 2 These particular invaders are called *box jellyfish*, one of the most venomous and deadly types of jellyfish, but there are many different kinds of jellyfish in the world. The existence of jellyfish on the planet goes back even further than that of the dinosaurs. Some jellyfish can be smaller than an inch, while others can be as large as six feet wide, not including their tentacles. Generally, their lifespan is quite short. Many jellyfish live for just one summer. Each September, jellyfish release hundreds of eggs into the water. The jellyfish larvae then swim to the ocean bottom and attach themselves to hard surfaces. In spring, they grow into tiny jellyfish. After growing and living for about 6 to 12 months, they will release eggs and then die, and a new cycle begins.
- 3 In recent decades, scientists have been addressing a problematic question about jellyfish: are jellyfish just playing their natural part in the oceans, or are they increasing worldwide? Scientists have noticed more and more box jellyfish in the waters around Hawaii and in some other places of the world. Scientists are studying these jellyfish swarms, called *blooms*. The question, they say, is: are these population explosions new or just a part of a normal process?

- 4 First of all, it is generally known in the marine science world that in some places jellyfish are increasing in seas and oceans. In some places, jellyfish blooms have spread for miles and miles. Off the coast of France, for example, groups of jellyfish have sunk 500-pound fishing nets. In Japan, jellyfish have clogged the water intakes of power plants. Another example, on one beach in Australia, more than 10,000 people were stung by jellyfish in one week. These types of invasions cause concerns about what is normal regarding the number of jellyfish in certain areas.
- 5 Scientists have been tracking the populations of jellyfish. The studies show that jellyfish around the world experience normal fluctuations over time. These variations included rising phases. When these rising phases become obvious, it has contributed to public perception feeding an alarming concern about an overall increase in jellyfish numbers.
- 6 However, scientists have also observed that there are places where jellyfish numbers have remained the same or even decreased over time. The scientists then concluded that, over time, jellyfish populations rise and fall in regular patterns. Knowing this has led them to search for the long-term natural factors that cause jellyfish numbers to change so often.
- 7 One factor that has contributed to the seemingly global increase of jellyfish is their habitat. They can live almost anywhere there's water. They thrive in warm waters and also seem to prosper under the ice in Arctic and Antarctic seas. They have even been seen in North American freshwater lakes and streams.
- 8 Jellyfish are able to swim by contracting and expanding their saucer-shaped bodies. This action is similar to opening and closing an umbrella. They also drift along with currents and tides. Jellyfish get around with such ease that it has allowed them to live almost all over the world.
- 9 Although jellyfish can be found in the oceans worldwide, and the number of them may increase in certain places, scientists believe they are following normal life-cycle patterns. Like all of the creatures in the oceans, scientists will continue to closely study how to keep the ecosystem balanced and healthy. Jellyfish are a vital part of the marine world, and we need to do everything we can to take care of the ocean.

1. Which statement **best** summarizes the central idea of the article?

- Ⓐ There are too many jellyfish in the oceans.
- Ⓑ Scientists want to eliminate jellyfish invasions.
- Ⓒ The number of jellyfish in different areas fluctuates over time.
- Ⓓ Jellyfish populations are continually increasing worldwide, year by year.

2. What is the **main** question addressed by the author of the article?

- Ⓐ How long do jellyfish live?
- Ⓑ Are box jellyfish the most deadly kind of jellyfish?
- Ⓒ Why are jellyfish stinging so many people in Australia?
- Ⓓ Do rising phases of jellyfish populations indicate a problem?

Session 2—Reading and Writing

Directions

In this part of *Next Generation ELAP*, you will read four passages:

- Sold!
- How the Armadillo Got Its Name
- An Important Kind of Face Time
- Cafeteria Conversation

There are multiple-choice or constructed-response questions for you to answer after each passage. Refer to the passage as often as you need to. Then fill in the circle of the best answer to each question or write your answer on the lines provided.

Now turn the page and begin.

An Important Kind of Face Time

by Edmund Allen M.D.



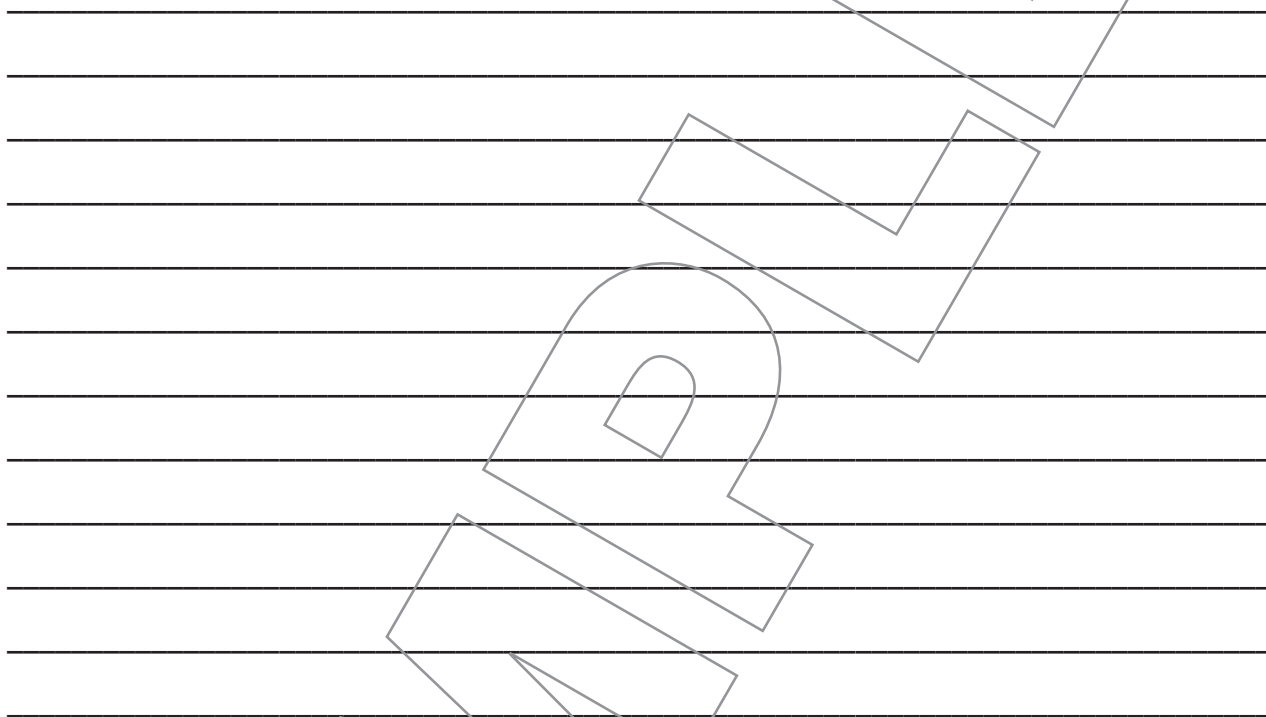
- 1 Parents and babies naturally smile, laugh, coo, and play peek-a-boo with each other. Some developmental scientists have questions about how these interactions help infants develop. “Parents tend to put a lot of emotional energy into these interactions,” says University of Miami psychology professor Daniel Messinger. “We want to discover the importance of these playtimes. There’s nothing more rewarding for a parent than when your baby smiles at you for the first time, but just how important are these interactions?”
- 2 With support from the National Science Foundation, Messinger and his colleagues are learning more about child development by studying how parents and babies interact with each other, especially as babies fixate on their parents’ faces.
- 3 “We believe that through face-to-face interaction, babies learn social rules, such as when to take turns with their vocalizations or when to smile at the same time,” says Messinger. “It’s important for the baby to respond to the mother and for the mother to respond to the baby. It’s by smiling at the same time as their mothers that babies develop a shared social emotion.”
- 4 In an experiment at the University of Miami’s Early Play and Development Lab, babies are gently secured in a special seat so they can get a good view of their parent. Then they simply sit and watch their parent. The parent talks to the baby while the baby happily wiggles and responds. Several video cameras capture this short, structured playtime.

- 5 “They play for a while,” said Messinger. “But then, after a few minutes, the mom is instructed to deliberately stop responding to the baby, just for a short time. We want to see if the baby chooses to try to re-engage the mom. Or maybe they will use that time to look away and then start playing again.”
- 6 The videos are then analyzed with a special technology that precisely measures the facial movements of both the baby and the mom. “The baby is seeing the mom move her face,” said Messinger. “The baby also listens to what she is saying moment by moment. This technology really lets us get at those moment-to-moment exchanges. These include how mom is expressing joy and engaging with the infant and how the infant is responding to the mom.”
- 7 “The key,” he said, “is to use those facial measurements to better understand how interaction occurs, and how babies develop and learn early social rules. One of the things we found is that when a baby looks away from the parent, it usually just means they are interested in other things,” he said. “It doesn’t mean they are less interested in the parent. It simply means they need to look around and see what else is going on.”
- 8 The results of the study showed that when parents frequently provided face-to-face stimuli to which their infants could react, the children were more likely to develop on track. Babies gain pleasure and grow bonds of attachment by face-to-face stimuli.
- 9 Babies learn and benefit cognitively also. As they listen and react, they begin to learn about language long before they speak an actual word. Babies even take cues from their parents’ expressions and begin to develop empathy. This important nonverbal interaction even helps babies develop focus and attention at an early age. “Sensitive, responsive interaction with babies is one important factor that makes them grow up healthy,” he said.
- 10 So talk, smile, and laugh, face-to-face, with your baby. Something seemingly so natural and simple will have a long-lasting, positive impact on their growth and development emotionally, socially, and cognitively.

43. Read this quotation from paragraph 1.

“...just how important are these interactions?”

What evidence does the article give to support the idea that face-to-face interaction between a parent and baby is important? Use **two** details from the article to support your response.



Cafeteria Conversation

This story is a conversation between two middle school girls at lunchtime.

Nikki: Hi, Sonja! How was your weekend?

Sonja: It was great. I spent most of the weekend babysitting for my neighbors. They have the cutest kids.

Nikki: I have been wanting to ask you about babysitting. One of my mom's friends asked if I could babysit their little boy, but I have never babysat before. Can you give me some advice?

Sonja: How old is their little boy?

Nikki: He's 4 years old. His name is Hartley. He's adorable.

Sonja: That seems like a good place to start for your first babysitting job. One little boy, at that age, will be good experience. It's good to start with just one child, who's not an infant or newborn.

Nikki: That's what my mom said. She said that way I won't have to worry about bottles and diapers, at first.

Sonja: That's true! You just have to find out Hartley's routine and what house rules the parents have for him.

Nikki: House rules?

Sonja: Yes, like what kind of things is he allowed to do, or not do? What foods does he eat? When does he nap? How do the parents prefer you handle any kind of behavior challenges, and what are some ways to encourage good behavior?

Nikki: Wow! I didn't think about all of those things.

Sonja: There's a lot to think about. I actually took a babysitting course through the American Red Cross. It was really helpful. I even got two certificates. One is a babysitting certificate, and the other is a first-aid certificate. I can ask my mom to send your mom the information.

Nikki: That would be great! What kind of activities do you do with the children when you are babysitting?



Plan Your Answer

This is space where you can plan your answer to question 46 on the next page. Read the question and make notes below about how you might answer it. Then write your final answer on pages 46 and 47. Your writing on this page will **not** count toward your final answer.

SAMPLE

