

Reading Comprehension

DIRECTIONS Read this selection and answer the questions that follow.

from **Odd Couples**

Amy Sarver

ASSESS

The practice test items on the next few pages match skills listed on the Unit Goals page (page 877) and addressed throughout this unit. Taking this practice test will help you assess your knowledge of these skills and determine your readiness for the Unit Test.

REVIEW

After you take the practice test, your teacher can help you identify any skills you need to review.

- Text Features
- Graphic Aids
- Summarize
- Main Ideas and Supporting Details
- Suffixes
- Base Words
- Introductory Commas
- Capitalization of Titles

Living in the wild can be hard. Finding food and staying safe aren't easy. Each day, animals struggle to survive in their habitats. Not all animals get by on their own. Some animals form a close partnership with other kinds of animals. These pairings are called symbiotic relationships.

In a symbiotic relationship, the animals depend on each other. One animal helps the other meet its needs. Sounds good, right? Not always. Some animals are not very kind to their partners. In some cases, one animal meets its needs but hurts its partner. Sounds crazy, but it does happen. Take ticks, for example. These insects guzzle blood to live. To get blood, they attach themselves to other kinds of animals. Ticks do not help their hosts. Instead, they can pass germs that cause disease. In other relationships, animals don't treat their partners so poorly. Both animals benefit, or get help, from living with the other animal. Check out how animals pair up to survive.

Keeping Clean

Small animals called cleaner shrimps have found a way of helping fish at coral reefs. As their name suggests, the shrimps clean the fish. Here's how it works. The shrimps hang out at what scientists call a cleaning station. A fish stops by. Then a shrimp climbs onto the fish. The shrimp even steps into the fish's mouth. The shrimp uses its tiny claws to pick stuff off the fish's body. That can include dead skin, tiny pieces of food, and wee creatures that can hurt the fish. The fish gets a nice cleaning. The shrimp enjoys a tasty meal of fish trash.

Small birds called plovers are also in the cleaning business. They have big customers—crocodiles. Crocs have long snouts filled with sharp teeth. Cleaning them is tricky. That's where the plover comes in. When a croc opens its mouth, the plover hops right in. The croc does not snap its snout shut. Instead, it lets the plover eat small, harmful animals attached to the crocodile's teeth. The plover gets an easy meal. The croc gets clean teeth.

Sweet Success

Some animals need each other because they like the same food. Take the honeyguide bird and the ratel. They live on grasslands in Africa. Both animals love honey. Yet each has a problem getting some. The bird can find a beehive, but can't open it. The ratel can open a hive, but doesn't know how to find one.



**ASSESSMENT
ONLINE**

For more assessment practice and test-taking tips, go to the **Assessment Center at ClassZone.com.**

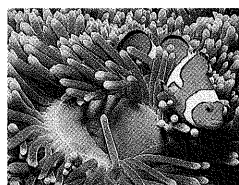
So the two animals team up. The bird flies over the grasslands, looking for hives. When it spots one, it swoops down and makes noise. The sound tells the ratel to come eat. The ratel uses its sharp claws to tear apart the hive. It gobbles up most of the honey-covered mess. Then the honeyguide bird enjoys finishing off the leftovers.

Clowning Around

- 40 Land and sky animals aren't the only ones that work together. So do some sea animals. One of the oddest couples is made up of the sea anemone and the clownfish. You might think sea anemones look like plants, but they are really hungry animals. They attach themselves to a rock or a coral reef. There they wait for a fish to swim by. Then they sting it with their tentacles. The stunned fish is then pulled into the sea anemone's hidden mouth. Still, one daring fish makes its home among sea anemones. It's the clownfish. This orange-and-white fish isn't kidding
- 50 around. Its body is shielded by a thick layer of mucus. The slime protects the clownfish from the sea anemone's dangerous, stinging tentacles. The clownfish is also a good neighbor. It helps the sea anemone by luring in fish. When a hungry fish spots a colorful clownfish, it darts toward it. The clownfish safely swims under the anemone's tentacles. If the hungry fish follows, it gets stung. Then it becomes the anemone's next meal. The brave clownfish not only reels in fish food, it chases away fish that might eat an anemone. So the clownfish and
- 60 anemone help keep each other fed and safe.



Instead of searching the sky for insects, the oxpecker bird catches a ride aboard large animals such as the antelope. In return, the bird picks ticks and other pests off the animal's body.



Clownfish live safely among sea anemones. They lure edible fish into the anemones' deadly tentacles and chase away harmful ones.

A Different Way of Life

All animals want to do one thing—survive in the wild. Some do that by living alone. Others live in flocks, herds, hives, packs, or schools. Some animals, both large and small, know the best way to stay alive is to live with or near other kinds of animals. At first glance, these teammates don't seem to make sense. If you look more closely, you'll soon learn that these animals help one another find food, shelter, and safety. They make the most of their various differences. These unlikely partners pair up to get the most out of life.



SYMBIOTIC INTERACTIONS

Type of Relationship	Example	Interaction
Mutualism: both species benefit	bees and flowers	Bees gather nectar from flowers; they spread pollen that the flowers need to reproduce.
	aphids and ants	Aphids provide ants with sweet liquid; ants protect aphids from predators.
Commensalism: one species benefits; the other is not affected	trumpetfish and soft coral	Coral gives the trumpetfish camouflage for hunting; coral is unharmed.
	lichens and trees	Lichens live on trees; trees are unharmed.
Parasitism: one species benefits; the other is harmed	tapeworms and pigs	The tapeworm lives in the intestines of a host, such as a pig; it causes sickness in the host.
	mistletoe and trees	Mistletoe takes food from trees; the trees are damaged.

Comprehension

DIRECTIONS Answer these questions about the article "Odd Couples."

- Which statement best summarizes the information in lines 15–28?
 - Some animals set up cleaning stations where they get food from other animals that stop by.
 - There isn't much food in the ocean, so shrimp need to eat fish trash.
 - Birds such as plovers have learned from shrimp how to get food out of another animal's mouth.
 - Sometimes, one animal gets food by cleaning another animal, so both animals benefit.
- Reread lines 30–38. The term "sweet success" in the subheading (line 29) refers to what happens when the
 - honeyguide bird finds a beehive
 - honeyguide bird makes loud noises to attract the ratel
 - honeyguide bird and the ratel work together to get honey
 - ratel tears up the beehive and eats most of the honey
- Which fact in the article does the photograph of the clownfish help you understand?
 - Sea anemones look like plants.
 - The clownfish is shielded by a layer of mucus.
 - A hungry fish gets stung when it darts toward a clownfish.
 - The clownfish chases away fish that might eat the anemones.

4. Reread the definitions in the chart. Which animal mentioned in the article has a parasitic relationship with another animal?
- A shrimp
B tick
C ratel
D clownfish
5. According to the article, an unlikely couple can form a relationship that helps both partners. Which two species described in the selection best illustrate that idea?
- A tick and antelope
B tapeworm and pig
C trumpetfish and soft coral
D plover and crocodile
6. Which detail helps you understand the main idea of the article?
- A The honeyguide bird and the ratel both live on grasslands in Africa.
B Many animals survive in the wild by living together in flocks or herds.
C Crocodiles have long snouts with sharp teeth that are difficult to clean.
D The cleaner shrimp enjoys a meal while removing harmful creatures from a fish.
7. Which statement best summarizes lines 61–68?
- A Many animals live together in groups of their own species, such as flocks, herds, or schools.
B The strongest animals survive in the wild by living alone.
C Wild animal behavior is difficult to predict and often makes little sense.
D Animals use different survival strategies, including teaming up with unlikely partners.
8. The relationship between the clownfish and the sea anemone supports the idea that
- A a few animals form partnerships to have fun together
B in some symbiotic relationships, both animals benefit from forming a partnership
C animals that form partnerships survive better than animals that get by on their own
D in some symbiotic relationships, one animal meets its needs but hurts its partner
9. Reread the caption with the antelope photograph. Under which subheading in the article would you add a paragraph about the antelope and the oxpecker bird?
- A Keeping Clean
B Sweet Success
C Clowning Around
D A Different Way of Life

Written Response

SHORT RESPONSE Write two or three sentences to answer this question.

10. Choose an animal pair from either photograph. Where would you place that pair in the chart: under mutualism, commensalism, or parasitism? Explain your answer.

EXTENDED RESPONSE Write a paragraph to answer this question.

11. Summarize the key points presented in the chart. Give one example of each type of symbiotic interaction to support your answer.

Vocabulary

DIRECTIONS Use context clues and your knowledge of suffixes to answer the following questions.

1. What is the meaning of the word *symbiotic* as it is used in line 4?
A staying alert to danger
B competing for food
C acting in an aggressive way
D having a close association
2. What is the meaning of the word *stunned* as it is used in line 46?
A confused
B paralyzed
C astonished
D bored
3. What is the meaning of the word *various* as it is used in line 67?
A many
B changing
C extreme
D consistent
4. What is the meaning of the word *edible* as it is used in the caption with the clownfish photograph?
A injured
B hungry
C safe to eat
D pleasant tasting

DIRECTIONS Use context clues and your knowledge of base words to answer the following questions.

5. What is the meaning of the word *creatures* in line 20?
A domestic animals
B living organisms
C imaginary beings
D artistic life forms
6. What is the meaning of the word *differences* as it is used in line 68?
A disagreements or arguments
B comparisons
C the ways of being unlike
D unsure reactions
7. What is the meaning of the word *reproduce* as it is used to describe the bee-pollen interaction in the chart?
A do something again
B imitate an action
C begin a process
D generate offspring
8. What is the meaning of the word *predators* as it is used to describe the aphid-ant interaction in the chart?
A organisms that live by hunting or catching others
B animals that lived before humans existed
C those that make their presence known in advance
D groups that help each other survive

Writing & Grammar

DIRECTIONS Read this passage and answer the questions that follow.

(1) In 1921 Margaret Bourke-White received her first camera. (2) She would go on to become a renowned photojournalist in the next decade. (3) During the Great Depression Bourke-White photographed the South. (4) Her haunting images later appeared in the book *You have seen their Faces*. (5) Bourke-White also photographed Russia during World War II, documenting it in her book *shooting the Russian war*. (6) In the late 1940s Bourke-White spent two years in India. (7) Her photographs from this trip appeared in the book *halfway to Freedom: A Report on the new India*.

1. Choose the correct way to punctuate sentence 1 with a comma.
 - A In 1921, Margaret Bourke-White received her first camera.
 - B In 1921 Margaret, Bourke-White received her first camera.
 - C In 1921 Margaret Bourke-White received, her first camera.
 - D In 1921 Margaret Bourke-White received her first, camera.
2. Choose the correct way to punctuate sentence 3 with a comma.
 - A During the Great Depression Bourke-White, photographed the South.
 - B During the Great Depression Bourke-White photographed, the South.
 - C During the Great Depression, Bourke-White photographed the South.
 - D During the Great, Depression Bourke-White photographed the South.
3. Choose the correct way to capitalize the title in sentence 4.
 - A *You have seen Their Faces*
 - B *You Have Seen their faces*
 - C *You Have Seen their Faces*
 - D *You Have Seen Their Faces*
4. Choose the correct way to capitalize the title in sentence 5.
 - A *Shooting the Russian war*
 - B *Shooting the Russian War*
 - C *shooting the Russian War*
 - D *Shooting The Russian War*
5. Choose the correct way to punctuate sentence 6 with a comma.
 - A In the late 1940s, Bourke-White spent two years in India.
 - B In the late 1940s Bourke-White, spent two years in India.
 - C In the late 1940s Bourke-White spent two, years in India.
 - D In the late 1940s Bourke-White spent two years, in India.
6. Choose the correct way to capitalize the title in sentence 7.
 - A *Halfway to Freedom: A Report on the new India*
 - B *Halfway To Freedom: A Report On The New India*
 - C *Halfway to Freedom: A Report On the New India*
 - D *Halfway to Freedom: A Report on the New India*



Ideas for Independent Reading

Which questions from Unit 8 made an impression on you? Continue exploring them with these books.

What is your dream job?

**Dare to Dream!
25 Extraordinary Lives**
by Sandra McLeod
Humphrey

Some of the world's most famous athletes, scientists, artists, and politicians had to overcome serious obstacles to achieve success. This book tells the real-life stories of people who beat the odds.

**Come Back to
Afghanistan: A California
Teenager's Story**
by Said Hyder Akbar and
Susan Burton

After the fall of the Taliban government, Said and his father returned to Afghanistan. Said tells what it was like to be a teenager working to rebuild a country.

Stonecutter
by Leander Watts

It's 1835, and 14-year-old Albion is learning to be a stonecutter. His big break comes when he's hired to do the stonework at a new estate. When he gets there, he finds a creepy, half-finished mansion. Something isn't right.

Why do people seek danger?

Mortal Engines
by Philip Reeve

What could an assassin, a third-class historian, and a rich man's daughter ever have in common? They are all teenagers who are willing to risk their safety to solve the mystery that threatens to destroy the world.

Eragon
by Christopher Paolini

Eragon lives a quiet life on a farm until he finds a dragon's egg. After it hatches, Eragon's peaceful childhood comes to a violent end. He realizes it's his fate to become a dragon rider and join in the war against the evil King Galbatorix.

The Gadget
by Paul Zindel

Thirteen-year-old Stephen escapes war-torn London to live with his father, who is a scientist on a secret military base in New Mexico. Stephen is determined to learn all he can about the "gadget" his father is working on, but at what price?

What does music say about us?

The Black Canary
by Jane Louise Curry

James's parents think he will become a musician like them, but that is the one thing he knows he doesn't want. His opinion changes when he finds a portal to another time. He's stuck in the 1600s, and he can't go home until he develops his musical gifts.

Mountain Solo
by Jeanette Ingold

Tess is a violin prodigy, but after a disastrous concert she vows to give up music. She goes to live with her dad and his new wife in Montana. Can the mystery surrounding a young musician from the pioneer days help her figure out her own truth?

**This Land Was Made for
You and Me: The Life and
Songs of Woody Guthrie**
by Elizabeth Partridge

Woody Guthrie was a songwriter who traveled the country, singing about people struggling to get by. His own life was difficult, too, but he inspired people from many generations.