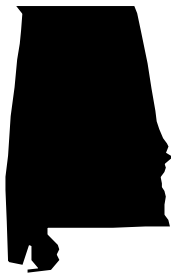


ADAW, ARMT, AND SAT-10 PREPARATION AND PRACTICE WORKBOOK



Aligned with the Alabama English Language Arts
Course of Study Content Standards

GLENCOE LANGUAGE ARTS GRADE 7

This helpful workbook provides

- Test-taking strategies for
Alabama Direct Assessment of Writing
Alabama Reading and Mathematics Test Reading Test
Stanford Achievement Test, 10th Edition
- ADAW practice writing prompts
- A full-length ARMT reading practice test
- A SAT-10 practice test covering Reading Vocabulary, Reading Comprehension, Spelling, Language, and Listening

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Introduction

Every winter thousands of Alabama seventh graders take the Alabama Direct Assessment of Writing, or “ADAW.” Every spring they take two more tests. One is the Alabama Reading and Mathematics Test, which is usually called “ARMT.” The other test is the Stanford Achievement Test. The current version of that test is the 10th edition, so it’s known as the “SAT-10.” (Some people call it the “Stan 10” or “Stanford 10.”)

ARMT and SAT-10 are standardized tests. The word *standardized* means “compared to standards.” The standards are statements that define what students should know and be able to do at the end of each grade.

Teachers use standardized tests to learn about your progress and your school’s progress. These tests are important to you because they let you show what you know and can do. You don’t have any teammates to give you a boost or to drag you down. It’s all up to you.

There’s no good way to “cram” for these kinds of tests, but this book was created to make you feel more comfortable taking them. You’ll see the kinds of questions that appear on ARMT and SAT-10. You’ll review the kinds of writing you’ll do for ADAW. You’ll learn and practice simple test-taking strategies and tips that can help you do your best. You’ll also take two practice tests and do some practice writing.

We’ll look at each test in detail, starting with ADAW.

ADAW: The Writing Test

You might remember the *Alabama Direct Assessment of Writing* from fifth grade. Only students in grades 5, 7, and 10 take ADAW, so it's your year again—or your first year if you're new to Alabama public schools.

ADAW is very different from ARMT. There are no multiple-choice questions. There is just one “writing prompt,” giving you a topic to write about. Here are four prompts that were used on ADAW tests in past years.

Think about being outside on a cold winter day. Describe this winter day. You may want to describe how it looks, sounds, and smells, as well as how you feel on this winter day.

Think about a day in your life when everything went wrong. Using specific details, write a story about what happened.

There are good and bad things about living in Alabama. Write an essay for your teacher explaining both the good and the bad things about living in Alabama. Be sure to supply reasons and/or specific examples.

Many school lunchrooms are considering a proposal that bans fried food and other fatty food items from school menus. Do you think this is a good or bad idea? Write a persuasive letter to your school's lunchroom manager supporting your position and giving convincing reasons and/or specific examples to support your opinion.

How you respond to the writing prompt you're given is entirely up to you. You may write as much or as little as you like during the hour. You can use your imagination and be creative, or you can be totally realistic and practical. You're free to write in any style and use any words that seem appropriate.

However, before you get carried away with all this freedom, remember that this is a writing *test* and that what you write will be assessed.

How the Writing Test Is Scored

Your writing is judged in four main areas, but the scoring system is fairly complicated. The next page shows a very simple version of the ADAW rubric that leaves out most of the details the scorers use.

Not rated	<i>Does not meet the standard.</i> The response receives no rating because it makes no attempt to answer the prompt or is illegible, not understandable, or off the topic.
Level I	<i>Does not meet the standard.</i> The response shows little understanding of the writing task.
Level II	<i>Partially meets the standard.</i> The response shows some understanding of the task and interest in the topic, but there is a lack of author control.
Level III	<i>Meets the standard.</i> The response shows a good understanding of the task and is developed with a sense of audience, purpose, and author control.
Level IV	<i>Exceeds the standard.</i> The response shows a thorough understanding of the task, has a strong sense of audience, and is precise, consistent, and supported with details that are clear and logical.

To help you meet or exceed the standard in the four areas, review these concepts.

Purpose refers to the understanding that you have of the “writing task.” You’ll read more about this later.

Content is judged according to the type of writing—descriptive, narrative, expository, or persuasive. The type of writing you do depends on the prompt you are given.

Audience is whoever is meant to read a piece of writing. A good writer uses words that appeal to and can be understood by the intended audience.

Organization/clarity represents a variety of things, including:

- a well-planned presentation of ideas
- a sense of author control
- a good introduction and development of the topic
- a smooth flow from one idea to the next
- a conclusion (if appropriate)
- a variety of sentence structures
- interesting, meaningful vocabulary
- grammar and mechanics

“Mechanics” refers to punctuation, capitalization, underlining, and spelling. Bad grammar and mechanics will count against you if they are so bad that the scorers can’t figure out what you’re trying to say.

You’ve probably noticed the phrase “author control.” Although it’s listed above with organization/clarity, it touches other areas too. Author control involves being aware of and writing for the audience, showing interest in the topic, and staying focused on the topic. On the next few pages, you’ll learn three basic strategies to help you with author control and the four areas described above.

Test-Taking Strategies

Writing Strategy 1: Understand the Task

Each writing prompt represents a different task and a different purpose. Prompts are assigned at random—by chance. You do not get to choose your topic. You are, however, expected to understand what your prompt asks for. These are the four kinds of writing you might be asked to do:

- **Descriptive writing** describes someone or something, using clear sensory details and figurative language. The first sample prompt says, “Describe this winter day,” and then suggests the sort of details you might include. Most prompts for descriptive writing are similar to this one.
- **Narrative writing** presents a clear sequence of events, explaining what happened, when they happened, and the time frame in which they happened. A story is a narrative, and most prompts for narrative writing include the phrase “write a story.”
- **Expository writing** presents reasons, explanations, or steps in a process. This writing uses a logical order to show the appropriate sequence of ideas or steps. It contains a main idea and supporting details and can include a conclusion. The sample prompt about living in Alabama is expository, asking for an essay explaining your ideas. Some expository prompts ask for a letter.
- **Persuasive writing** contains a clearly stated opinion and provides persuasive details, logical reasons, and/or examples to support that opinion. The last sample prompt asks for a persuasive letter. Persuasive writing prompts often ask for an essay.

Do not confuse expository writing with persuasive writing. If you’re asked to explain something, it’s the facts that matter. If the task is to persuade, the important things are your opinion and how convincing you are in supporting it with logical reasons.

Writing Strategy 2: Know Your Audience

Look again at the sample prompts on page 2. Two prompts identify specific audiences: “your teacher” and “your school’s lunchroom manager.” You’d express ideas differently to those people than you would to, say, a cousin. You’d speak more casually with your cousin and use less formal words.

It’s easier to write when you know who you’re writing for. When a prompt doesn’t have a “built-in” audience, you have to imagine the readers. Could they be your classmates? People who enjoy short stories? Golfers? All citizens of Alabama?

Whether the readers are identified for you or you invent them, you must figure out at least three important things: (1) How much does this audience know about the topic? (2) What vocabulary is appropriate for these readers? (3) What style will do the best job of getting your ideas across to them?

Practice

Part of ADAW's challenge is that you won't know exactly what you will write until you receive your prompt. Then you must decide quickly what kind of writing you have to do. You also have to decide who your audience is—that is, who you're writing for.

Use the following sample prompts to practice the first two writing strategies. First circle the name of the kind of writing that each prompt asks for. Then, below the prompt, note who you think the intended reader or readers are—besides the people who will score your writing. If an audience is not directly identified in the prompt, note who you think they would be or who you would like them to be. (Don't use real names.)

	<i>Descriptive</i>	<i>Narrative</i>	<i>Expository</i>	<i>Persuasive</i>
Prompt 1	<div style="border: 1px solid black; padding: 10px;"> Pretend that you find a time machine. You have one chance to travel to one time and place. When and where would you go? What would you do? Write a story about your time-travel adventure. </div>			
	<i>Audience:</i> _____			
Prompt 2	<i>Descriptive</i>	<i>Narrative</i>	<i>Expository</i>	<i>Persuasive</i>
	<div style="border: 1px solid black; padding: 10px;"> There are good and bad things about being a teenager. Write an essay for one of your teachers explaining both the good and bad things about teenage life. Be sure to include details and examples that clearly explain what you mean. </div>			
	<i>Audience:</i> _____			
Prompt 3	<i>Descriptive</i>	<i>Narrative</i>	<i>Expository</i>	<i>Persuasive</i>
	<div style="border: 1px solid black; padding: 10px;"> Think of your favorite food. Think about how it smells, looks, and tastes. Does your favorite food make a noise when you eat it? Is it best when you eat it hot, cold, or at room temperature? Describe your favorite food. </div>			
	<i>Audience:</i> _____			

Descriptive Narrative Expository Persuasive

Prompt 4

A movie actor plans to donate a large amount of money to benefit the young people of Alabama. The actor wants students to suggest how to spend the money. Write a letter persuading the actor to donate to the ONE project that you think will help young Alabamans the most. Supply convincing reasons and/or specific examples to support your choice.

Audience:

Descriptive Narrative Expository Persuasive

Prompt 5

Alabama rarely gets snow, but imagine that it snows in your area one cold winter night. Tell about the next morning as people begin to go to school and work. How does the snow look and feel? Does it have a taste or smell? How does it make you feel? What effects does the snow have on the people you see?

Audience:

Descriptive Narrative Expository Persuasive

Prompt 6

Adults are always trying to find ways to make schools better. What is ONE change you would suggest to improve schools? Write an essay explaining the ONE change you would make. Give specific reasons and/or examples to explain your choice.

Audience:

Descriptive Narrative Expository Persuasive

Prompt 7

As a volunteer at a senior citizens' home, you are supposed to show residents how to send and receive e-mail. Some of them, however, do not see why they should bother. Write an essay to persuade the senior citizens of the benefits of using e-mail to communicate with family and friends. Be sure to give convincing reasons and/or specific examples.

Audience:

Descriptive Narrative Expository Persuasive

Prompt 8

Imagine that you are a giraffe living in a city zoo. Write a story about what happened at the zoo one night after all the human visitors had gone home.

Audience:

Writing Strategy 3: Get Organized

Identify your main ideas. (You may have only one main idea or several.) Each main idea needs details to support it—examples, reasons, facts, sensory details. The best way to organize your ideas and details will depend on your task and purpose.

- In a description, you might list details in the order in which an observer would notice them, or you might begin with the most important details.
- In a narrative, the order in which events happen is the simplest way to tell a story. When you don't have much time to plan a story, it is probably the best choice.
- In an exposition, it is often clearest to work from the first step to the last.
- To persuade, you might list details by order of importance. List the most important detail either first or last, depending on which way you think will be more effective.

Practice

Focus on identifying main ideas and organizing details. On your own paper, note ideas you would write about for the following prompts. Here's one good way (but not the only way) to go about it:

- Note the kind of writing the prompt asks for.
- In a few words, note your main idea and draw a box around those words.
- Under the box, list details that support your main idea.
- Number those details to show the organization that makes the most sense.

Prompt 9

Some people want NASA to send a manned mission to Mars. Other people say the money should be spent solving problems here on Earth. Write a persuasive letter to the President of the United States expressing your opinion. Supply convincing reasons and/or specific examples to support your ideas.

Prompt 10

You are on vacation on the Gulf coast. When you go swimming, you discover that you are able to breathe underwater. Write a story about how you use this new ability.

Prompt 11

Think of a movie that you liked or that influenced you. Write an essay explaining how you feel about this movie and why. Be sure to give specific reasons and/or examples to explain your choice.

Prompt 12

Think of your favorite food. Think about how it smells, looks, and tastes. Does your favorite food make a noise when you eat it? Is it best when you eat it hot, cold, or at room temperature? Describe your favorite food.

Pull It All Together

ADAW does not allow you to edit, revise, and reprint your writing. You have to do the whole writing process in your head before and while you write. Before you write anything in the answer document, you must do the following three important things:

1. **Understand the task.**
2. **Know your audience.**
3. **Get organized.**

Remember that you have good things to say, and you want to say them in ways that are as clear and interesting as possible. So when you start to put your great ideas on paper, pay attention to these things:

- **Sentence structure and variety.** Write complete sentences. Avoid fragments and run-ons. To make your text more interesting, mix simple sentences with compound and complex sentences.
- **Strong word choices.** Choose expressive words that add interest and energy to your writing. Where appropriate, use sensory details and figurative language to bring descriptions to life.
- **Grammar.** Use your best skills. Be careful with subject-verb agreement and pronoun-antecedent agreement.
- **Mechanics.** Capitalize proper names correctly. Capitalize and punctuate sentences correctly. If you include dialogue, be sure to use quotation marks properly. Spelling is important too.

The ADAW scorers are good, smart people, but they are just *people*. If they can't figure out what you're trying to say, your score will go down.

Above all, don't panic. Read page 29 for more ways to prepare for any test.

Writing Samples

The next few pages show two writing prompts and responses that were written for them.

Prompt and Sample Response 1

What job would you love to do? What would you do at this job? Where would it be located? Would you work alone or with other people? Tell about your dream job.

Nothing makes me feel better than helping other people solve their problems. Therefore, I plan to become a psychologist.

I would like to marry a fellow psychologist and set up an office with him. Then one of us could always be with our children while the other one is seeing patients. Our office would be in the basement of our home, and we'd have some evening and weekend hours so that our patients wouldn't have to miss work to be able to see us.

I would always greet a new patient with a warm smile and a handshake. After making a little small talk, I'd ask the patient how I could help. If the patient had trouble getting started, I'd wait patiently for a few minutes and then say that I know it's hard to talk about a problem, but that's the only way to start solving the problem.

While a patient told me about a problem, I'd rephrase his words to make sure I understood what he was saying. I'd also make comments that show I care. If he was very upset, I'd tell him that it's okay to cry and offer him a tissue. When the patient finished talking, I'd ask him what he thinks he should do and offer my own suggestions. Between the two of us, we'd figure out a solution.

If I become a psychologist, I'll have to deal with people who find it hard to talk about their problems and with people who are very upset. However, I'll have the joy of knowing that I'm helping other people solve their problems and still taking care of my own family's needs.

(End of Response 1)

Prompt and Sample Response 2

Imagine that you are a giraffe living in a city zoo. Write a story about what happened at the zoo one night after all the human visitors had gone home.

Hi there! I'm Greg the Giraffe, and I live at the Birmingham Zoo. The zookeepers think we animals can't talk, and they think they lock our cages tight, so we can't get out. Are they ever wrong! Every night after all the humans go home, we get out of our cages, roam around, and, boy, do we gab!

Last night I got out of my cage, and there was little Elmo Elephant. He was lying on the ground with his head down.

"What's wrong, Elmo?" I asked.

Elmo didn't answer.

I said, "Come on, Elmo. You can tell your Uncle Greg."

"Promise you won't laugh?"

"May my neck shrink if I do."

Elmo took a deep breath. Then he said in a small voice, "Nobody wants me for Christmas."

"What do you mean, nobody wants you for Christmas?"

Elmo explained, "A little girl on a human's radio was singing about how she wants a hippopotamus for Christmas. But nobody wants an elephant for Christmas. Nobody wants me."

I had to press my teeth together to keep from laughing. But I'd promised. When I could control myself, I said, "Elmo, that was only a song. Nobody really wants a hippopotamus for Christmas."

"They do too!" yelled Harry Hippopotamus as he came charging up to us. "That little girl does so want me for Christmas! And on Christmas Eve I'll break out of the zoo, go to her house, and live with her forever!"

"See what I mean?" Elmo asked me.

Ronny the Rhinoceros came up to Elmo and said, "You can't let that song get you down. That little girl sang straight out that she didn't want any crocodiles or rhinoceroses. But I just let it roll off me like mud rolls off Harry Hippo's back."

Elmo nodded, but he still looked sad.

Just then Elmo's mother, Elnora Elephant, showed up. She said, "Elmo, someone does want you for Christmas."

"Who?" asked Elmo. He lifted up his big ears.

"I do," she said. "And I want you every other day of the year, too."

Elmo raised his head, stood up, and went over to his mother. He snuggled up to her and said, "I'd rather have you want me for Christmas than all the humans in the world." (End of Response 2)

Writing Wrap Up

1. Understand the Task (See page 4.)
2. Know Your Audience (See page 4.)
3. Get Organized (See page 7.)

Write! Write! Write!

ARMT: The Reading Test

The Alabama Reading and Mathematics Test is based on standards developed by the Alabama State Department of Education. ARMT lets educators see how well you and other students have mastered the state's standards. This workbook covers the reading part of ARMT.

What ARMT Assesses

As its name suggests, the Reading Test measures reading comprehension. In other words, it measures how well you understand, interpret, and analyze what you read, as well as how you apply various reading strategies.

You are given several short passages to read. Then you are asked to respond to multiple-choice and open-ended questions that follow each passage. (An “open-ended” question is an essay or discussion question.) There are three kinds of passages:

- **Literary**—Material that is usually read for enjoyment
- **Informational**—Material that is typically found in textbooks, magazines, posters, and other sources of information
- **Functional**—Material that is ordinarily seen and read in everyday life, such as schedules and instructions

There is also a section of multiple-choice items that are not related to any passage.

How the ARMT Reading Test Is Scored

Each correct answer to a multiple-choice question is worth 1 point. An incorrect or missing answer gets 0 points.

Each open-ended item is worth up to 3 points. Most open-ended questions ask you to write a few sentences, supporting your response with details from the passage. Officially, your responses will not be judged on handwriting, grammar, and mechanics (punctuation, capitalization, and spelling). However, if the scorer can't read your handwriting, you risk getting 0 points. If the scorer can't make sense of your answer because of mistakes in grammar and mechanics, you risk getting 0 points. So what good are your brilliant ideas if no one can read them? Write or print neatly and use good English.

Responses are scored according to a rubric similar to this:

If your response ...	Points
is illegible or does not answer the question that was asked, or if you do not respond at all, you earn	0
shows a limited understanding of the question or provides little or no support, you earn	1
shows only a general understanding of the question or does not include enough supporting information, you earn	2
shows a complete understanding of the question and includes the supporting information that was asked for, you earn	3

It is important to respond to every open-ended item. Even if you are unsure of the answer, you should write what you can. You might know more than you think and get 2 or even 3 points. Answering just part of the question correctly will earn you at least 1 point. But if you don't try, you get nothing.

This workbook will teach you strategies to help you answer open-ended items as well as multiple-choice questions.

SAT-10: The Language Arts Test

While ADAW focuses on writing and ARMT focuses on reading and math, SAT-10 assesses a wider range of subjects. The subtests included on SAT-10 are

- Reading
- Mathematics
- Language
- Spelling
- Listening
- Science
- Environment
- Social Science

This workbook deals with Reading, Language, Spelling, and Listening.

What SAT-10 Assesses

Reading The Reading test is divided into two parts, and the first part, **Reading Vocabulary**, includes three sections:

- **Synonyms:** You show your ability to recognize a synonym for a word used in context.
- **Multiple-Meaning Words:** You show your ability to determine the meaning of a given word that has multiple meanings.
- **Context Clues:** You show your ability to use context clues to assign meaning to an unknown word.

In the **Reading Comprehension** part of the Reading subtest, you show your reading and thinking skills. This subtest is very similar to the ARMT Reading Test. You read passages and answer questions about them.

Spelling The Spelling subtest will challenge you with four basic kinds of items:

- **Homophones:** Words that sound the same but are spelled differently and mean different things
- **Word Endings:** Endings that change spelling when words are made plural or change from present to past tense
- **Common Spelling Errors**
- **No Mistake:** The ability to recognize words that are spelled correctly

Language The Language subtest tests your knowledge of grammar and mechanics, but it also assesses your study skills and writing.

- **Language Mechanics** includes capitalization, punctuation, and grammar.
- **Language Expression** includes

Sentence Structure. These items ask you to choose between sentences that are clearly written and sentences that contain errors in expression or construction.

Prewriting. These items ask you to plan, organize, and improve writing samples.

Content and Organization. In these items, you decide on appropriate ways to edit short paragraphs.

Listening The Listening subtest is very much like the Reading subtest except that you listen to the questions and passages instead of reading them yourself.

How SAT-10 Is Scored

Basically, you shouldn't worry about how SAT-10 is scored. Most students will take a test that is entirely multiple-choice questions. In some schools, students will take a version of the Language subtest that includes open-ended questions and writing tasks.

SAT-10 has more sections than ARMT does, it's longer, and it takes more time. However, that's no reason to be afraid of it.

Glossary

achievement: something done or earned, especially by one's own efforts

ADAW: Alabama Direct Assessment of Writing

ARMT: Alabama Reading and Mathematics Test

functional: referring to reading material that is ordinarily seen and read in everyday life, such as schedules and instructions

informational: referring to reading material that is typically found in textbooks, magazines, posters, and other sources of information

item: another name for a test question. It's called this because many test "questions" are actually sentences that you complete by choosing A, B, C, or D.

literary: referring to reading material that is usually read for enjoyment

main idea: what a passage or paragraph is about; the most important idea that the author is trying to make the reader understand

mechanics: capitalization and punctuation (and, sometimes, grammar)

open-ended question: another name for an essay or discussion question

passage: a brief written work or part of one

selection: another word for a passage

SAT-10: Stanford Achievement Test, 10th Edition; also called "Stan 10" and "Stanford 10"

setting: the time and place in which an event or events take place

strategy: a clever plan or method

theme: a lesson that can be learned or that the author is trying to teach

topic sentence: the sentence that tells what the paragraph is about; usually the first sentence in a paragraph

ARMT & SAT Test Items

On the next few pages you can look at examples of the kinds of passages and items you'll see on ARMT and SAT-10.

Sample Reading Vocabulary Items

Vocabulary items come in several forms, but every item will ask about the meaning of a word. You must decide which of four answer choices has the same, or nearly the same, meaning as the original word.

Sample 1, on the right, is an ARMT-style question. ARMT sometimes asks about the meaning of an individual word in a reading passage.

Samples 2–4 are vocabulary items you would see on SAT-10.

Below, Sample 2 is a **synonyms** question. It offers no clues to help you figure out the underlined word. In Sample 3, however, **context clues** in the sentence are provided.

1 In the last paragraph, what does the word *untimely* mean?

- A mysterious
- B painless
- C sudden
- D unexpected

2 Something that is vacant is —

- A empty
- B limited
- C stable
- D rare

3 Stars, such as our sun, emit different kinds of radio waves into space. Emit means —

- A absorb
- B burn
- C release
- D consume

Sample 4, below, asks about a **multiple-meaning word**. In this kind of item, you match the way a word is used in one sentence with the way it is used in each answer choice.

4 Your rank in life is less important than your happiness.

In which sentence does the word rank mean the same as in the sentence above?

- A The judges were asked to rank the pies in the contest.
- B What is that rank smell?
- C The captain held the highest rank.
- D We will rank you according to height.

Sample Reading Comprehension Items

Reading Comprehension items always follow a reading passage, which could be a single paragraph, like this sample, or a full page. This sample passage is an informational piece that you might see on ARMT.

What Are Caves?

Most people think of caves as holes in rocky hills or mountainsides. Yet most caves are vast networks of interconnected passages that sometimes stretch for miles. Some of the most extensive and fascinating cave networks are found in a certain type of rock formation in which a layer of hard rock sits above a layer of softer rock. Over millions of years, water dissolves areas of the softer layer, gradually creating hollows and passageways. The layer of hard rock overhead prevents the soil above from collapsing and filling in these hollows. When they become large enough, the hollows and passageways are called caves.

5 Why are caves *more* likely to form where softer rock sits below hard rock?

Use information from the passage to explain your answer.

Write your response in the answer document.

Sample Spelling Item

Spelling items appear only on SAT-10, and there is only one type: a sentence with three underlined words. If a word is misspelled, you mark it as the answer. If there is no spelling error, you mark D for “No mistake.”

6 The sickly man was dizziest when he tried to stand. No mistake

A

B

C

D

Sample Language Items

Language items appear only on SAT-10. Because the Language subtest covers several kinds of knowledge, there are several kinds of items.

In the first Language section, the questions cover punctuation, capitalization, and word usage. A group of words is underlined in a sentence. If there is a mistake, you choose one of three ways to correct the error. If there is no mistake, you choose D.

- 7** Although we have to wait until Sunday, I'm planning to spend all day with my grandmother.

A sunday, I'm planning
B Sunday, I planning
C Sunday I'm planning
D *Correct as is*

- 8** Peter and me spend twenty minutes walking to school.

A Peter and I
B me and Peter
C Peter and I,
D *Correct as is*

The second Language section deals with sentence structure. The items might have mistakes involving run-on sentences, sentence fragments, misplaced modifiers, or other problems. Again, if there is no mistake, you choose D.

- 9** To attend this summer camp, you must be at least 12 years old or older.

A To attend this summer camp, you must be at least 12 years old.
B To attend this summer camp, you must be 12 years old or older than that.
C To attend this summer camp, you must be older than at least 12 years old.
D *Correct as is*

- 10** While eating my breakfast, I watched the morning news on television.

A While eating my breakfast, the morning news was on television I watched.
B While I watched the morning news, I was eating my breakfast on television.
C During the morning news, I was watching television and eating my breakfast.
D *Correct as is*

The third Language section assesses study skills. You read about a situation and answer questions about it.

▼ **A new student who is deaf and uses sign language is coming to Ann's school. Ann wants to write a report on sign language to help students welcome him.**

11 To get ideas for her report, Ann should talk to —

- A** her principal
- B** her school counselor
- C** a teacher of sign language
- D** someone who knows other languages

12 Which of these sentences is the *best* ending for Ann's report?

- A** American Sign Language was invented in the early 1800s.
- B** Today American Sign Language is the fourth largest language in the U.S.
- C** When you see how much fun signing can be, you'll want to learn more.
- D** Sign language is too difficult for most of us to learn.

The final Language section involves the content and organization of paragraphs. The questions for this sample paragraph are on the next page.

Dragonflies

There are dragonflies just about any place there is water. Since they live in North America, in the rain forests of South America, or at the North Pole, they always reside somewhere near water. A dragonfly is so quick that in thirty minutes it can eat its own body weight in other bugs. Dragonflies are very skillful fliers. They spend most of their time hunting for insects.

13 Which is the *best* way to combine the last two sentences?

- A** Dragonflies are very skillful fliers, they spend most of their time hunting for insects.
- B** Despite being very skillful fliers, dragonflies spend most of their time hunting for insects.
- C** Dragonflies are very skillful fliers and spend most of their time hunting for insects.
- D** Dragonflies spend most of their time hunting for insects while they fly skillfully.

14 What is the *main* reason this paragraph was written?

- A** To tell about places where there is water
- B** To give information about the eating habits of insects
- C** To tell about how dragonflies spend their time
- D** To give general information about dragonflies

Sample Listening Items

For the SAT-10 Listening subtest, *you will not see the questions in your test booklet. Only the answers will appear in your test booklet.* You will be given scratch paper to make notes if you wish. Your teacher will read each item and pause for a certain amount of time to allow everyone to mark an answer.

The first part of Listening is vocabulary. Below, the questions are shown so that you can see their similarity to Reading Vocabulary items.

Your teacher would read:

15 Karen's painting depicts a dog. What does depicts mean?

Your test booklet would show only:

- 15 A** walks
- B** helps
- C** shows
- D** wants

Your teacher would read:

16 The bank occupied a prominent location on Main Street. What does prominent mean?

Your test booklet would show only:

- 16 A** noticeable
- B** famous
- C** small
- D** hidden

The second part of Listening is comprehension. Your teacher will read a short passage and then ask questions, one at a time. You may take notes on your scratch paper as you listen to the passage and the questions. *Again, only the answers will appear in your test booklet.* Your teacher will pause after each question to allow everyone to mark an answer.

Below, the passage and questions are shown so that you can see the similarity between this subtest and the Reading Comprehension subtest.

When Carol and her father arrived at the cabin, she decided she had never seen such a beautiful place. The dense woods that surrounded the cabin shrouded it in a canopy of green, feathery branches. It was so quiet that Carol felt like an intruder as she treaded lightly on the soft path.

Carol's father had built the cabin many years ago, when he moved north of San Francisco to work in the timber industry. After he married and started a family, he returned to the city. The cabin had been vacant for many years, but he wanted Carol to see it now that she was old enough to appreciate it.

1 Which of these is an opinion?

Your test booklet would show only:

- 1 A** Carol's father built the cabin.
- B** The cabin is in the woods.
- C** The cabin is beautiful.
- D** The cabin was empty for years.

2 Why did Carol's father move north?

Your test booklet would show only:

- 2 A** to be close to his family
- B** to work in the timber industry
- C** to build the cabin
- D** to get out of the city

Test-Taking Strategies

Here are three basic strategies you should practice before taking ARMT or SAT-10. Strategies that apply to multiple-choice questions are indicated by the <MC> icon. Strategies that apply to open-ended items are indicated by the <OE> icon.

Reading Strategy 1: Preview the Questions <MC><OE>

You might think that there's only one way to take a test that includes reading passages: read the passage and answer the questions. That is *one* way, but it is not the *only* way.

Another *good* way is to read the questions *before* you read the passage. If you do this, you will know the important things to look for in the passage. On multiple-choice items, scan the answer choices too. When you know what the questions ask and how the answers are worded, you can make better use of your time as you read the passage.

Reading Strategy 2: Read for the Main Ideas <MC><OE>

Finding the main ideas will help you understand the passages. Read carefully to find and understand the ideas that the questions ask about.

The most important idea in a passage or paragraph is the main idea. The examples or details that further explain the main idea are called supporting details.

A passage can have several main ideas. Each paragraph could contain a main idea, as happens in most nonfiction selections. On the other hand, an entire passage could have only one main idea, as happens in both fiction and nonfiction. It is safe to assume that each ARMT reading passage will have one main idea.

Sometimes, without directly stating the main idea, the writer will suggest it by providing a variety of clues. Other times, the main idea is clearly stated in a sentence within the passage. If directly stated, the main idea is often the first sentence of a paragraph—but not always. A main idea might be anywhere, even in the last paragraph of the passage.

To find the main idea, ask yourself these questions:

- What is each sentence about?
- Is there one sentence that tells about the whole passage or that is more important than the other sentences?
- If the main idea is not directly stated, what main idea do the supporting details suggest?

There is likely to be at least one question about the main idea of each passage on the ARMT Reading Test. There might also be questions about the main ideas of individual paragraphs in passages.

Reading Strategy 3: Use the Process of Elimination <MC>

Most multiple-choice questions on standardized tests give four answer choices. When you know the answer to a question, all you have to do is select the answer choice that states it. Sometimes, however, you don't know the answer, or you're not sure of it. This is where the process of elimination can help.

When you don't know the answer, get rid of the answer choices that you *know* are wrong and then choose from the remaining answers. The fewer choices you have, the better your chance of picking the correct one, even if you have to guess. Following is an example.

What is the capital of the nation Nepal? Is it Beijing, Kathmandu, London, or Tashkent?

Chances You have a 1-in-4 chance of choosing the right answer. Even if you have to guess, you can improve your chances by eliminating choices that you know are wrong.

Let's suppose you know that Beijing is in China and London is in the United Kingdom. Eliminating those choices leaves Kathmandu and Tashkent. You might never have heard of either place before. Or perhaps *both* names are vaguely familiar. But which one is Nepal's capital?

Well, you have improved your chance of guessing correctly to 1 in 2. (The correct answer is printed at the bottom of page 28.)

Use the process of elimination on every multiple-choice question that you can't answer right away. Even if you eliminate only one choice, you increase your chances of choosing the correct answer.

Distracters In multiple-choice questions, the incorrect answer choices are called "distracters." They are meant to tempt you into choosing them. They *distract* you from the correct answer.

Always check the passage to avoid being fooled by distracters. If the information in an answer choice is not in the passage or is not supported by the passage, it is a distracter. Eliminate it.

Also, read all of the answer choices before choosing one. A distracter might be very appealing, but it's possible you'll find the "best" answer when you read on.

Read Actively

Apply the test-taking strategies to the following passages and test items.

Example 1

- Step 1** It's hard not to notice the title of the passage, so read it. Then apply Strategy 1, previewing the questions before you read the passage. It's natural to want to read the passage first because it's printed first. However, by previewing the questions, you can learn what you should look for in the passage to help you answer the questions. This example has two questions. Read them and their answer choices. Then come back to Step 2.
- Step 2** The title indicates that the passage will be about *sisters*. Question 1 suggests that *children* and *wrote* could be key words. Question 2 asks about the word *untimely*. As you read the passage, watch for forms of these three words.

The Brontë Sisters

The Brontë sisters—Charlotte, Emily, and Anne—were born in Yorkshire, England, in the early nineteenth century. As children, all three sisters spent much of their free time writing stories and poems for fun. They had no idea that they would one day write some of the greatest novels of all time.

The Brontë family was very poor. The girls' father was an Episcopal priest, and their mother died when they were young. The sisters were determined to make money to help the family. By 1847, each sister had written a novel. They decided that they would attempt to have their books published. After much searching, Emily found a publisher for her novel, *Wuthering Heights*. Anne, too, was able to sell her book, *Agnes Grey*. Charlotte's novel, *Jane Eyre*, was published within months of her sisters' novels.

Although *Wuthering Heights* is considered a classic today, it received poor reviews from critics. The public responded favorably however. Anne's book was less successful, and Charlotte's novel was loved by the public and critics alike.

Unfortunately, Anne and Emily died of tuberculosis soon after their books were published. Anne was only 29; Emily was 30. Charlotte went on to publish two more novels. Then in 1855 Charlotte died of tuberculosis at the age of 39. Despite the untimely deaths of the Brontë sisters, their work lives on. Their novels provide the world with an example of what can be achieved in the face of hardship.

1 As children, the Brontë sisters wrote stories —

- A** because it was fun
- B** because they wanted to be famous
- C** to earn money for their family
- D** because their father considered writing part of their religious training

2 In the last paragraph, the word *untimely* means —

- A** mysterious
- B** quick and painless
- C** sooner than expected
- D** completely unexpected

Step 3 Since you previewed the question, the word *children* in the first paragraph should have caught your attention. Carefully read the sentence that contains the word *children*. Use the information in this sentence to answer the question. Do not be distracted by Choice C. It would be an excellent answer to a different question—one about the grown-up sisters' eagerness to sell their novels.

Step 4 Choice A is the best answer for Question 1. If you were actually taking the test, you would fill in circle A on your answer sheet.

Step 5 Question 2 asks about a word in the last paragraph. (If you know this word, pretend that you don't.) Use clues in the word itself and in the passage to figure out the word's meaning. Although *untimely* looks like an adverb, it acts like an adjective, describing *deaths*. The word *time* is there in the middle. The prefix *un-* usually means "not," as it does in *unfortunately*. Maybe something that is *untimely* is "not on time." If these clues are enough, you could choose an answer.

Step 6 If you still aren't sure of the answer, you could eliminate choices. All three sisters died from the same disease, so it doesn't make sense that their deaths would have been "mysterious" (A) or "completely unexpected" (D). Deaths caused by disease are not likely to be "quick and painless" (B). That leaves C, and it fits best with the word clues from Step 5. It is also the correct choice. In this passage, *untimely* means "too soon or too early; before the proper or expected time."

Example 2

This example shows how to deal with an open-ended question. You will definitely have to answer open-ended questions on ARMT. You will answer these questions on SAT-10 only if your school is giving a special version of the Language subtest.

Step 1 Apply Strategy 1. Quickly preview the question following the passage so that you know what to look for in the passage. Then come back to Step 2.

Step 2 You have the key words and phrases. Now read the passage.

What Are Caves?

Most people think of caves as holes in rocky hills or mountainsides. Yet most caves are vast networks of interconnected passages that sometimes stretch for miles. Some of the most extensive and fascinating cave networks are found in a certain type of rock formation in which a layer of hard rock sits above a layer of softer rock. Over millions of years, water dissolves areas of the softer layer, gradually creating hollows and passageways. The layer of hard rock overhead prevents the soil above from collapsing and filling in these hollows. When they become large enough, the hollows and passageways are called caves.

Why are caves *more* likely to form where softer rock sits below hard rock?

Use information from the passage to explain your answer.

Write your response in the answer document.

Step 3 The fourth sentence includes key terms from the question, though the wording is slightly different. “Hard rock above softer rock” is the same as “softer rock below hard rock,” isn’t it? The sixth sentence has the needed information. If you were actually taking the test, you would think about how to express your answer before you started to write. Then you would respond in complete sentences inside the appropriate box in the answer document.

Here are two sample responses:

Sample Response 1

Caves don't form where hard rock is below softer rock. When water makes holes, the soil will probably fall down.

This response would probably earn 1 or 2 points. Perhaps the basic idea is there, but it is badly expressed. The second sentence, for example, does not indicate whether the “holes” are in hard rock, softer rock, or soil.

Sample Response 2

In this formation, the hard rock prevents soil from filling in places that water has hollowed out in the softer rock. The hollows can grow to become caves.

This response states the answer clearly and would probably earn 3 points.

In most cases, your response should be two or three complete sentences. Occasionally, however, a question will require you to write only a few words or phrases—to fill in a graphic organizer, for example.

Some open-ended items ask for more specific details than Example 2 does. Make sure you answer only what the question asks for. Here are some more examples of open-ended questions you might see on ARMT:

- “Give three details or examples ...” Do not give one or two. Why risk losing points for not following instructions? And do not give four or more! Why waste time?
- “Write about *either* dogs *or* cats ...” Write about only *one* of the topics named in the question. This kind of item is not asking you to compare and contrast.

ARMT Note <mc>

Most ARMT items are based on reading passages, but a few are *not*. These multiple-choice questions are in a separate section with separate instructions. Most of these items will be about literary elements or genres. Although they are not based on information in a passage, they might include a few lines of poetry or text for you to read.

Here are a few examples of questions that could appear on ARMT without a passage:

The *rhythm* of a poem is its —

A folktale is similar to a myth in that they both include —

Read the example. *[Example paragraph]* Which of these does the example represent?

Additional Tips

- A teacher will read each set of directions. Listen carefully. If you don't understand something, this is the time to ask questions. Read the printed directions carefully. Mark your answers exactly as instructed.
- Questions are *not* in order of difficulty. Also, questions about a passage are *not* necessarily in the order that their answers appear in the passage. <MC><OE>
- Try to restate a confusing question in your own words. <MC><OE>
- Pay special attention to a question that uses the word *except* or *not*. For example:
Which is *not* an option in the passage?
All of these events occur in the story *except* —
With this kind of question, three of the answer choices *are* in the passage, and one is not. You mark the answer choice that is not in the passage. <MC>
- Sometimes you must combine pieces of information from different places in a passage to come up with the correct answer. <MC><OE>
- When a question includes a quotation from the passage, you usually can answer from the quotation alone. Don't spend time looking for it in the passage. <MC><OE>
- Don't get frustrated by a difficult question. If you can't decide on an answer fairly quickly, move on. You can come back to it later. <MC><OE>
- A question might ask you to draw a conclusion from the passage. The answer to such a question is not directly stated in the passage but is always supported by details in the passage. <MC><OE>
- A question might ask about the difference between fact and opinion. Remember that an opinion is based on someone's thoughts or feelings. A fact is information that is true no matter what anyone thinks or feels about it. The correct answer to a fact/opinion question is *always* in the passage. Don't be fooled by a fact and/or an opinion that you recognize but that is not in the passage. <MC><OE>
- Don't rush to finish early. Completing *most* of the questions and getting them right is always better than finishing *all* of the questions and getting many of them wrong. <MC><OE>
- When all else fails, guess. <MC><OE>

The capital of Nepal is Kathmandu.

More Ways to Prepare

Here are things you can do on your own to prepare for the tests.

1. **Read, read, read.** Read as much as you can.
2. **Put extra effort into understanding what you read.** While you're reading, stop now and then to summarize what you've read. Figure out the main ideas. Does the writer express ideas in clear, interesting ways? Think about why the writing is effective—or why it isn't.
3. **Increase your vocabulary.** When you see a new word, try to learn its meaning from its context on the page before you look it up. Then write the word on one side of an index card and its definition on the other side. Study these cards every day. The more words you know, the easier it will be both to understand what you read and to express your own ideas.
4. **Write, write, write.** Anything that allows you to write clear, interesting sentences is good practice. Reports, letters, essays, poems, and stories provide good practice for the kinds of writing you might do for ADAW.

Tips for Testing Time

Here are things you can do before and during each test to help you succeed.

Before the Test

- **Know.** If you're not sure why you're taking the test, ask your teacher to explain it. Ask when the test will be given, and write the date on your personal calendar.
- **Rest.** Get a good night's sleep the night before the test. You'll be able to concentrate better if you're well rested.
- **Eat.** You'll need energy. Have a good breakfast on the morning of the test. Skipping breakfast could make you feel anxious and unable to concentrate.

During Each Test

- **Focus.** You'll take the test in a room with other students. Don't let yourself be distracted by noise and activity.
- **Listen.** Listen carefully to directions and follow them exactly. Be sure you know the proper way to mark answers. If you don't understand something, ask the teacher to repeat or explain.
- **Try.** You are not expected to know everything. You are asked only to do your best.

After the Test

When the test is over, there's nothing you can do to improve your score, so relax! Do something completely different!

ARMT Practice Test Grade 7

DIRECTIONS:

Read each passage. Then read each question about the passage. For some questions you will need to choose the best answer and then mark the space in your answer document. For other questions you will need to write your response in the answer document.

Alligators

- 1 The grass in the marsh flows in the breeze. A log floats down the river as the summer sun warms the day. A fish swims past the log. Suddenly, the front of the log opens, revealing razor-sharp teeth. It's not a log after all. It's an alligator, and the fish is about to become the alligator's lunch.
- 2 Alligators are crocodilians. Along with their cousins, crocodiles and caimans, they belong to a group of animals that is more than 200 million years old. This group included dinosaurs and other reptiles that once were the major life form throughout the world. The alligator is among the most advanced reptiles. Many of its organs, such as its four-chambered heart, resemble those of mammals.
- 3 Alligators usually live in and around swamps and marshes, but they spend much of their time on dry land. Males grow to about 12 feet, and females grow to 9 feet. Alligators use their strong tails for defense and swimming, and their bodies are covered with thick scales, which act as armor. On a young alligator, these scales are dark with yellow bands, but most of the yellow fades with age.
- 4 The color of the alligator isn't the only thing that changes as it grows. Young alligators eat insects and small fish, while older alligators may eat turtles, snakes, mammals, or birds. Alligators can propel themselves up out of the water with their tails to catch flying prey. Each alligator has about 80 teeth, which are used to grab the alligator's prey and hold it until the alligator swallows the prey whole. The alligator's loosely attached teeth can fall out and grow back numerous times. An average alligator may go through 2,000 to 3,000 teeth in its life.
- 5 When an alligator grows to about 6 feet, it is ready to reproduce. When the female is almost ready to lay her eggs, she builds a large mound out of mud and rotting plants. She lays 20 to 50 eggs on the mound and covers them with more vegetation until they are ready to hatch. The sex of the baby alligators is set by the temperature of the nest. Eggs that mature in low temperatures become female offspring, while higher temperatures yield males.
- 6 Alligators are quite different from crocodiles. While alligators can harm human beings, they attack only when provoked. Alligators look different from crocodiles. The mature alligator's snout is wider, and its body color is black, while crocodiles are brown. Most obviously, the crocodile has teeth that stick out of its mouth when its jaws are closed. All the alligator's teeth remain hidden inside its closed mouth.
- 7 Alligators provide some ecological benefits. "Gator holes," holes dug by alligators, collect rainwater, which supplies other animals with water through long droughts. Many animals lay their eggs in these holes. Additionally, alligators keep the population levels of their prey stable.
- 8 Alligators inhabit the southeastern United States between South Carolina and Texas. The majority of them live in Louisiana and Florida. The American alligator was on the endangered species list in the 1960s. Once alligators were made a protected species, hunting them became illegal. As a result, the alligator population boomed, and in 1987, alligators were removed from the list.

1. How does paragraph 1 differ from the rest of the selection?

- A It is entirely factual.
- B It could never happen.
- C It is an imagined scene.
- D It introduces the story's characters.

2. The main idea of paragraph 2 is that alligators —

- A have four-chambered hearts
- B are reptiles
- C are related to dinosaurs
- D are ancient but advanced creatures

3. Read this sentence from paragraph 4.

Alligators can propel themselves up out of the water with their tails to catch flying prey.

What does the word *propel* mean?

- A prowl
- B push
- C attach
- D crawl

4. In which paragraph would you find information about alligators' mating habits?

- A paragraph 3
- B paragraph 4
- C paragraph 5
- D paragraph 6

5. The main idea of paragraph 6 has to do with —

- A using gator holes to irrigate crops
- B predicting alligator attacks on humans
- C determining when an alligator last ate
- D differentiating between alligators and crocodiles

6. The main idea of paragraph 7 is that alligators —

- A dig water holes
- B help the environment
- C have a changing appearance
- D have interesting eating habits

7. This selection suggests that crocodiles —

- A attack humans
- B have hidden teeth
- C are quite harmless
- D are very similar to alligators

8. Which of the following happened *first*?

- A Hunting alligators became illegal.
- B Alligators were endangered.
- C Alligators became overpopulated.
- D Alligators were removed from the endangered species list.

9. You would be *most* likely to find this passage —

- A on a science Web site
- B in a collection of stories
- C as an encyclopedia article
- D on a Web site about hunting

10. How do alligators change as they age?

- A They have fewer teeth.
- B They become endangered.
- C Their color and eating habits change.
- D They choose different locations for their dens.

11. What attitude does the author take in presenting the information in this passage?

- A legal
- B personal
- C fantastic
- D objective

12. How has the alligator adapted to its surroundings?

Support your main ideas with facts and details from the selection.

Write your response in the answer document.

The Gorilla and the Bear

The gorilla stood at the entrance to the bear's cave. "Come out, bear. Come out, bear," the gorilla shouted. "I am the strongest beast in the jungle."

The bear lumbered out of his cave and stared at the gorilla. "Why did you disturb me from my nap?" the bear asked.

"Because I am the strongest beast in the jungle," the gorilla repeated boastfully as he beat upon his chest with his fist. "See that rock over there?" the gorilla asked. "I bet that I can lift it over my head."

The gorilla marched over to a large boulder and raised it high above his head. Then he tossed the stone at the bear's feet. "Now you try it," the gorilla commanded.

The bear yawned and scratched his hip with one of his large, sharp claws. Then he reached down and lifted the boulder over his head with equal ease.

"Are you satisfied now?" the bear asked.

"No," the gorilla howled. "See that large tree over there?" The gorilla pointed to a large tree. "I bet that I can pull that tree from the ground."

The bear watched the gorilla strut over to the tree and wrap his muscular arms around its trunk. Then the gorilla took a deep breath and attempted to lift the tree. It would not budge.

"Let me try again," the gorilla said.

"Step aside," the bear casually said as he wrapped his own mighty arms around the tree.

It was then that the gorilla and the bear heard a bellowing laugh coming from behind them. They turned around to see a huge elephant standing in the clearing.

"Neither of you foolish creatures is the strongest beast in the jungle," the elephant said. "I am."

As the elephant approached the tree, the gorilla and the bear quietly stepped aside.

13. This selection would *most likely* be found in a book of —

- A** dramas
- B** folktales
- C** biographies
- D** science fiction stories

14. The *most likely* purpose of the first paragraph is to —

- A** tie up loose ends
- B** establish the author's main point
- C** introduce the characters and setting
- D** tell details about a character's motives

15. In the second paragraph, the word *lumbered* means —

- A descended
- B walked heavily
- C motioned in anger
- D scampered to and fro

16. In the third paragraph, the word *boastfully* means —

- A in a bragging way
- B in a forceful manner
- C with a happy tone
- D with a formal attitude

17. At the end of the passage, the gorilla and bear step aside because they are —

- A acting courteously
- B acknowledging defeat
- C confident of themselves
- D curious about what will happen

18. The theme of this passage is that —

- A too much pride is foolish
- B self-confidence leads to success
- C elephants are stronger than bears
- D all creatures have different talents

19. The plot of this passage moves —

- A in chronological order
- B with a series of flashbacks
- C by supporting main ideas with details
- D because of a conflict between a bear and an elephant

20. What happens just before the characters hear a “bellowing laugh”?

- A The bear awakens the gorilla.
- B The gorilla and bear step aside.
- C The elephant approaches the tree.
- D The elephant sees the animals competing.

21. Why does the bear lift the boulder?

- A to test the elephant
- B to prove his courage
- C to get it out of his way
- D to compete with the gorilla

22. What is the gorilla unable to do as well as he predicted?

- A raise the tree
- B enter the cave
- C lift the boulder
- D beat the elephant

23. If the author were to add a paragraph after the gorilla says, "Let me try again," the new paragraph would probably tell —

- A how heavy the tree is
- B how the bear was able to lift the stone over his head
- C why the bear and gorilla were in such fierce competition
- D how the gorilla tried a second time to pull the tree out of the ground

24. What will the elephant probably do next?

- A go home
- B try to lift the tree
- C take a nap in the bear's cave
- D hold the boulder over his head

25. At the beginning of the passage, the mood could best be described as —

- A sad
- B silly
- C bitter
- D spirited

26. In the last three paragraphs, the mood becomes more —

- A serious
- B hopeful
- C cheerful
- D terrifying

27. This story is told from the point of view of —

- A the bear
- B the gorilla
- C the elephant
- D an outside observer

28. The climax of the selection comes with —

- A the elephant's appearance
- B the bear's inability to move the tree
- C the gorilla's inability to move the tree
- D the elephant's lifting the tree

29. How do the main characters change as a result of their competition?

Use details from the selection to support your ideas.

Write your response in the answer document.

Ice Cream in a Can

Supplies:

One empty 3 lb. coffee can with a plastic lid

One empty 1 lb. coffee can with a lid

Rock salt

Crushed ice

Basic ingredients:

2 cups half-and-half

1/2 cup sugar

1 tsp. vanilla

Extra ingredients:

You may choose any of the following to make the ice cream even more delectable.

1/2 cup crushed candy bars

1/2 cup crushed candy cane, 1/2 tsp. peppermint extract (reduce vanilla to 1/2 tsp.), and a few drops red food coloring

1/2 cup grated milk chocolate or semisweet chocolate

3/4 cup crushed chocolate sandwich cookies

To make the ice cream:

Put the smaller can inside the larger one and fill the small can with the basic ingredients.

Add any of the extra ingredients (without extra ingredients the ice cream will be a plain but yummy vanilla). Cover the small can with its lid. Fill the remaining space in the large can with crushed ice and sprinklings of rock salt (a layer of ice, some rock salt, another layer of ice, more rock salt, etc.). Let the ice settle for a few minutes and then add more ice if there's room. Cover the large can with its lid. Sit on the floor or sidewalk, facing a friend (the sidewalk is better in case the lid comes off), and roll the can back and forth between you for about fifteen minutes. Peek at the ice cream in the small can to see if it's ready. (It should be about as firm as soft-serve ice cream.) If necessary, roll the can a little longer.

30. You would be *most* likely to find this selection —

- A on a Web site for chefs
- B in a recipe book for kids
- C on the label of a coffee can
- D in a collection of science essays

31. Candy bars, candy canes, chocolate, and cookies are examples of —

- A ice cream flavors
- B basic ingredients for ice cream
- C extra ingredients for ice cream
- D supplies needed for making ice cream

32. Which of the following steps *must* you follow to make ice cream in a can?

- A surround the small can with ice
- B choose which extra ingredients to add
- C use a sidewalk as your rolling surface
- D fill the small can after putting it inside the large one

33. How much vanilla should you use if you want to make peppermint-flavored ice cream?

- A 1/4 tsp.
- B 1/2 tsp.
- C 1 tsp.
- D none

34. What does rolling do to the basic ingredients?

- A Flavors them
- B Darkens them
- C Thickens them
- D Makes them easier to pour

35. In the sentence below the heading *Extra ingredients*, you can tell that the word *delectable* means —

- A sweet
- B frozen
- C delicious
- D inexpensive

36. How long should you roll the can? Why would you continue to roll it after checking the ice cream?

Support your ideas with facts and details from the selection.

Write your response in the answer document.

Jim Thorpe

One of the greatest athletes of all time is remembered today by only a few people. His name was Jim Thorpe; he was a star in the early 1900s. Serious fans of sports history recognize Jim Thorpe's amazing talent, and many consider him a greater athlete than Babe Ruth, Michael Jordan, Muhammad Ali, and others far more famous than Thorpe. If his achievements had been televised, sports fans would still watch old films of his amazing ability. However, in his day there was no television to turn sports stars into household names and preserve their feats on film or tape. The people who watched him perform or who read newspaper accounts of his achievements are no longer alive, and his fame died with them.

In 1912 nearly everyone knew who Jim Thorpe was. That was the year he dominated the Olympics in Sweden by winning both the pentathlon and the decathlon. These are both multi-event competitions that require strength, agility, and speed. The pentathlon consists of five events, the decathlon of ten. Both require an athlete to run, jump, and throw. Many people consider these events to be the truest tests of all-around athletic ability. Thorpe was the first athlete ever to win the gold in both.

Unfortunately for Thorpe, the Olympic rules of the time prohibited professional athletes from participating. During the summers of 1909 and 1910, Thorpe had made a very small amount of money playing baseball for a team in North Carolina. When this became known to the International Olympic Committee, his medals were taken from him, and his records were erased from the record books.

Jim Thorpe was a star not only at the Olympics. He was an All-American football star who led his small college to victory against the nation's largest schools. He was a college track star who once won more points at a meet than the entire opposing team. In college, he also excelled in hockey, boxing, lacrosse, swimming, and tennis. After college, Thorpe played both major league baseball and professional football. He was the first president of what is now the National Football League. He was a hero to many Americans and, being a Native American, particularly to minority athletes.

In 1950 nearly four hundred sportswriters and broadcasters named Jim Thorpe the greatest athlete of the first half of the twentieth century. In 1951 his life was the subject of a major motion picture. He continued to receive recognition even after his death in 1953. Ten years later the Professional Football Hall of Fame named him as one of its first members. In 1982 the International Olympic Committee restored Thorpe's medals and records. Seventy years after he had stunned the world with his abilities, Jim Thorpe was once again an Olympic champion.

37. You would be *most* likely to find this selection in —

- A** a diary
- B** a volume of heroic myths
- C** a collection of biographies
- D** an autobiography

40. Thorpe was a hero during his time because of his —

- A** fame
- B** minority background
- C** talent and good deeds
- D** athletic accomplishments

38. As used in the second paragraph, the word *dominated* means —

- A** led
- B** left
- C** battled
- D** excited

41. After winning two Olympic gold medals, Thorpe —

- A** played professional football
- B** starred on several college teams
- C** won the pentathlon and decathlon
- D** played for a North Carolina baseball team

39. The main idea of the first paragraph is that Thorpe would be better known today if he had —

- A** been a basketball star
- B** concentrated on only one sport
- C** won more medals at the Olympics
- D** played at a time when sports were televised

42. In this selection, the phrase “professional athletes” is used to mean —

- A** paid athletes
- B** serious athletes
- C** famous athletes
- D** excellent athletes

43. The main contrast made in the first paragraph is between —

- A** Thorpe's greatness and lack of fame
- B** Thorpe's former fans and current fans
- C** Thorpe's abilities and the abilities of more recent athletes
- D** how Thorpe looked on TV and how he looked in person

44. What conclusion can you draw from the third paragraph?

- A** The Olympics rules were unfair.
- B** The Olympic rules have changed.
- C** Thorpe was not a professional athlete.
- D** The Olympics were for professional athletes.

45. The fourth paragraph focuses on Thorpe's —

- A** skill in running track
- B** popularity with admiring fans
- C** Olympic records in several events
- D** accomplishments outside the Olympics

46. Which of these events occurred *last*?

- A** Thorpe dies in 1953.
- B** Thorpe's medals are restored.
- C** Thorpe is voted the greatest athlete.
- D** Thorpe is named to the Hall of Fame.

47. Do you think Thorpe's medals and records should have been restored?

Support your opinion with details from the selection.

Write your response in the answer document.

DIRECTIONS:

Read each question. Decide which is the best answer to the question. Then mark the space for the answer you have chosen.

48. The genre of literature that develops a plot almost entirely through characters' dialogue is —

- A** fiction
- B** poetry
- C** drama
- D** nonfiction

51. The literary device in which objects or animals are given human characteristics is called —

- A** description
- B** onomatopoeia
- C** personification
- D** characterization

49. The turning point of a story's plot is called the —

- A** mood
- B** climax
- C** conflict
- D** resolution

52. A flashback is a device that a writer uses to —

- A** present scenes that occurred before the start of the story
- B** place the characters in an earlier historical period
- C** retell parts of the story with more detail than before
- D** summarize everything that has gone on in the story

50. The type of story that explains how something came to be and that contains supernatural elements is the —

- A** myth
- B** parable
- C** short story
- D** science fiction tale

53. The overall tone or emotional feeling in a work of literature is the —

- A** mood
- B** setting
- C** climax
- D** point of view

54. The true story of a person's life told by that person is called —

- A** fiction
- B** a legend
- C** a biography
- D** an autobiography

55. Opposing characters or forces in a story create the —

- A** plot
- B** climax
- C** conflict
- D** resolution

STOP

SAT-10 Practice Test Grade 7

Reading Vocabulary

DIRECTIONS Choose the word or words that mean the same, or about the same, as the underlined word. Mark the space for the answer you choose.

SAMPLE A

Suitable means —

- A** sorrowful
- B** fitting
- C** past
- D** planned

1 A person who is influential is —

- A** powerful
- B** fragile
- C** humble
- D** heavy

2 If something is perilous, it is —

- A** delicious
- B** comfortable
- C** dangerous
- D** ancient

3 Someone who is revered is —

- A** respected
- B** attacked
- C** reinforced
- D** angered

4 To be bewildered is to be

- A** ruined
- B** confused
- C** neglected
- D** displayed

5 A culprit is almost the same as a

- A** letter
- B** mood
- C** speech
- D** criminal

DIRECTIONS Read the sentence in the box. Choose the answer that uses the underlined word in the same way. Mark the space for the answer you choose.

SAMPLE B

It is a rule in softball that you have to touch each base.

In which of the following does rule mean the same thing as in the sentence above?

- A** They say he tried to rule with a strict presence.
- B** We can rule out a bargain in this store.
- C** Tom's parents made a new rule about when he could stay up late.
- D** The judge will probably rule in our favor.

- 7** The teacher led a train of children through the museum.

In which of the following does train mean the same thing as in the sentence above?

- A** Commuters watched as the train pulled up to the station.
- B** The bride was followed down the aisle by a long white train.
- C** The supervisor must train each new employee.
- D** A train of tiny ducklings trailed their mother to the water.

6

May I store my winter clothes in your attic?

In which of the following does store mean the same thing as in the sentence above?

- A** Please purchase milk and eggs when you are at the store.
- B** There is a great deal in store for you!
- C** I prefer to buy the store brand.
- D** Is it safe to store cash under the mattress?

- 8** The airport provides check-in service at the curb.

In which of the following does curb mean the same thing as in the sentence above?

- A** We parked next to a high curb.
- B** He intends to curb his spending habits.
- C** The police officer gave me a ticket for failing to curb my dog.
- D** I should curb my desire for sugary foods.

Reading Vocabulary

- 9** When I stroke my cat's fur, she calms down.

In which of the following does stroke mean the same thing as in the sentence above?

- A** His recent stroke left the man unable to speak.
- B** The golfer spent hours working on his stroke.
- C** The girl asked if she could stroke her mother's hair.
- D** The carriage turned back into a pumpkin at the stroke of midnight.

- 10** The wet floor near the swimming pool caused Carl to slip.

In which of the following does slip mean the same thing as in the sentence above?

- A** The dress has a built-in slip underneath.
- B** Mary was embarrassed by her slip of the tongue.
- C** Miles tried to slip quietly into the back of the classroom.
- D** Be careful not to slip on the icy sidewalk.

Reading Vocabulary

DIRECTIONS As you read each sentence, use other words in the sentence to help you figure out the meaning of the underlined word. Mark the space for the answer you choose.

SAMPLE C

Painters are often more concerned with the aesthetic appeal of their work than with its practical value. Aesthetic means —

- A artistic
- B educational
- C financial
- D bold

- 11 I can't wait to dine with my family tonight because we are having my favorite meal. Dine means —

- A eat
- B sleep
- C bicycle
- D drive

- 12 The employee found his job tedious, so he moved on to a more interesting occupation. Tedious means —

- A safe
- B exciting
- C tiresome
- D unorganized

- 13 The architect came up with detailed blueprints for the builders. Blueprints means —

- A scripts
- B drawings
- C tool
- D materials

- 14 The reclusive man was rarely seen in public. Reclusive means —

- A solitary
- B weary
- C thoughtful
- D believable

- 15 She was called a guitar virtuoso because she had played so well for so long. Virtuoso means —

- A beginner
- B teacher
- C soloist
- D expert

STOP

Reading Comprehension

DIRECTIONS Read each passage and each question about the passage. Choose the best answer for each question. Mark the space for the answer you choose.

SAMPLES

Helen Keller

When Keller first applied to Radcliffe College, she was rejected. The dean of the school did not believe that she would be able to keep up with the other students. But Keller would not take “no” for an answer. She wrote the dean a letter. “Dear sir,” she wrote, “a true soldier does not acknowledge defeat before the battle.” When Keller was finally accepted at Radcliffe, she proved everyone wrong. She graduated *cum laude*, which is a high honor. She also mastered several languages, including Latin and Greek. She was an accomplished horse rider and enjoyed swimming, sailing, and flying. These would be great accomplishments for anyone; however, they were extraordinary for Keller. She had to conquer the challenges of blindness and deafness as well.

A You would most likely find this passage in a —

- A** book of short stories
- B** popular culture magazine
- C** brochure for Radcliffe College
- D** biography

B This passage is mainly about —

- A** Keller’s overcoming her disabilities
- B** Keller’s being admitted to college
- C** the support Keller received from the dean of Radcliffe College
- D** unfair treatment of people with disabilities

Arctic Peach Frosty

This is a scrumptious, refreshing yogurt beverage that you can make with your new BLEND-O-MATIC blender. It's especially delightful when served in frosted glasses on a balmy summer day.

Ingredients

6 ripe peaches
5 tablespoons lime juice
1 cup orange juice
 $\frac{1}{2}$ cup sugar
1 cup plain yogurt

1. Peel the peaches and remove the pits. Mince the peaches into tiny pieces and mash them into a fine pulp.
2. In a large bowl, combine the peach paste with the lime juice, orange juice, and sugar.
3. Mix well and refrigerate for a minimum of 2 hours.
4. Pour the fruit mixture into the blender with one tray of ice and the yogurt. Blend thoroughly.

Use this recipe as a base to experiment according to your own flavor preferences. You can add strawberries, raspberries, or any other fruits you enjoy. Blend in your own creativity!

Remember to wash and dry your BLEND-O-MATIC blender thoroughly for long-lasting quality.

1 The *last* ingredients to add when making an Arctic Peach Frosty are —

- A sugar and yogurt
- B sugar and lime juice
- C ice and peaches
- D ice and yogurt

3 In which recipe book would this recipe most likely appear?

- A *Breads and Muffins*
- B *Summer Desserts*
- C *One-Pan Breakfast Menus*
- D *It's Barbecue Time!*

2 According to the recipe, a good reason to try the Arctic Peach Frosty is that it is —

- A refreshing
- B rich in vitamin C
- C low in calories
- D easy to make

4 This recipe was probably included with the Blend-o-matic blender to —

- A encourage people to drink healthful beverages
- B sell more fruit in the summertime
- C make the blender more appealing
- D fill up the packing box

The Brontë Sisters

The Brontë sisters—Charlotte, Emily, and Anne—were born in Yorkshire, England. Charlotte was born in 1816, Emily in 1818, and Anne in 1820. As children, all three sisters spent much of their free time writing stories and poems for fun. They had no idea that they would one day write some of the greatest novels of all time.

The Brontë family was very poor. The girls' father was an Episcopal priest, and their mother died when the girls were young. Charlotte and Emily attended a school in Brussels to learn foreign languages and school management. In 1844, the three sisters opened a school for girls in Yorkshire. Unfortunately, the school was forced to close after several months of unsuccessful advertising. Still, the sisters were determined to make money to help the family.

By 1847, each sister had written a novel. They decided that they would attempt to have their books published. After much searching, Emily found a publisher for her novel, *Wuthering Heights*. Anne, too, was able to sell her book, *Agnes Grey*. Charlotte's novel, *Jane Eyre*, was published within months of her sisters' novels.

Although *Wuthering Heights* is considered a classic today, it received poor reviews from critics. The public responded favorably, however, and it achieved some success. Anne's book was less successful, and Charlotte's novel was loved by the public and critics alike. In fact, *Jane Eyre* was considered a triumph.

Unfortunately, Anne and Emily died of tuberculosis soon after their books were published. Anne was only 29; Emily was 30. Charlotte went on to publish two more novels, *Shirley* and *Villette*. Then, in 1855, Charlotte died of tuberculosis at the age of 39. Despite the untimely deaths of the Brontë sisters, their work lives on. Their novels provide the world with an example of what can be achieved in the face of hardship.

Reading Comprehension

5 One reason that Charlotte and Emily went to Brussels was to —

- A visit Anne
- B find work as teachers
- C find publishers for their books
- D learn how to run a school

6 If the Brontë sisters had not died so young, we can reasonably assume that they would have —

- A grown resentful of supporting their father
- B become the wealthiest and most successful authors in England
- C been driven apart by their competitiveness
- D continued to write, as they had all of their lives

7 Which novel was *not* written by Charlotte?

- A *Jane Eyre*
- B *Shirley*
- C *Agnes Grey*
- D *Villette*

8 The sisters decided to try to find publishers for their books because they —

- A wanted to prove that women could write as well as men
- B needed money to support the family
- C wanted to make their mother proud
- D wanted to see their work published before they died

9 Which statement is true of all three Brontë sisters?

- A They all died at a young age from tuberculosis.
- B They worked to prove their talent to their father.
- C They all wrote books that were critical and financial successes.
- D They earned enough money to care for their parents.

A Change of Heart

My dad is a clown. I'm not kidding, he really is a clown. When he's not working at his real job, he dresses up in a clown costume. He wears big red shoes, baggy pants, white makeup, and all that other clown stuff. He travels to different hospitals around town and entertains little kids who are sick.

When I was younger, I was embarrassed to tell people about my dad's hobby because I thought people would make fun of me. I didn't know if they really would have. I don't care about that any more, though. I think my dad is the coolest guy in the world.

I guess I changed my mind about it when my dad took me with him to the hospital one day last year. "Come on, Jill," Dad said as he ruffled my hair. "It'll be fun!"

"Sure," I replied. I screwed up my face and rolled my eyes. I didn't like hospitals, I didn't like to have my hair ruffled, and I didn't exactly relish being seen in public with my dad, the clown. Unfortunately, the matter was out of my hands.

When we walked into the hospital, everyone seemed to know my dad. Desperate to conceal my identity, I pretended to concentrate very hard on the floor. When we finally reached the children's ward, Dad turned to me, winked, and said, "Okay, here we go!" Then he honked his big, red bicycle horn, opened the door, and skipped into the room.

"GIGGLES!" a roomful of enthusiastic voices shouted as Dad entered. "Giggles" was my dad's clown name. I glanced around the room. All of the kids were younger than I was, but they looked a lot older. Some of them didn't have any hair, and others looked very, very tired. All of them had enormous smiles on their faces.

"That's odd," I thought. "What do these kids have to be happy about?" I slumped down into a chair and watched my dad's antics for a moment. Then I knew. The kids were smiling because my dad was there.

"Hey, Dominic," I heard my dad say as he sauntered up to a small boy in a wheelchair. With a grin, Dad extracted a set of baseball cards out of Dominic's ear. "Here's a little something to put in your bicycle spokes." The boy laughed and beamed up at my dad.

For the next hour, my dad told jokes, made balloon animals, and did magic tricks. He managed to spend some time with every kid in the room. Soon it was time for us to go.

"BYE, GIGGLES!" the entire room shouted as we left.

As we walked back through the hospital, I stood tall, smiled, and looked everybody straight in the eye. My dad was a clown, all right, and I couldn't have been any prouder of him than I was at that very moment.

Reading Comprehension

10 “Giggles” went to the hospital to —

- A** visit sick children
- B** visit the doctor
- C** drop off his daughter
- D** earn extra money

11 Jill’s father helped the children feel better by —

- A** bringing them expensive stuffed toys
- B** taking them on a trip away from the hospital
- C** entertaining them
- D** giving them a new medicine

12 From the story, you can most reasonably assume that —

- A** Jill is in elementary school
- B** Jill’s father doesn’t enjoy his “real” job
- C** Jill’s father has seen some of the children before
- D** Jill’s father tricked her into going to the hospital with him

13 This story was probably written as a reminder that —

- A** there are many sick children in the world
- B** clowns are funny and do magic tricks
- C** children are often very selfish and self-centered
- D** learning more about something can change how we feel about it

14 You can tell that *antics*, in the seventh paragraph, means —

- A** funny or playful actions
- B** funny clothes or appearances
- C** humorous jokes or stories
- D** kind, gentle behavior

15 Which is another good title for this story?

- A** “Why I Don’t Like Hospitals”
- B** “My Father, Giggles the Clown”
- C** “A Circus Adventure”
- D** “Magic Tricks for Kids”

A Ship of Gold

The sinking of the United States ship *Central America* was among the worst sea disasters in U.S. shipping history. The *Central America* sailed from Panama in 1857 with 477 passengers, 101 crew members, and 21 tons of gold on board. The passengers were returning to the East Coast from the California Gold Rush. The ship's cargo—thousands of gold coins and hundreds of gold bars—was headed to the nation's banking capital, New York City.

Off the coast of South Carolina, the ship encountered a huge storm that approached quickly. The ship's sails were shredded. Gigantic waves washed aboard for two days. Water leaking into the boiler put out the boiler fire. The pumps failed, and although everyone helped bail water from the ship, the *Central America* began to sink.

A second ship, the *Marine*, spotted the distressed *Central America* and came to her aid. As the sea churned, the crew strapped passengers to ropes and lowered them into life boats. Many passengers reached the *Marine* safely. Then suddenly the storm pushed the two ships apart. Passengers left on the *Central America*, in an effort to lighten their load, began emptying their pockets of the gold they had tried to save. As the ship went down, they clung to doors, chairs, and other objects that would float.

Five hours later a third ship, the *Ellen*, arrived. The captain searched the sea, but only fifty-three survivors were found.

The loss of human life was by far the worst part of the tragedy, but the lost gold increased worries about having enough gold in the nation's banks. This caused a crisis in which many people lost money.

For more than a century, the lost gold lay nearly eight thousand feet deep in the ocean. In 1989 new technology made it possible to locate and retrieve the gold. Visitors today can view the precious cargo in an exhibit that includes a giant replica of the ship. People can look in through its portholes and glimpse the lost gold.

Reading Comprehension

16 You would most likely find this selection in —

- A** a book about pirates
- B** a magazine
- C** an encyclopedia
- D** a weather almanac

19 Which best describes the author's tone?

- A** critical
- B** witty
- C** angry
- D** serious

17 How did the sinking of the *Central America* become a banking crisis?

- A** Many bankers died when the ship sank.
- B** Passengers panicked when they lost their gold.
- C** The storm prevented rescuers from saving passengers.
- D** The ship's gold cargo was important to U.S. banks.

20 Which of these is an *opinion* expressed in the selection?

- A** The sinking of the United States ship *Central America* was among the worst sea disasters in U.S. shipping history.
- B** Although everyone helped bail water from the ship, the *Central America* began to sink.
- C** The loss of human life was by far the worst part of the tragedy.
- D** Many passengers reached the *Marine* safely.

18 What information should *not* be included in a summary of the selection?

- A** Everyone helped bail water from the ship.
- B** Two other ships came to the aid of the *Central America*.
- C** The *Central America* was loaded with passengers and gold from California.
- D** The gold was retrieved in 1989.

The Road Not Taken

by Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could

5 To where it bent in the undergrowth.

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there

10 Had worn them really about the same.
And both that morning equally lay
In leaves no step had trodden black.
Oh, I kept the first for another day!
Yet knowing how way leads on to way,

15 I doubted if I should ever come back.
I shall be telling this with a sigh
Somewhere ages and ages hence:
Two roads diverged in a wood, and I—
I took the one less traveled by,
20 And that has made all the difference.

21 Which happens *first* in the poem?

- A The speaker looks down one road as far as possible.
- B The speaker goes down the road not much traveled.
- C The speaker regrets not being able to go down both roads.
- D The speaker thinks about telling this story in the future.

22 Which line of the poem contains alliteration?

- A Line 1
- B Line 3
- C Line 8
- D Line 20

23 Which of the following best paraphrases line 9 and 10?

- A Many people had passed by the roads.
- B One road was much more worn down than the other.
- C The roads were used frequently by many people.
- D Both roads were worn down by use.

24 The image of a person standing where one road splits into two roads symbolizes —

- A choices that must be made
- B living through hard times
- C being lost
- D regretting the past

STOP

Spelling

DIRECTIONS Read each sentence carefully. If an underlined word in the sentence is misspelled, mark the space for that word. If all the words are spelled correctly, mark the space for No mistake.

SAMPLE

I had four nickles, three dimes, and two quarters in my pocket. No mistake

A

B

C

D

1 The genius recieved a degree before her fourteenth birthday. No mistake

A

B

C

D

2 The physician recomended a simple remedy. No mistake

A

B

C

D

3 I knew there was a hole in the rug next to the stares. No mistake

A

B

C

D

4 The musician's sense of rythm was remarkable. No mistake

A

B

C

D

5 Participants in the pageant wore modren dress. No mistake

A

B

C

D

6 A thief tried to steel the piece of jewelry. No mistake

A

B

C

D

Spelling

7 The labratory attendant believed that his work was important. No mistake

A

B

C

D

8 The colonel was embarassed to be recommended for promotion. No mistake

A

B

C

D

9 The condemmed buildings in the neighborhood are not very noticeable. No mistake

A

B

C

D

10 Our refrigerator's maintenance agreement will expire Wednesday. No mistake

A

B

C

D

11 Hannah could not bare to hear the words aloud. No mistake

A

B

C

D

12 With the right medicine, Ava will probally recover quickly. No mistake

A

B

C

D

13 The boy was frightened by the accident, but he wasn't physically hurt. No mistake

A

B

C

D

14 Forty young athaletes entered the competition. No mistake

A

B

C

D

Spelling

15 The patients became board after waiting an hour. No mistake

A

B

C

D

16 The stadium was demolished in seconds through the use of explosives. No mistake

A

B

C

D

17 The brilliant gold and red autumn leaves were an awesome sight. No mistake

A

B

C

D

18 Their differences were not as obvious as their similarities. No mistake

A

B

C

D

19 The coach didn't care weather the team won or not. No mistake

A

B

C

D

20 A computer's speed gives it an advantage in solveing complicated problems. No mistake

A

B

C

D

STOP

Language

DIRECTIONS Read each sentence carefully. The underlined words in each one may include a mistake in punctuation, capitalization, or word usage. If there is a mistake, choose the best way to rewrite the underlined words. If there is no mistake, choose *Correct as is*.

SAMPLE A

My brother is lazy; he never does nothing.

- A lazy and he never does nothing
- B lazy he never does anything
- C lazy; he never does anything
- D *Correct as is*

1 Last year we went skiing and were skating.

- A went skiing and went skating
- B went skiing and skating
- C skied and skating
- D *Correct as is*

2 Paul clenched his teeth and said to the dentist, “okay, I’m ready.”

- A Dentist, “okay,
- B dentist, “Okay,
- C dentist “okay,
- D *Correct as is*

3 Her and Grace were best friends.

- A Her and Grace was
- B Grace and her were
- C She and Grace were
- D *Correct as is*

4 My grandmother’s dog is a German shepherd.

- A is a German Shepherd
- B is a german shepherd
- C is a German, shepherd
- D *Correct as is*

5 We are having corned beef cabbage, and apple pie for dinner.

- A corned beef, cabbage, and apple pie
- B Corned Beef, Cabbage, and Apple Pie
- C Corned beef cabbage, and apple pie
- D *Correct as is*

DIRECTIONS Read the words in each box. There may be a mistake in sentence structure. If there is a mistake, choose the answer that is written most clearly and correctly. If there is no mistake, choose *Correct as is*.

SAMPLE B

Before I go to sleep each night I brush my teeth.

- A** I go to sleep each night, I brush my teeth.
- B** Each night before I brush my teeth and go to sleep.
- C** Before I go to sleep each night, I brush my teeth.
- D** *Correct as is*

7 I get ready for bed, my brother is hurrying to finish his homework.

- A** I get ready for bed, and brother hurry to finish his homework.
- B** I getting ready for bed, my brother hurries to finish his homework.
- C** I get ready for bed as my brother hurries to finish his homework.
- D** *Correct as is*

6 Putting on his uniform, attempting to look good was the soldier.

- A** Attempting to look good, the soldier put on his uniform.
- B** The soldier was attempting to look good, putting on his uniform.
- C** Attempting to look good, putting on his uniform the soldier was.
- D** *Correct as is*

8 In the elevator my friend went on and on about her wedding.

- A** My friend went on and on about her wedding in the elevator.
- B** My friend in the elevator went on and on about her wedding.
- C** About her wedding my friend went on and on in the elevator.
- D** *Correct as is*

9 The cat ran in. Leaped over the stool. Landed on the couch. And slept there all day.

- A** The cat leaped over the stool and she landed on the couch and she slept there all day.
- B** The cat leaped over the stool. She landed on the couch, and slept there all day.
- C** The cat leaped over the stool, landed on the couch, and slept there all day.
- D** *Correct as is*

11 To attend the spring dance, you must be in middle school.

- A** To attend the spring dance, you must be in sixth grade or seventh or else in the eighth grade.
- B** To attend the spring dance, you must be in sixth grade or higher up to the eighth grade.
- C** To attend the spring dance, you must be older than at least sixth grade.
- D** *Correct as is*

10 Professional ballet dancers practice all day being very dedicated.

- A** Professional ballet dancers being very dedicated practice all day.
- B** Professional ballet dancers are very dedicated. They have to practice all day.
- C** Professional ballet dancers are very dedicated, they have to practice. All day.
- D** *Correct as is*

Language

DIRECTIONS Read each question, and choose the best answer. Mark the space for the answer you choose.

SAMPLE C

Kareem is writing a social studies report about Quebec, Canada.

Which sentence does *not* belong in his report?

- A** It costs \$415 to fly to Quebec from Chicago.
- B** The official language of Quebec is French.
- C** Quebec City celebrates Winter Carnival each year.
- D** Montreal and Quebec City are two major cities in Quebec.

▼ Morgan did a survey about the types of books students like to read. She asked 54 students which genre they liked best. She will write a report based on her findings.

Genres Students Like to Read

Fiction	21
Biography	7
History	13
Humor	10
Self-Improvement	3

12 Who would probably be *most* interested in Morgan's report?

- A** Students choosing books to read
- B** Librarians ordering new books
- C** Teachers making lesson plans
- D** Publishers deciding which books to print

13 Which would be *best* to include in the first paragraph of the report?

- A** The names of students interviewed for the survey
- B** Every question asked on the survey
- C** The purpose of the survey
- D** A definition and example of each genre

▼ Angelo wants to write a report about alternative energy sources.

- 14 To get ideas for his report, Angelo should —
- A buy some solar-powered appliances
 - B record the mileage his family's car gets
 - C start doing serious research into developments in alternative energy programs
 - D explore articles about alternative energy in books, periodicals, and Web sources

- 15 Which of these should Angelo include in his report?
- A descriptions of various energy sources
 - B a paragraph asking people to write to government officials
 - C a short story about a boy and a wind mill
 - D a political cartoon about fossil fuels

- 16 Which would be the *best* ending for Angelo's report?

- A There are now many alternatives to fossil fuels that are less costly and better for the environment.
- B Today car makers are motivated to develop engines that don't use gasoline.
- C When you see how much money you can save, you'll consider changing the way you run your house and car.
- D Solar panels are too expensive for most families to install.

▼ While reading a book about lizards, Darla is listing ways that most lizards are similar to one another.

- 17 Which should Darla include in her list?
- A Chameleons grow to be much larger than geckos.
 - B Some lizards eat small rodents.
 - C Lizards have adapted to life in nearly all environments.
 - D Skinks and geckos are both very good first pets.

STOP

DIRECTIONS Read each paragraph and the questions that follow it. Choose the best answer for each question. Mark the space for the answer you choose.

SAMPLES

The Field Trip

Truman came home from school. He rushed to the kitchen. He handed a bright orange paper to his mother. While she read the paper, he talked excitedly about cowboys, horses, and a carnival. The rodeo was coming to town, and his class was taking a field trip there next week. Truman had loved the rodeo for as long as he could remember, and he was finally going to see one in person.

D What does the pronoun *one* in the last sentence refer to?

- A** field trip
- B** rodeo
- C** carnival
- D** cowboy

E What is the *best* way to combine the first two sentences?

- A** Truman came home to the kitchen from school.
- B** Truman rushed to the kitchen, home from school.
- C** Truman came home from school and rushed to the kitchen.
- D** Truman came home and rushed from school to the kitchen.

Western Bluebirds

Western bluebirds live in scrubby forested areas where they eat berries from juniper and mistletoe plants. They also spend a great deal of time in grassy areas. They look for insects there. The bluebirds make nests inside holes in trees, usually where woodpeckers have created holes looking for food. Western bluebirds do not live in hot, dry areas. The male western bluebird has a blue head and back with a rust-colored chest.

- 18** They also spend a great deal of time in grassy areas. They look for insects there.

How could these two sentences *best* be combined?

- A** They look for insects when they also spend a great deal of time in grassy areas.
- B** They also spend a great deal of time in grassy areas because they look for insects there.
- C** They also spend a great deal of time in grassy areas looking for insects.
- D** Spending a great deal of time in grassy areas, they look for insects.

- 19** Which would go *best* after the last sentence in the paragraph?

- A** The female has the same colors, though they are less intense.
- B** Many plants are spread when the bluebirds eat the berries and seeds.
- C** The scientific name for the western bluebird is *sialia mexicana*.
- D** The western bluebird population is declining in California and Arizona.

- 20** Which would be the *best* topic sentence for the paragraph?

- A** Western bluebirds have large, round heads.
- B** Swallows sometimes help bluebirds defend their nests.
- C** There are three species of bluebirds: the mountain bluebird, the eastern bluebird, and the western bluebird.
- D** Western bluebirds are common throughout the western United States.

Prairie Middle School

Prairie Middle School is a good school. It is home to some of the best teachers in the area, and they show a strong interest in students' success. Students are even able to connect to other classrooms around the world over the Internet. Students can participate in a wide variety of activities, including sports, the arts, drama, language clubs, and community projects. The school is in a state-of-the-art building with a multi-purpose auditorium and classrooms loaded with computers and audio-visual equipment. The grounds are landscaped with plants native to the area, allowing science classes to learn about the region's ecosystems. Without a doubt, Prairie Middle School is an exciting and interesting school.

21 Which sentence would *not* belong in the paragraph?

- A** Faculty members come from twelve different countries.
- B** The principal and his wife just adopted a baby.
- C** Students can attend free tutoring sessions before or after school.
- D** Physical education classes and sports teams enjoy top-notch facilities.

22 Prairie Middle School is a good school.

Good writers describe the subject using details. How can the underlined words be better written to include exact details?

- A** provides a great learning environment for students
- B** is an excellent school
- C** is a quality educational facility
- D** has nice teachers and equipment

23 Students are even able to connect to other classrooms around the world over the Internet.

This sentence is in the wrong place. Which sentence should it follow?

- A** Students can participate in a wide variety of activities, including sports, the arts, drama, language clubs, and community projects.
- B** The grounds are landscaped with plants native to the area, allowing science classes to learn about the region's ecosystems.
- C** Prairie Middle School is a good school.
- D** The school is in a state-of-the-art building with a multi-purpose auditorium and classrooms loaded with computers and audio-visual equipment.

STOP

Listening

DIRECTIONS Listen carefully to each question as it is read to you. Then listen and read along in your booklet as the answer choices are read. Choose the best answer. Mark the space for the answer you choose.

SAMPLE A

- A** brittle
- B** bendable
- C** rough
- D** in pain

- 1** **A** understand
B describe
C prove
D gather

- 2** **A** fearful
B graceful
C lonely
D unfriendly

- 3** **A** time
B suggestion
C noisy shouting
D secret hope

- 4** **A** outside
B inside
C ceiling
D basement

- 5** **A** reward
B result
C temptation
D purpose

- 6** **A** severe
B encouraging
C vague
D funny

- 7** **A** advance
B remain
C retreat
D increase

- 8** **A** fully grown
B fit to eat
C delicious
D poisonous

Listening

DIRECTIONS Listen carefully to each paragraph as it is read to you. Then listen to each question. Listen and read along in your booklet as the answer choices are read. If you wish, you may take notes on your scratch paper. You may use your notes to help you choose the best answer. Mark the space for the answer you choose.

SAMPLE B

- A** puts weight on carbon
- B** opens during an earthquake
- C** covers the minerals with water
- D** heats up during summer

- 9**
- A** describe the school gym
 - B** persuade students to seek tutoring
 - C** describe after-school activities
 - D** warn about a new school policy

- 10**
- A** Monday
 - B** Tuesday
 - C** Friday
 - D** Saturday

- 11**
- A** the gym
 - B** the cafeteria
 - C** the library
 - D** the computer center

- 12**
- A** The after-school center is a great place to spend an afternoon.
 - B** Certain activities will take place in the cafeteria.
 - C** Teachers will be available for tutoring.
 - D** Dr. Quigley will answer questions about the after-school center.

- 13**
- A** students need more exercise
 - B** the after-school center will be good for students
 - C** board games are a waste of time
 - D** all students should learn to use computers

Listening

- 14** **A** in the South
B in southern California
C warmer than Wisconsin
D where people say “y’all”

- 15** **A** enjoys playing hockey
B adjusts to new places
C gets along with his family
D decides where to live next

- 16** **A** Learn to snow ski
B Spend time alone
C Play the local sports
D Be glad they moved

- 17** **A** a folktale
B a newspaper article
C a true-life story
D a mystery story

- 18** **A** Imagining life in various parts of the country
B Moving to various parts of the country
C Visiting various parts of the country
D Writing to people in various parts of the country

STOP