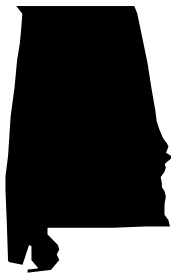


ARMT AND SAT-10 PREPARATION AND PRACTICE WORKBOOK



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

GLENCOE LANGUAGE ARTS GRADE 8

This helpful workbook provides

- Test-taking strategies for
Alabama Reading and Mathematics Test Reading Test
Stanford Achievement Test, 10th Edition
- A full-length ARMT reading practice test with multiple-choice and open-ended items
- A SAT-10 practice test covering Reading Vocabulary, Reading Comprehension, Spelling, Language, and Listening

Acknowledgments

The use of Alabama Department of Education content, including content standards, rubrics, and writing prompts, in this publication does not constitute any endorsement of this publication by the Alabama Department of Education.

Every effort has been made to determine copyright owners. In case of any omissions, the publisher will be pleased to make suitable acknowledgments in future editions.



The McGraw-Hill Companies

Copyright © by The McGraw-Hill Companies, Inc. All rights reserved. Permission is granted to reproduce the material contained herein on the condition that such material be reproduced only for classroom use; be provided to students, teachers, and families without charge; and be used solely in conjunction with *Glencoe Literature: Reading with Purpose*. Any other reproduction, for use or sale, is prohibited without written permission from the publisher.

Send all inquiries to:
Glencoe/McGraw-Hill
8787 Orion Place
Columbus, OH 43240-4027

ISBN: 978-0-07-878771-3
MHID: 0-07-878771-8

Printed in the United States of America

1 2 3 4 5 6 7 8 9 021 13 12 11 10 09 08

Contents

Introduction	1
ARMT: The Reading Test	2
SAT-10: The Language Arts Test	3
Glossary	5
Sample Test Items	5
Test-Taking Strategies	12
Strategy 1: Preview the Questions	12
Strategy 2: Read for the Main Ideas	12
Strategy 3: Use the Process of Elimination	13
Read Actively	14
Additional Tips	18
More Ways to Prepare & Tips for Testing Time	19
ARMT Practice Test	21
SAT-10 Practice Test	39

Introduction

Every spring thousands of Alabama middle school students take two tests. One of them is the Alabama Reading and Mathematics Test, and it's 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 too 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 learn and practice simple test-taking strategies and tips that can help you do your best. You'll also take two practice tests.

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 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

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

Sample 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.

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.

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.

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 18.)

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 ARMT and SAT-10.

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 vocabulary 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.

Tips for Testing Time

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

Before Each 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 Each 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 8

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.

Breaking the Silence

Lisa dumped her overnight bag on the floor of her grandmother's guest room and gazed out the window. The trip, all three hours of it, had been largely a silent one. Lisa had pretended to nap to forestall conversation, and she had been successful. Now she would pretend to unpack until her mother's car turned onto the country road and disappeared.

The problem had begun a week ago when Lisa's mother had informed her that they would not be going to the beach on their summer vacation. There would be no long walks with her cousin Mara during which they would share their real feelings about everything. There would be no swimming races, bike rides, or luxurious hours of sun and sand. And why not? Because there were "other things" they needed the money for. Other things! What other things could possibly be important enough to eliminate the only thing Lisa really cared about?

She responded with a cold "Bye!" when her mother called, "I'll see you Sunday night." If she could enlist her grandmother's help, maybe it would still be possible to change her mother's mind. And so her first remark when she walked into the kitchen was "You know how much Mara and I like seeing each other every summer? Well, this year, Mom canceled our vacation plans."

Her grandmother looked at her with a strange expression on her face. "Yes . . . I know," she replied. "That's too bad."

"But, why?" said Lisa. "Why isn't this trip important to her? It is to me!"

Her grandmother sighed. "I'm sure your mother knows what she's doing," she said. And then, making it clear that she was not going to discuss the issue, Grandmother said, "If you pick a quart of strawberries, I'll make shortcake for dessert."

So Lisa crawled along the rows of low-growing plants, feeling the sun on her back and searching for berries that had reached their most perfect ripeness. It was not hard to find a quart, and when the basket was full, she carried it into the house and put it on the kitchen counter.

Lisa wandered into the study to find a book. She spotted the glow of the computer. She decided to send an e mail to Mara. Mara understood. Mara was on her side, even if no one else was.

When Lisa tapped the mouse, her grandmother's e mail inbox listings appeared. Lisa saw her own recent messages and several messages from her mother. The latest message from her mother was identified with the subject "Surgery date." Surgery date? What surgery? Reading other people's mail was not something Lisa would ordinarily do, but this was different. Surgery date! She double-clicked on the words, and a message appeared.

Hey, Mom, the surgery is on for the 16th. Now that it's definite, I'll have to tell Lisa—maybe after this weekend. She's still furious that we're not going to the beach this summer. I still haven't gathered the courage to tell her what I need to use the vacation money for. What a coward I am! I'd rather have her be angry than scared. I'll drop her off on Friday morning and pick her up Sunday night. Have a good weekend, OK? Make her some of your strawberry shortcake. That always cheered me up!

Lisa's heart thudded painfully. She closed her eyes and was, quite suddenly, four years sounds of children shrieking. A hollow feeling clutched at her stomach—nothing would ever be right again. She had to find her mother, had to, had to! And she ran, searching, searching . . .

Lisa shook herself. She was not four years old; she was fourteen. The cell phone would be on the front seat of the car. Lisa could reach her mother, could hear her mother's voice. She blinked the tears out of her eyes and dialed. When her mother answered, Lisa forced calm into her voice and said, "Mom, you have to tell me about the surgery. Pull over, stop the car, and tell me now."

Her mother told her. It was all going to be hard, and it would change everything for a while, but she was not going to die. She promised, and Lisa believed her. When Lisa thought about it, missing a vacation at the beach was a matter of no importance at all.

Lisa walked out into the sunlight of the yard. "Mom's coming back," she said. "She's going to spend the weekend with us."

Her grandmother looked up in surprise. "She is? That's wonderful! But . . . why?"

"Oh," said Lisa, leaning over and yanking out a weed, "I asked her to. I . . . I suddenly missed her. And, besides, she really likes your strawberry shortcake."

1. Read this sentence from the story.

Lisa had pretended to nap to *forestall* conversation, and she had been successful.

The word *forestall* means to —

- A** prevent
- B** drag out
- C** encourage
- D** participate in

2. Read these lines from the story.

Because there were "other things" they needed the money for. Other things! What other things could possibly be important enough to eliminate the only thing Lisa really cared about?

These lines help establish Lisa's mood of—

- A** irritation
- B** calmness
- C** impatience
- D** enthusiasm

3. Read this sentence from the story.

If she could *enlist* her grandmother's help, maybe it would still be possible to change her mother's mind.

As used here, the word *enlist* means to —

- A** gain
- B** sign up
- C** give up on
- D** make a note of

4. Read these lines from the story.

Her grandmother looked at her with a strange expression on her face. "Yes . . . I know," she replied. "That's too bad."

Which would be the *best* self-monitoring question for a reader to ask at this point in the story?

- A** What is Lisa's grandmother's name?
- B** Why is Lisa so upset with her grandmother?
- C** What will Lisa's grandmother do next?
- D** Why does Lisa's grandmother look at her so oddly?

5. Which sentence from the story *best* supports the idea that Lisa is acting like an angry teenager?

- A** "Mara was on her side, even if no one else was."
- B** "Lisa's heart thudded painfully."
- C** "She blinked the tears out of her eyes and dialed."
- D** "Lisa walked out into the sunlight of the yard."

6. Lisa reads the e-mail from her mother because she —

- A** always reads her mother's e mails
- B** is curious about the e mail's subject
- C** is bored and looking for something to do
- D** wants to know if her mother has been complaining about her

7. Lisa's mother calls herself a coward because she has been afraid to —

- A** go on a vacation to the beach
- B** have an operation that she needs
- C** do something about Lisa's bad behavior
- D** tell Lisa the truth about a serious problem

8. Which word *best* describes how Lisa feels after reading the e-mail?

- A** Fearful
- B** Guilty
- C** Angry
- D** Sympathetic

9. The information in the e-mail helps you understand that —

- A** Lisa’s mother is punishing her by preventing her from visiting Mara
- B** Lisa’s mother has been secretly planning a vacation
- C** Lisa’s mother canceled their vacation for an important reason
- D** Lisa and her mother have always had problems getting along

10. The climax of the story occurs when Lisa —

- A** decides to e-mail Mara
- B** arrives at her grandmother’s
- C** discovers that her mother is ill
- D** goes into her grandmother’s study

11. Which *best* describes the resolution of the story?

- A** Lisa goes on summer vacation.
- B** Lisa talks to her mother on her cell phone.
- C** Lisa walks out of her grandmother’s house.
- D** Lisa says good-bye to her mother and gets out of the car.

12. Which sentence introduces a flashback?

- A** “When Lisa tapped the mouse, her grandmother’s e-mail inbox listings appeared.”
- B** “There would be no long walks with her cousin Mara during which they would share their real feelings about everything.”
- C** “So Lisa crawled along the rows of low-growing plants, feeling the sun on her back and searching for berries that had reached their most perfect ripeness.”
- D** “She closed her eyes and was, quite suddenly, four years old again and lost at the amusement park.”

13. When Lisa's mother arrives, it is *most likely* that she and Lisa will —

- A argue
- B not talk to each other
- C eat strawberry shortcake
- D plan their summer vacation

14. What is the setting of the story?

- A A beach house
- B A long road trip in a car
- C A home in the countryside
- D A waiting room in a hospital

15. Which of these statements *best* describes the story's theme?

- A Doing what is necessary often requires courage.
- B Sometimes we don't see how valuable a thing is until we lose it.
- C New information can help us realize what is truly important to us.
- D It can be difficult to see the world through another person's eyes.

16. Read this sentence from the story.

She could hear the jangling, jarring music and the sounds of children shrieking. A hollow feeling clutched at her stomach—nothing would ever be right again. She had to find her mother, had to, had to! And she ran, searching, searching . . .

This part of the story helps create a mood of —

- A energy
- B depression
- C excitement
- D desperation

17. This story is an example of —

- A fiction
- B nonfiction
- C biography
- D historical fiction

18. Briefly describe the main conflict in the story and explain how it is resolved.

Use evidence from the story to support your answer.

Write your response in the answer document.

Sympathy

by Paul Laurence Dunbar

- I know what the caged bird feels, alas!
When the sun is bright on the upland slopes;
When the wind stirs soft through the springing grass,
And the river flows like a stream of glass;
5 When the first bird sings and the first bud opes,
And the faint perfume from its chalice steals—
I know what the caged bird feels!
- I know why the caged bird beats his wing
Till its blood is red on the cruel bars;
10 For he must fly back to his perch and cling
When he fain would be on the bough a-swing;
And a pain still throbs in the old, old scars
And they pulse again with a keener sting—
I know why he beats his wing!
- 15 I know why the caged bird sings, ah me,
When his wing is bruised and his bosom sore,—
When he beats his bars and he would be free;
It is not a carol of joy or glee,
But a prayer that he sends from his heart's deep core,
20 But a plea, that upward to Heaven he flings—
I know why the caged bird sings

19. Which *best* describes the bird's situation?

- A It is lost.
- B It is injured.
- C It is trapped.
- D It is being chased.

20. In the second stanza, the bird beats his wing because he is —

- A trying to get away
- B soaring through the air
- C fighting with another bird
- D struggling to get back into his cage

21. In the third stanza, the bird sings because he is —

- A begging for freedom
- B trying to cheer up the speaker
- C thankful to have finally escaped
- D hopeful that better days are coming

25. In line 13, the word *keener* means about the same as —

- A better
- B louder
- C sharper
- D brighter

22. Which literary device does the poet use in line 3 to help the reader imagine the sound of the wind?

- A Repetition
- B Hyperbole
- C Alliteration
- D Onomatopoeia

26. The exclamations “alas” and “ah me” help to establish a mood of —

- A anger
- B humor
- C sadness
- D excitement

23. What literary device in line 4 helps the reader picture the river?

- A Simile
- B Metaphor
- C Alliteration
- D Personification

27. In the first stanza, the description helps you understand —

- A what the bird is missing out on
- B how the bird’s current home looks
- C where the bird is going on his journey
- D where the speaker first spotted the bird

24. Which literary device is used in line 9 to describe the cage’s bars?

- A Simile
- B Paradox
- C Repetition
- D Personification

28. You can infer that the bird and the poem’s speaker are both sad about —

- A being alive
- B being imprisoned
- C missed opportunities
- D loneliness and lost friendships

29. Which literary device is used in the first and last lines of each stanza?

- A** Simile
- B** Repetition
- C** Alliteration
- D** Onomatopoeia

30. This poem, in which the poet relates personal feelings instead of a story, is *best* considered an example of —

- A** a ballad
- B** a limerick
- C** epic poetry
- D** lyric poetry

31. Which of the following is an example of personification used to characterize the bird?

- A** He sings.
- B** He feels pain.
- C** He prays and pleads.
- D** He beats his wings on the bars.

32. What is the rhyme scheme of the *first* and *third* stanzas?

- A** ABACDAA
- B** ABAABCC
- C** ABAABAA
- D** ABCCDEA

33. What is the rhyme scheme of the *second* stanza?

- A** ABACDAA
- B** ABAABCC
- C** ABAABAA
- D** ABCCDEA

34. Summarize the theme of the poem and explain how its title helps express this theme.

Use details from the poem to support your response.

Write your response in the answer document.

White Pines Adventure

Pack your gear and head to White Pines Ranch for an adventure from start to finish. You'll learn about ecology, conservation, and Alabama's natural history. Discover yourself in the process. Here's what's in store:

- Friday**
- 5:00 P.M. Arrive at ranch, unpack, and meet the staff
 - 5:30 P.M. Supper; free time, journal writing, reading
 - 7:00 P.M. Nocturnal animals class and night hike
 - 9:00 P.M. Return to cabins; reflection activities; personal time
 - 10:00 P.M. Lights out
- Saturday**
- 8:00 A.M. Rise and shine; hearty breakfast; explanation of group activities
 - 9:15 A.M. Out and About
 - Group 1: Fossil and Rock Hunt
 - Group 2: Over and Under the Rock Hunt (Insects)
 - Group 2: Wildlife Watch (Birds and mammals)
 - Group 3: Wild Leaf Safari (Trees and other plants)
 - 11:15 A.M. Return to education center for question-and-answer session
 - 12:00 P.M. Lunch; free time, journal writing, reading
 - 2:00 P.M. Conservation basics class
 - 4:00 P.M. Free time
 - 5:00 P.M. Native American supper
 - 6:00 P.M. Horseback riding; rock climbing; canoeing
 - 8:00 P.M. Songs, skits, and s'mores at the campfire
 - 9:00 P.M. Return to cabins; reflection activities; personal time
 - 10:00 P.M. Lights out
- Sunday**
- 8:00 A.M. Rise and shine; hearty breakfast; wrap up; pack up; move out

35. Which of these are you likely to need on a nocturnal hike but *not* on a regular hike?

- A** flashlight
- B** hiking boots
- C** drinking water
- D** mosquito repellent

36. Which of these would you be *least* likely to see during an Out and About activity?

- A** Largemouth bass
- B** Monarch butterfly
- C** Southern longleaf pine tree
- D** Yellowhammer woodpecker

37. Which of the following statements related to the schedule is a fact and not an opinion?

- A** A visit to White Pines Ranch is full of adventure from start to finish.
- B** You will discover a lot about yourself during your visit to White Pines.
- C** You will learn more at White Pines Ranch about ecology and conservation than you would in a classroom.
- D** At White Pines Ranch, you will have opportunities to observe and interact with animals.

38. From reading this schedule, you can tell that White Pines Ranch is —

- A** a church camp
- B** a working farm
- C** a family-owned business
- D** an educational and recreational camp

39. After the Out and About groups, the next scheduled activity is —

- A** free time
- B** physical activities
- C** a question-and-answer session
- D** reflection activities and personal time

40. What would be the *best* way to monitor your understanding of the White Pines schedule?

- A** Try to memorize the schedule.
- B** Read the schedule several times.
- C** Carry a copy of the schedule and check it regularly.
- D** Glance once at the schedule and guess the next activity.

Apitherapy: The Uses of Honeybees in Healing

Everyone knows that honey is sweet and that honeybees produce it. Most people do not realize that honey has more virtues than its taste. It is a natural antibiotic and has been used for thousands of years as a dressing for wounds and burns. Although little scientific investigation has taken place in the United States, studies in foreign countries have determined that burns treated with honey heal with fewer scars than burns treated with other salves and that infected wounds that do not respond to other treatments often heal when honey is used. Unfortunately for those of us who get our honey in the grocery store, only natural (not pasteurized) honey has such beneficial effects.

The medical uses for honeybees go beyond their production of honey. Bee venom, the very substance that makes a bee sting swell and keep hurting long after the sting occurred, can be used as a medicine. Even though bee stings cause pain and swelling, they may reduce the pain and swelling caused by several diseases.

Beekeepers have long noticed that they tend to suffer less from arthritis than other people. It seems that the bee stings they often receive accidentally during their work tending hives and gathering honey protect them from arthritis or reduce the effects of the disease. When news about this became known outside the business (or hobby) of beekeeping, some people tried using a series of bee stings to treat their own problems with arthritis. Some of those people have been very pleased with the results.

The chemicals in bee venom (there are at least eighteen of them) are also useful in soothing back and neck pain, fading scars, and improving the lives of some victims of multiple sclerosis (a crippling disease). But bee venom therapy has risks because some people are highly allergic to stings. An allergic person who received several stings could become seriously or even fatally ill. Therefore, people who are not sure whether they are allergic to bee venom should never deliberately expose themselves to stings.

Although allergies to honeybee venom are rare (allergies to wasp and hornet stings are much more common), many people suffer from the kinds of allergies that are often called “hay fever.” Spring and summer can be difficult seasons for those who react to the pollen that fills the air during these times. Oddly enough, one way to get relief from these allergies is to eat the very pollen that causes problems when breathed. Starting with a few grains and gradually building up the quantity ingested may greatly decrease a hay fever sufferer’s problems. Honeybees are great pollen collectors, and any beekeeper can supply pollen. To provide relief, however, the pollen must come from beehives in the area where the hay fever sufferer lives. Pollen from plants in the Northeast is not much help to someone who suffers from hay fever in California.

41. Read these sentences from the article.

Oddly enough, one way to get relief from these allergies is to eat the very pollen that causes problems when breathed. Starting with a few grains and gradually building up the quantity *ingested* may greatly decrease a hay fever sufferer's problems.

You can tell that the word *ingested* means —

- A** consumed
- B** harvested
- C** breathed
- D** exhaled

42. Which *best* describes the effect that bee stings can have on people who are highly allergic to bee venom?

- A** They can suffer from hay fever.
- B** They can develop pain and swelling.
- C** They can become seriously or even fatally ill.
- D** They can have problems with arthritis or multiple sclerosis.

43. One positive effect of being stung on the job was that some beekeepers —

- A** had their hay fever cured
- B** developed protection from arthritis
- C** decided to put honey on their stings
- D** stopped feeling the bee venom's effects

44. According to the article, which is one of the necessary steps for treating hay fever with bee pollen?

- A** Cutting bee pollen out of your diet
- B** Getting pollen from a beehive in your local area
- C** Increasing the amount of bee pollen you inhale from the air
- D** Taking pollen from plants grown in the Northeast or California

45. This article would be considered *most* reliable if it were written by —

- A** a longtime beekeeper
- B** the owner of a small natural foods store selling honey
- C** the director of an advertising campaign to boost honey sales
- D** a doctor who researched treatments using natural remedies such as honey

46. Which idea from the article is an opinion?

- A** Honey has a sweet and delicious taste.
- B** Some people have used bee pollen to relieve their allergies.
- C** Honey has been used to treat wounds, burns, and scars.
- D** Bee venom contains at least eighteen chemicals.

47. Summarize the author’s view of honeybees and their significance in roles other than making honey.

Use specific details from the article to support your response.

Write your response in the answer document.

The Floor of the Sea

Because 70 percent of Earth’s surface is underwater, sea floor exploration tells geologists a great deal about the way our planet works. In the 1800s, most geologists assumed that the sea floor was a lifeless expanse of mud, sediment, and the decaying remains of organisms. They thought that, with the exception of volcanic islands, the sea bottom had no major geographic features, such as peaks or valleys.

In the mid-nineteenth century, ships that were depth-sounding the ocean floor for a transatlantic telegraph cable made some interesting discoveries. To geologists’ surprise, the ocean floor was found to be made up of long mountain ranges and deep valleys and troughs. Especially interesting was a steady increase in elevation of the sea floor in an area of the Atlantic known as Telegraph Plateau, previously thought to be very deep. Another surprise was the existence in the Atlantic of basalt, a volcanic rock thought to exist only in the Pacific Ocean. The presence of basalt in the Atlantic was a clue that volcanic activity occurs at the bottom of the sea. This and other discoveries, many of them accidental, were signals to geologists that their knowledge of the sea floor was limited.

Other late-nineteenth-century sea floor studies reinforced the changing perceptions about the bottom of the sea. In addition to wide variations in elevation and depth, research vessels found rich stores of minerals such as iron, copper, zinc, silver, and gold. Other ships pulled up exotic, bottom-dwelling creatures, many of which had never before been categorized.

In the late twentieth century, underwater sleds equipped with cameras and sonar (sound-wave technology) gave researchers an even clearer window into the world several miles below the ocean surface. It was a world of strange fish, eyeless crabs, and other creatures living in complete darkness among a variety of mineral and volcanic rock formations. Upon seeing this other world, geologists knew they had traveled a long way from early misconceptions about the sea floor and realized how much more they had to learn.

48. Which statement *best* summarizes scientists' ideas about the ocean floor *before* the nineteenth century?

- A** "It was a world of strange fish, eyeless crabs, and other creatures living in complete darkness among a variety of mineral and volcanic rock formations."
- B** "... the ocean floor was found to be made up of long mountain ranges and deep valleys and troughs."
- C** "... the sea floor was a lifeless expanse of mud, sediment, and the decaying remains of organisms."
- D** "... geologists knew they had traveled a long way from early misconceptions about the sea floor and realized how much more they had to learn."

49. In the *mid*-nineteenth century, according to the article, most ocean floor discoveries were made using —

- A** underwater cameras to make films
- B** ships to depth-sound the ocean floor
- C** research vessels to pull up bottom-dwelling creatures
- D** underwater sleds equipped with sound-wave technology

50. The word that means most nearly the same as *misconceptions* is —

- A** ideas
- B** errors
- C** journeys
- D** experiments

51. Scan the passage to find the answer to this question. In which paragraph do you find the definition of *basalt*?

- A** Paragraph 1
- B** Paragraph 2
- C** Paragraph 3
- D** Paragraph 4

52. Compare and contrast scientists' understanding of the ocean floor in the past and in the present.

Use specific details from the article to support your response.

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.

53. A long narrative poem that tells the story of a heroic person or group is called —

- A** a ballad
- B** a biography
- C** a lyric poem
- D** an epi

54. Read this poem.

Dog waits at the door
Patient, but too short to see—
Oh, loyal wet nose!

This poem is an example of a —

- A** haiku
- B** ballad
- C** limerick
- D** lyric poem

55. Which of the following is *not* an effective self-monitoring strategy to use while reading a story?

- A** Using a chart or map to keep track of the story's plot and characters
- B** Asking yourself questions about your reading to check your understanding
- C** Using clues in the text to try to figure out words you do not understand
- D** Trying to forget anything you already know about the topic of the story

56. Which would appeal to someone who wants to read fiction about motorcycles?

- A** *Two-Wheeled, Fast, and Short: Ten Stories about the Motorcycle Life*
- B** *The No-Panic Motorcycle Mechanic*
- C** *Cross-Country Chopper: Tips for a Great Long-Distance Motorcycle Trip*
- D** *Cycle Mania: My Life as a Pro Racer*

57. Which would be the most reliable resource for a report on hurricanes?

- A** The personal Web page of a person who lives along the Gulf of Mexico
- B** A movie about a monster hurricane that nearly destroys New York City
- C** A book of poems by hurricane survivors from around the world
- D** A NASA Web site with satellite images and computer models of hurricanes

58. Read this poem.

When Kate didn't read her book,
A risky approach she took:
 With ideas from her head,
 She *wrote* one instead,
And that got her off the hook!

This poem is an example of a —

- A** a haiku
- B** a ballad
- C** a limerick
- D** an epic

STOP

SAT-10 Practice Test Grade 8

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

To plead is to —

- A fold
- B walk
- C beg**
- D pull

1 To summon is to —

- A remove
- B call
- C switch
- D listen

2 To dominate something is to —

- A perfect it
- B begin it
- C control it
- D buy it

3 A refuge is a —

- A shelter
- B plan
- C distance
- D mess

4 A sly person is —

- A slender
- B handsome
- C speedy
- D clever

5 To hover is to —

- A float
- B locate
- C fear
- D pretend

Reading Vocabulary

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

He used a brush to paint the wall.

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

- A You should brush your hair every day.
- B I saw her brush right by him.
- C The brush was thick in the empty lot.
- D** The watercolors flowed from her brush.

7 The last part of the homework was the most difficult.

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

- A The actor was glad that he got the part.
- B I am sorry to part from you, but I must leave.
- C Saturday is my favorite part of the week.
- D I'll take part in the game if they ask me.

6 If you lie to me, I will be upset.

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

- A If you ask him what happened, he will lie.
- B I'm tired and I need to lie down.
- C She told me she was there, but it was a lie.
- D If you lie there on the floor, nobody will see you.

8 I would like to present you with an award for your good deed.

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

- A My little sister made me a birthday present.
- B Valerie will present her report to the class.
- C At the present time, the house is not occupied.
- D The mayor was not present at the town meeting.

Reading Vocabulary

9 We took a trip to Florida.

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

- A He returned from a pleasant trip to the countryside.
- B If you let the toast burn, you might trip the fire alarm.
- C As she got older, the dog would trip over things that had never been problems before.
- D I always trip over my own words when I get excited

10 I bought a pound of cheese at the market.

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

- A We adopted our dog from the local pound.
- B I gazed at the beautiful scenery and tried to pound it into my memory.
- C Please don't pound on the table while I am writing.
- D The athlete gained a pound of muscle from lifting weights.

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

He drove off abruptly and without warning. Abruptly means —

- A slowly
- B noisily
- C suddenly
- D casually

13 Gray skies and a steady rain added to the somber mood. Somber means —

- A gloomy
- B energetic
- C comfortable
- D peaceful

11 Our boss seems to think her time is being wasted with frivolous tasks. Frivolous means —

- A simple
- B complicated
- C unimportant
- D entertaining

14 Thick trees obscured the house from the road. Obscured means —

- A framed
- B improved
- C encouraged
- D concealed

12 She passes the basketball so deftly. Deftly means —

- A skillfully
- B lazily
- C quickly
- D carelessly

15 The darkness was so profound, I couldn't see my hand in front of my face. Profound means —

- A exhausting
- B extreme
- C depressing
- D peaceful

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

Announcement Scuba Diving Classes

Monday evenings at the Community Swimming Pool

Come learn the basics of underwater scuba diving!

No prior diving knowledge or experience necessary

Registration includes

- Textbook: *Scuba Diving Basics*
- Instruction in proper diving techniques
- Rental of diving gear
- Tips on keeping scuba gear working properly
- Practice dives with trained instructors
- Diving expedition to Blue's Beach
- Discounts at Under the Sea diving store

Call 555-4783 to register

(Hurry! Enrollment limited to twenty students!)

A Before you can participate in the scuba diving class, you must —

- A** call to register for the class
- B** read a book about diving basics
- C** purchase all your scuba diving gear
- D** know basic information about proper diving techniques

B This announcement does *not* tell you —

- A** where you can buy diving equipment
- B** how many students can participate in the class
- C** where the class will go diving
- D** how much the class costs

Reading Comprehension

“Truth” by Stephen Crane

“Truth,” said a traveler,
“Is a rock, a mighty fortress;
Often have I been to it,
Even to its highest tower,
5 From whence the world looks dark.”
“Truth,” said a traveler,
“Is a breath, a wind,
A shadow, a phantom;
Long have I pursued it,
10 But never have I touched
The hem of its garment.”
And I believed the second traveler;
For truth was to me
A breath, a wind,
15 A shadow, a phantom,
And never had I touched
The hem of its garment.

1 Lines 1–5 contain an example of —

- A metaphor
- B simile
- C rhyme
- D repetition

2 In lines 6–8 the traveler says that truth is —

- A frightening
- B mysterious
- C beautiful
- D clear

3 How does the first traveler compare to the second traveler?

- A The first tells the truth, but the second lies.
- B The first wants to know the truth, but the second does not.
- C The first does not care about the truth, but the second does.
- D The first thinks truth is easy to find, but the second thinks it is not.

4 The speaker of the poem —

- A agrees that truth is hard to know
- B knows the truth, but is keeping it a secret
- C believes that he has discovered the truth
- D does not want to get involved in the travelers’ debate

5 Lines 10–11 include an example of —

- A idiom
- B alliteration
- C personification
- D onomatopoeia

The Braille System

When curious three-year-old Louis Braille went exploring in his father's cobbler workshop, he held every shoemaking tool he could reach and pretended to use them as he had seen his father do countless times. As he was playing with an awl—a sharp, pointed tool used to make holes in leather—it slipped from his hand, blinding him in one eye. An infection in that eye soon spread to his healthy eye, and by age four, he had lost sight in both eyes.

The Early Years Louis Braille attended the local school in Coupvray, France, with the sighted children in the village, and he learned by listening. Although students and instructors alike expected Braille to be a mediocre student, he soon took his place at the head of the class. When he was ten, he earned a scholarship to the Royal Institution for Blind Youth in Paris.

While Braille was a student there, a French soldier visited the Royal Institution to share a writing system he had developed for use on the battlefield. Called “night writing,” this system enabled soldiers to decipher raised dot symbols without using a light source that might give away their position on the battlefield. The Royal Institution was reluctant to adopt the soldier's system, but Braille was intrigued and studied it intensely. Three years later, when he was just fifteen, Braille developed his own system.

The Braille System Braille's system used raised dots in a six-cell, rectangular format; each rectangle contained two columns of three dots each. Most braille characters are assigned to letters of the alphabet and punctuation, although some characters indicate symbols, numerals, capitalization, prefixes, and suffixes. The size of the cells makes it difficult to place more than 1,000 characters on one braille-size page, which is one-third larger than a standard $8\frac{1}{2}$ -by-11 inch page. For example, a braille dictionary, which consists of many volumes, can fill an entire bookshelf. Yet, for all of its bulk, braille is streamlined, simple, and full of subtle complexities. It is the work of a master.

The Legacy Initially, the braille system was not widely accepted, and some teachers even forbade students to use it. This did not, however, discourage blind people from learning the system in secret. For the first time, blind people who learned braille could read and write. More importantly, they could take control of their lives.

Now Louis Braille is hailed as a French hero, but his legacy is international. His system is used in nearly every country in the world.

Reading Comprehension

6 This article is *mainly* about how Louis Braille —

- A won a scholarship
- B was the victim of an accident
- C grew up in a French village
- D invented something

7 You can tell that an awl is —

- A a cobbler's tool
- B a writing instrument
- C a soldier's weapon
- D a children's toy

8 If you had visited the business owned by Louis Braille's father, you probably would have seen —

- A books
- B art supplies
- C medical supplies
- D shoes

9 The French soldier visited the Royal Institution for Blind Youth because he wanted to —

- A meet Louis Braille
- B enlist men to fight
- C help students write
- D enroll as a student

10 Which detail *best* supports the idea that the development of the braille system was a great achievement?

- A It was not widely accepted at first.
- B Braille books take up a good deal of space on bookshelves.
- C People who can read and write braille have more control over their lives.
- D Some blind students learned it in secret.

11 The article contains enough information to explain —

- A how the French soldier got the idea to share his system with the Royal Institution for Blind Youth
- B why the Royal Institution for Blind Youth did not support the braille system
- C how Louis Braille made “night writing” useful to more people
- D which kinds of tools are used to make braille writing on paper

Did You Know This?

Facts for Earth Day

Attention, Kids!

- The 36 billion aluminum cans sent to landfills last year had a scrap value of more than \$600 million. (Some day we'll be mining our landfills for the resources we've buried.)
 - Each year Americans throw away 25 billion Styrofoam cups— enough to circle Earth 436 times.
 - Every year we make enough plastic film to shrink-wrap Texas.
 - The number of computer diskettes that are thrown away every 21 seconds would make a stack as tall as Chicago's Sears Tower. That's 1.5 billion diskettes every year.
 - Americans throw away 44 million newspapers every day. It's the same as dumping 500,000 trees into landfills each week.
 - Recycling saves energy by reducing the need to make new materials.
-

Do You Know What You Can Do?

Activities for Earth Day and Every Day!

Celebrate Earth Day!

1. Come to the town meeting on Friday, April 21, at 7:00 P.M. Meet Henry Glasgow, author of *Life Without Trash*. He'll share ideas on how to reduce the amount of trash your family produces. He'll also answer your questions on recycling.
2. Meet at Willow Park on Saturday, April 22, at 10:00 A.M. for a spring cleanup. Bring your parents. Wear your old clothes. Be ready to work. Be ready to eat. (Pizza will be provided.)
3. Talk about the need for recycling with your friends, parents, and teachers.
4. Think about every piece of "trash" before you throw it out. Can it be recycled or reused?

Happy Earth Day to Earth!

Reading Comprehension

- 12 This flyer was written primarily to —
- A promote a new book by Henry Glasgow
 - B encourage people to recycle their newspapers
 - C provide teachers with ideas for Earth Day projects and activities
 - D inform young people about recycling and Earth Day

- 15 From this flyer, we know that —
- A Americans do not recycle as much as Europeans do
 - B landfills are mostly filled with aluminum cans
 - C most of Henry Glasgow's books are about recycling
 - D both children and adults are invited to participate in Earth Day activities

- 13 Which would *most* help readers understand amounts of materials that are recycled in the United States?
- A A map showing locations of the nation's recycling plants
 - B Bar graphs showing how much Americans recycle and how much they could recycle
 - C A list of European nations that have government-sponsored recycling programs
 - D A photograph of the nation's largest landfill.

- 16 Which would *not* be an appropriate question to ask the person or people who distributed this flyer?
- A Can I order Hawaiian pizza for the Willow Park cleanup?
 - B What is the source of the statistics you give?
 - C Who is sponsoring these Earth Day activities?
 - D Is the flyer printed on recycled paper?

- 14 The flyer suggests all of the following activities *except* —
- A talking with others about the importance of recycling
 - B touring a recycling plant
 - C listening to an expert speak about recycling
 - D picking up trash in the park

The Creepy Cellar of the Merchant of Venom

by Ivan Amato

Some people spend much of their lives trying to find out what they are meant to do. But Charles “Chuck” Kristensen is one of the lucky ones. He found his calling in 1973, at age 22, while working for a scientist who was examining bugs at the University of Minnesota. “I spent a lot of time watching spiders,” he recalls. Chuck enjoyed the spiders so much he decided he would never quit. “It just nailed me,” he says. “I knew I would be working with spiders for the rest of my life.”

You can tell Chuck loves spiders by looking inside the thousands of plastic containers in the basement of his funky-smelling house in Feasterville, Pennsylvania. Arrayed on boards and racks are some 50,000 live spiders representing dozens of species. Some are sleek western black widows; others are hairy fishing spiders. There’s a palm-size *Gramostola spatulata* from Chile and a fist-size cocoa-brown African king baboon tarantula.

This is the livestock of Spider Pharm. It began as a hobby in 1980. Now, Spider Pharm is one of the best suppliers of spider venom in the world.

“Spider venom is a pharmaceutical¹ gold mine,” explains Michael Adams. He is a scientist at the University of California at Riverside who uses venom to make new medicines. Medicines made with spider venom can have fewer side effects than medicines made without venom. It also helps scientists better understand how living cells work.

A venom purchased from Chuck in the 1980s, for example, helped Rodolfo Llinas of New York University School of Medicine learn more about how the human mind works. Another toxin taken from Spider Pharm venom in 1995 by Kenton Swartz at the National Institutes of Health is being used to fight diseases ranging from diabetes to epilepsy.

How does one squeeze venom from a tiny, delicate, and perhaps deadly spider? In a word: carefully. Chuck and his wife, Anita, start by tranquilizing the specimen with a gentle breeze of carbon-dioxide gas. Once the spider is groggy, Chuck, peering through a low-power microscope, gently picks it up with tweezers that are connected to an electrical supply. When a mild shock is sent through the tweezers, the spider promptly spews up some venom.

It often takes hundreds of spiders to get enough venom to fill an order, even though each order contains only a few drops. For their trouble, Chuck and Anita each week send out three or four packages of venom, usually to drug companies. It’s a hard way to make a living. But Chuck continues to work hard at his true calling—“to make venom available for research.”

To better carry out this mission, he has branched out geographically. He’s developing new supplies of venom that come from as far away as China and Kazakhstan. “Spiders are everywhere,” he says, “and you never know which one will lead to a scientific or medical breakthrough.”

¹ *pharmaceutical*: having to do with making and selling medicinal drugs

Reading Comprehension

17 What is the most *likely* reason that “Spider Pharm” is spelled as it is?

- A to suggest that this is how a spider would spell *farm*
- B to make one think of the words *farm* and *pharmacy*
- C to mock the idea of raising spiders as if they were livestock
- D to suggest that spelling is less important than meaning

18 People who order venom from Spider Pharm *mainly* use it to —

- A do medical research
- B clone spiders
- C create insect repellants
- D make biological weapons

19 Chuck and Anita Kristensen use electric shock to —

- A make the spiders groggy
- B kill spiders that are not useful
- C keep spiders from escaping
- D obtain venom from the spiders

20 Which idea in the article represents a fact rather than the author's own opinion?

- A Chuck Kristensen is lucky to work with spiders.
- B The Kristensens' basement smells funny.
- C Filling one venom order may require hundreds of spiders.
- D Spider Pharm is one of the world's best venom suppliers.

from “If I Forget Thee, Oh Earth . . .”

by Arthur C. Clarke

When Marvin was ten years old, his father took him through the long, echoing corridors that led up through Administration and Power, until at last they came to the uppermost levels of all and were among the swiftly growing vegetation of the Farmlands. Marvin liked it here: it was fun watching the great, slender plants creeping with almost visible eagerness toward the sunlight as it filtered down through the plastic domes to meet them. The smell of life was everywhere, awakening inexpressible longings in his heart: no longer was he breathing the dry, cool air of the residential levels, purged of all smells but the faint tang of ozone. He wished he could stay here for a little while, but Father would not let him. They went onward until they had reached the entrance to the Observatory, which he had never visited: but they did not stop, and Marvin knew with a sense of rising excitement that there could be only one goal left. For the first time in his life, he was going Outside.

21 The setting of this passage is —

- A a European town during the Middle Ages
- B a 20th century farm
- C a 21st century office complex
- D a settlement on a distant planet sometime in the future

23 What does Marvin see when he and his father arrive at the highest level?

- A administrative offices
- B sunlight
- C many people
- D animals and insects

22 Which sense other than sight does the author use to describe the setting?

- A smell
- B touch
- C taste
- D sound

24 The phrase purged of means —

- A choked with
- B polluted with
- C cleansed of
- D full of

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

Earth is only one planit in the solar system. No mistake

A

B

C

D

1 Most of my relatives live in the southern part of the country. No mistake

A

B

C

D

2 I like to read biographys of courageous heroes. No mistake

A

B

C

D

3 The soccer fans waved flags to show their nashional pride. No mistake

A

B

C

D

4 I don't go to concerts that offen because it is a very expensive activity. No mistake

A

B

C

D

5 I offered her a rose as a cymbal of my affection. No mistake

A

B

C

D

6 We had to hall ten boxes of tomatoes to the restaurant. No mistake

A

B

C

D

Spelling

7 He studied the intire menu before deciding what to order. No mistake

A **B** **C** **D**

8 We spent the hole day examining sculptures in the museum. No mistake

A **B** **C** **D**

9 She delivered food supplys to needy families. No mistake

A **B** **C** **D**

10 Wearing a seat belt can prevent serious injuries during a car accident. No mistake

A **B** **C** **D**

11 My neighbor lent me a thrilling novel. No mistake

A **B** **C** **D**

12 The happiest day of my existence was when my chili won first prize. No mistake

A **B** **C** **D**

13 I believe people should be respectfull toward others. No mistake

A **B** **C** **D**

14 He has an uncommin talent for playing musical instruments. No mistake

A **B** **C** **D**

Spelling

15 I circled inportant dates on the calendar. No mistake

A B C D

16 We were overwhelmed by her exciting announcement. No mistake

A B C D

17 I felt confident that the experience would be horibul. No mistake

A B C D

18 Please record this information carefully. No mistake

A B C D

19 We had an amazeing view of the beautiful mountains. No mistake

A B C D

20 He told an entertaining tail about his vacation. 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

"I like this pizza, said Callie.

- A** pizza," said Callie.
- B** pizza, said Callie."
- C** pizza" said Callie.
- D** *Correct as is*

3 Bill put on his eyeglasses so they could see better.

- A** it
- B** he
- C** Bill
- D** *Correct as is*

1 The company's vice president stopped by my desk today.

- A** Company's Vice President
- B** company's Vice President
- C** Company's vice president
- D** *Correct as is*

4 We brought gifts balloons and a cake to the party.

- A** gifts balloons, and a cake
- B** gifts, balloons, and, a cake
- C** gifts, balloons, and a cake
- D** *Correct as is*

2 We baked bread using Mikes mothers recipe.

- A** Mikes mother's
- B** Mike's mother's
- C** Mike's mothers
- D** *Correct as is*

5 The cookies on the tray is hot.

- A** are
- B** was
- C** being
- D** *Correct as is*

Language

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

The jacket fits me well. But the shoes are too big. For my feet.

- A The shoes being too big for my feet, the jacket is fitting me well.
- B For my feet the shoes are too big but the jacket fits me well.
- C** The jacket fits me well, but the shoes are too big for my feet.
- D *Correct as is*

7 I take a shower, eat breakfast, and walked to school.

- A I took a shower, eat breakfast and walk to school.
- B I am taking a shower and eating breakfast, walking to school.
- C I took a shower, ate breakfast, and walked to school.
- D** *Correct as is*

6 Fluttering through the air, we watched the butterfly.

- A The butterfly was fluttering through the air, we watched it.
- B We watched the butterfly as it fluttered through the air.
- C We, through the air, watched the butterfly fluttering.
- D** *Correct as is*

8 Maddie was tired after babysitting her little sisters all evening.

- A Maddie was tired. After babysitting her little sisters all evening.
- B After babysitting her little sisters, Maddie was tired. All evening.
- C Maddie after babysitting her little sisters was tired all evening.
- D** *Correct as is*

Language

9 After he saw a fire truck, my brother decided to become a firefighter.

- A** My brother decided to become a firefighter. After he saw a fire truck.
- B** After he saw a fire truck, to become a firefighter my brother decided.
- C** My brother decided to after he saw a fire truck become a firefighter.
- D** *Correct as is*

11 Amy is my friend, she is a very kind person.

- A** Amy a very kind person is my friend.
- B** Amy is my friend. Because she is a very kind person.
- C** My friend Amy is a very kind person.
- D** *Correct as is*

10 We sailed the new boat in the water. On a nearby lake.

- A** We sailed the new boat on a nearby lake.
- B** On a nearby lake, the new boat we sailed in the water.
- C** We sailed the new boat. In the water, on a nearby lake.
- D** *Correct as is*

Language

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

SAMPLE C

Melinda is writing a report about working as a journalist.

To gather information for her report, Melinda should talk to —

- A her school principal
- B the school yearbook editor
- C** a reporter at a local newspaper
- D her computer teacher

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

12 Which should Robert include in his 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.

▼ Keesha conducted a survey, asking each student in four of her classes what pets they had. She will write a report based on her findings.

Pets Owned by Students
in Keesha's Classes

Dogs	59
Fish	48
Cats	43
Birds	9
Other	32

13 Which should Keesha use to present these survey results in the most effective way?

- A an outline
- B** a pie chart
- C a Venn diagram
- D a photo representing each category

14 To improve on her survey, Keesha is brainstorming a list of pets that might be included in the "Other" category. Which does *not* belong in that list?

- A** snake
- B parrot
- C rat
- D lizard

Language

▼ To prepare for writing a report about different ways to exercise, Julio is listing kinds of exercises.

15 Which should Julio *not* include in his list?

- A lifting weights
- B dancing
- C taking a walk
- D getting enough sleep

17 Which sentence does *not* belong in Julio's report?

- A Wearing appropriate running shoes can help keep you from getting injured.
- B Eating the right foods will give you the energy you need to run.
- C Some athletes prefer biking or swimming over running.
- D You can improve your speed and distance by running regularly.

Julio decides to write his report about running as exercise.

16 Which of these sentences would be the best beginning for Julio's report?

- A Running is an exercise most people can learn to do fairly easily and can benefit from greatly.
- B There are many sports you can choose instead of running.
- C There are lots of fashionable running clothes available today.
- D You will often see people stretching to loosen up before they run a big race.

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

Who Was Shakespeare?

Many people consider William Shakespeare the greatest writer in the English language. He was born in 1564 and died in 1616. He spent most of his life in London, England, but few details about his life are known. He wrote thirty-eight plays. He wrote many poems during his lifetime.

D Which sentence would *not* belong in this paragraph?

- A** *Othello* and *Macbeth* are among his most famous plays.
- B** Many of his plays were performed at the Globe Theatre.
- C** He wrote comedies, tragedies, and histories.
- D** Charles Dickens was also a great English writer.

E How could the last two sentences *best* be combined?

- A** He wrote thirty-eight plays and many poems during his lifetime.
- B** He wrote thirty-eight plays during his lifetime, he also wrote many poems.
- C** He wrote thirty-eight plays and poems during his lifetime.
- D** He wrote thirty-eight poems during his lifetime, and he wrote many poems during his lifetime.

Football

Football, or soccer, is the most popular team sport in the world. It is played on an open field with a ball and two large nets, one on each end of the field. The players form two teams. Each team tries to put the ball in the net guarded by the opposing team. Generally, players cannot touch the ball with their hands or arms, so they move the ball around the field with their feet.

18 Which sentence would *not* belong in this paragraph?

- A** There are eleven players on a soccer team.
- B** National teams play for the world championship every four years.
- C** In contrast, tennis can be played by two or four players.
- D** A professional soccer game is ninety minutes long.

19 Good writers use detailed language to describe their subject accurately. Which is the *best* way to rewrite the underlined words?

- A** Football, which is known as “soccer” in the United States,
- B** Football, or soccer to some,
- C** “Football” or “soccer”
- D** Whatever you call it, football or socce

Comparing Earth and Its Moon

The moon is one-fourth the size of Earth. Unlike Earth, the moon has no water or air. There are no living things on the moon. The moon’s gravitational pull is less than Earth’s, so a person would weigh less on the moon than on Earth.

20 Which would be the best *first* sentence for this paragraph?

- A** Humans walked on the moon for the first time in 1969.
- B** The moon is different from Earth in many ways.
- C** Earth is a planet; the sun is a star.
- D** There are nine planets in the solar system.

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

- A** The moon has a sphere shape.
- B** You could jump higher on the moon than you could on Earth.
- C** The moon is covered with a layer of dust.
- D** Io, one of Jupiter’s moons, has a very thin atmosphere.

Dinosaurs, Defined

Dinosaurs were large reptiles that ruled the Earth for more than one hundred million years. Among them were the largest land animals, such as the gentle, plant-eating Brachiosaurus and the awesomely bad creature called Tyrannosaurus rex. Dinosaurs became extinct about sixty-six million years ago. Many other animals did too.

22 Good writers use language that is appropriate for their purpose and audience. Which would best replace the underlined words in this school science report?

- A** wicked beast
- B** powerful meat-eater
- C** tough monster
- D** undefeatable enemy .

23 How could the last two sentences best be combined?

- A** Dinosaurs and many other animals became extinct about sixty-six million years ago.
- B** Dinosaurs became extinct about sixty-six million years ago, many other animals did, too.
- C** Dinosaurs became extinct about sixty-six million years ago, so did many other animals.
- D** Dinosaurs became extinct about sixty-six million years ago, and many animals became extinct at that time as well.

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 stranger
- B performer
- C guide
- D doctor

- 1 A intelligent
B necessary
C creative
D believable

- 2 A costly
B powerful
C unpleasant
D popular

- 3 A dirty
B shiny
C breakable
D thick

- 4 A left out
B lost
C exceeded
D included

- 5 A a question
B a mistake
 C a goal
D an accident

- 6 A rules
B errors
C improvements
D features

- 7 A very skillful
B obvious
C impressive
D well hidden

- 8 A brief
B nasty
C silly
D suitable

Language

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** try to catch fish
- B** make room on the boat
- C** tie his boat to a dock
- D** show his frustration

- 9**
- A** a classroom
 - B** the school auditorium
 - C** the school gym
 - D** a local theater

- 10**
- A** Thursday
 - B** Friday
 - C** Saturday
 - D** Sunday

- 11**
- A** during auditions
 - B** the day after auditions
 - C** during the first rehearsal
 - D** the first weekend in May

- 12**
- A** you are involved in another after-school activity
 - B** you like to sing and dance
 - C** you have been in a play before
 - D** you will be on vacation in July

- 13**
- A** guitars are prettier
 - B** guitars are more fun to play
 - C** guitars are easier to transport
 - D** guitars are better for accompanying singers

- 14**
- A** A guitar is fairly affordable.
 - B** A guitar is easy to learn to play.
 - C** A guitar can be carried around easily.
 - D** Guitar music sounds like a human voice.

Language

- 15** **A** a drum
B dust
C the rain
D mellow music

- 17** **A** drumsticks beating on a drum
B rain falling on the earth
C something ancient
D life

- 16** **A** life
B chords
C drumsticks
D a tattoo

- 18** **A** rain
B earth
C life
D whispers

STOP

