

# NEW YORK ENGLISH LANGUAGE ARTS TEST PREPARATION AND PRACTICE WORKBOOK



Aligned with the New York  
English Language Arts  
Core Curriculum Standards

## GLENCOE LANGUAGE ARTS GRADE 7

### **This helpful workbook provides**

- Test-taking strategies and tips for the New York English Language Arts Test
- Practice lessons with multiple-choice and short-response items
- A full-length English Language Arts practice test

### Acknowledgments

Grateful acknowledgment is given to authors, publishers, and agents for permission to reprint the copyrighted material in this program. 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. Except as permitted under the United States Copyright Act of 1976, no part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without prior written permission of the publisher.

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

ISBN-13: 978-0-07-877123-1

ISBN-10: 0-07-877123-4

Printed in the United States of America

1 2 3 4 5 6 7 8 9 021 13 12 11 10 09 08 07 06

---

# Contents

Introduction to the Test.....	1
Student Scoring Rubrics.....	2
Test-Taking Tips and Techniques .....	3
Lesson 1: Note Taking with Reading Passages .....	6
Lesson 2: Main Idea, Author’s Purpose, and Author’s Point of View.....	9
Lesson 3: Drawing Conclusions and Making Inferences.....	12
Lesson 4: Analyzing Literature .....	15
Lesson 5: Note Taking with Listening Passages .....	18
Lesson 6: Completing Charts .....	22
Lesson 7: Written Responses.....	27
Lesson 8: Writing About Two Passages .....	31
Lesson 9: Maintaining Focus.....	34
Lesson 10: Editing.....	37
Practice Test: Book 1 .....	39
Practice Test: Book 2 .....	53



# Introduction to the Test

In seventh grade, you will take the New York English Language Arts (ELA) Test. This exam will test your knowledge in reading/language arts, listening, and writing.

There are three types of test items on the ELA Test. All items are aligned with the New York State Learning Standards.

**Multiple-choice questions** ask you to read, to reflect, and then to select the best answer.

**Short-response questions** ask you to show understanding of a passage. You do so by explaining key ideas using examples from the text. You may also be asked to draw conclusions or make connections to other situations.

**The editing task** asks you to show your skills in writing mechanics by editing a paragraph. It requires you to read a paragraph, correct errors, and make improvements to the text.

The ELA Test is divided into two books for seventh grade. Reading Selections with multiple-choice questions are in Book 1. A listening selection with multiple-choice and short-response questions, and an editing paragraph are in Book 2.

You will answer the multiple-choice questions by filling in circles on your answer sheet. You will write your answers to these questions directly in your test book.

## Student Scoring Rubrics

You can use these rubrics to learn how your short-response questions and your editing task will be scored.

### 2-point rubric for short-response questions at Grade 7

Score	Criteria
2	Your response is correct and complete. You support your ideas with examples from the text.
1	Your response is partly correct. Some of your support for your ideas may be too general or too specific. Some of the support may be incomplete or missing.
0	Your response is incorrect and shows that you did not follow directions.

### 3-point editing task rubric for Grade 7

Score	Criteria
3	Your corrected paragraph has no more than one error.
2	Your corrected paragraph has two to three errors.
1	Your corrected paragraph has four to five errors.
0	Your corrected paragraph has six or more errors.

Source: <http://www.emsc.nysed.gov>

# Test-Taking Tips and Techniques

You have two days to complete the ELA Test. On Day 1, you will have 50 minutes to complete the test. On Day 2, you will have 25 minutes. That means you need to keep track of the time and to pace yourself as you take each part of the test. Apply the following pacing strategies as you complete the lessons in this book so that, by testing day, you will have developed good habits:

- Wear a watch. Do not become so preoccupied with time that you cannot focus on the test, but be aware that you are under time constraints.
- Do not get stuck on one question. If you cannot answer a multiple choice question after a few minutes, mark your best guess, circle the question number, and move on to the next question. If you have time later, you can go back to the questions you have circled and think more about them. You are not penalized for guessing, so rather than leave an answer blank, choose one of the answer choices.
- Be systematic. Some of the lessons in this book suggest steps for you to take so that your short responses are complete and thorough. Make a mental checklist of these steps and keep a steady rhythm while you complete the test.
- Short-response questions ask you to think about what you have learned and to write about it in a paragraph. Be sure to leave yourself enough time to answer these questions. Decide what the question is asking you and what information is needed to answer it. Be sure to provide details. Reread your response and make corrections as needed.

## Test-Taking Techniques: Process of Elimination

One useful technique for answering a multiple-choice question is the process of elimination. The multiple-choice questions on the ELA Test give you four answer choices, but only one of the choices is the best answer. Figuring out which three answer choices are wrong is just as good as figuring out which one answer choice is correct. This is when the process of elimination can help. Here is an example.

*What is the capital of Illinois?* You are given the following answer choices:

- Springfield
- Austin
- Dover
- Phoenix

Do you know the capital of Illinois? Even if you don't, you can still figure it out! Use the process of elimination. First eliminate the answer choices that you **KNOW** are wrong. Then choose from the remaining answers. The fewer the answer choices you have to choose from, the better chance you have of picking the correct answer.

Take a look at how it works. Which cities do you know are NOT the capital of Illinois? You may know that *Austin* is the capital of Texas, *Dover* is the capital of Delaware, and *Phoenix* is the capital of Arizona, so none of those can be the correct answer. That leaves you with only *Springfield*. Springfield must be the capital of Illinois. Even if you didn't know the capital of Illinois, the process of elimination helped you get the right answer!

To use the process of elimination for multiple-choice questions on the test, cross out all the answers you KNOW are wrong. Then take your best guess from those choices that are left.

Here is another example.

Laura stormed up the stairs and through the front door. She slammed the door behind her and threw her backpack on the living room sofa. Her mother put down her newspaper and looked up in surprise. "That Roberta is so irksome!" Laura proclaimed in a loud voice.

1

The word *irksome* means —

- A kind
- B mean
- C annoying
- D friendly

Do you know what the word *irksome* means? If not, use the process of elimination to increase your chances of choosing the correct answer.

In the passage, Laura is obviously upset. You read that she "stormed up the stairs" and "slammed the door." Obviously Roberta has done something that Laura doesn't like, so it is unlikely

that Laura would describe Roberta as *kind* or *friendly*. Answer choices (A) and (D) must be wrong.

That leaves only answer choices (B) and (C), *mean* and *annoying*. Now pick between the two answers. Even if you still don't know what *irksome* means, you have a better chance of picking the correct answer.

The answer to the question is (C), *annoying*.

Remember to use the process of elimination on every multiple-choice question you don't know the answer to right away. Even getting rid of one answer will help in the process of elimination.





# Lessons



# Note Taking with Reading Passages

When taking the ELA Test, you will read passages and then answer multiple-choice questions based on those passages. Note taking can make your job of answering questions easier.

The reading passages in the ELA Test differ in length and subject matter. It can be difficult to keep track of the main ideas, plot, and details while you read, especially when you are reading several passages one after the other. Instead of memorizing details, keep track of the main idea by taking notes. When you read a passage, stop after each paragraph and write a label—a word or phrase that summarizes the main ideas of that paragraph.

**Tip**

Keep notes and labels short and to the point.

Read the passage below to see how to label paragraphs.

Having a fire emergency plan in place is something every family should do. A good first step is to have a family meeting to talk about what to do if there is a fire in your home. Talking about what to do to stay safe and get out of a burning house is much easier to do before it happens!

create emergency plan

Then you should practice the plan you create. After you practice, meet again to talk about what worked with the plan, and what might need to be changed. You may want to practice the plan more than once, and even have “a surprise fire drill!

practice plan

Once you have read the passage use the paragraph labels to write a summary statement that expresses the main idea of the entire passage.

**Discuss...**

- ▶ How can you use labels to help keep track of main ideas?
- ▶ How do notes help you to write a summary?

# Apply It

## Directions

Read the passage below and make notes on the lines next to each paragraph as you do so. Then answer the questions that follow.

## from **On the Court with Michael Jordan**

*by Matt Christopher*

When the Jordans first returned to North Carolina, they lived in a small rented house. But James Jordan wanted better for his family. He and his wife saved their money and purchased a six-and-a-half-acre plot of land in Wilmington, North Carolina. James decided to build a home for his family. He spent evenings and weekends constructing a small but comfortable brick house. Sometimes he took his children with him. The young Jordans helped their father carry bricks and mortar and learned the value of hard work firsthand. Brick by brick, they saw the result of their labor.

---

James Jordan taught his children to play hard, too. When he was in high school, he had played guard on his school's basketball team, and he loved many sports. So James encouraged his children to play sports and games of all kinds. He thought it was much safer for the boys to be playing sports than running around Wilmington looking for trouble.

---

There was always some kind of game going on at the Jordan house. If James, Ronald and Larry weren't in the yard playing football or throwing a baseball back and forth, they were crowded around the kitchen table playing checkers or a board game. Deloris Jordan later told people that the only time the boys stopped competing against each other was when they ate dinner.

---

Everyone in the family loved competition. When James Jordan played with his sons, he didn't ease off and allow them to win. The boys had to earn their success on their own. As the youngest son in the Jordan household, Michael was usually on the losing end when playing against his brothers.

---

At first, baseball was Michael Jordan's favorite sport. James Jordan was a big fan and he taught Michael to throw and hit. In Little League, Michael pitched, and played shortstop and outfield. He threw several no-hitters, and his team won the championship.

---

Then Larry fell in love with the game of basketball. To help his son, James Jordan built something very special in the backyard. At opposite ends of the yard, he put up two wooden backboards and two baskets. Then he gave the boys a basketball.

---

# Apply It (continued)

In only a few days, the Jordan boys played so much they wore down the grass in the yard between the two baskets. The dirt became as hard and smooth as concrete. Although they knew it was no Chicago Stadium, the Jordan boys thought their backyard court was the best in the world. They called it “The Rack.”

---

**1** Which statement **best** expresses the main idea of the passage?

- A** Michael Jordan loved to play baseball.
- B** The Jordan boys loved to play basketball in their backyard.
- C** James Jordan taught his sons to work hard and play hard.
- D** The Jordans lived in a house built by James Jordan.

**2** What is the **main idea** of the first paragraph?

- F** The Jordans returned to North Carolina and lived in a rented house.
- G** James Jordan and his wife saved to buy a plot of land for their home.
- H** Michael Jordan and his family lived in Wilmington, North Carolina.
- J** The Jordans worked together to build their own home in North Carolina.

**3** Which of these is the **best** label for the information in the second paragraph?

- A** loved basketball
- B** taught to work hard
- C** worried about trouble
- D** encouraged kids’ play

**4** Which of these is the **best** label for the information in the fifth paragraph?

- F** baseball champions
- G** Michael loved baseball
- H** Michael played shortstop
- J** James played baseball

**5** Which sentence could **best** end this passage?

- A** The Jordan family enjoyed becoming involved in their community.
- B** The Jordan family enjoyed their new home in North Carolina.
- C** The Jordan boys liked playing games with their father.
- D** The Jordan boys’ love of competition allowed them to excel at sports.

# Main Idea, Author's Purpose, and Author's Point of View

Not all questions on the ELA Test ask you about specific details from a passage. Some of the questions ask you about general ideas that apply to the passage as a whole. Such questions may ask you to identify the main idea of the passage, the author's purpose for writing the passage, or the author's point of view.

- The **main idea** is what the passage is mostly about.
- The **author's purpose** is the reason why the author wrote the passage.
- The **author's point of view** is the author's attitude toward the subject of the passage.

## Tip

When answering these questions, take the whole passage into account, not just part of it.

Each paragraph in a passage will also have a main idea, usually expressed in that paragraph's topic sentence. The **topic sentence** expresses the main idea of that paragraph alone, although the topic sentence of the first paragraph in a passage often expresses the main idea of the entire passage. The main ideas of each paragraph serve as **supporting ideas** for the main idea of the passage as a whole.

Read the paragraphs below. As you read, think about what the main idea, the author's purpose, and the author's point of view might be. See if you can find the topic sentence for each paragraph.

From spring until late fall, my neighbor Hank is engaged in a tireless battle of wits with his lawn. He pokes at it, he pulls things out of it, he drops several tons of fertilizer on it, and he waters it—every day, whether or not it needs watering.

In the end, for all of Hank's work, he is never really satisfied with the results. He stands on his driveway, scanning his lawn and shaking his head in disgust. He may have discovered a tiny weed or maybe some strange root-devouring pests. I jokingly suggest that he simply pour cement on his lawn and paint it green. Hank is not amused.

## Discuss...

- ▶ What is the main idea of this passage?
- ▶ What is the author's purpose in writing this passage?
- ▶ What clues in the passage hint at the author's point of view?

# Apply It

## Directions

Read the article below and make notes as you go along. Then answer the questions that follow.

# To Explore Is Human

by Michael Griffin  
from USA Today, 7/07/2005

Within the lifetime of a baby born this Fourth of July—the day NASA’s Deep Impact spacecraft collided with the comet Tempel 1 (late on July 3 in the western USA), and also the 1,705th consecutive day of human occupancy onboard the International Space Station—human pioneers will build outposts on the moon and Mars, extract minerals from large asteroids and construct huge space telescopes to map the details of continents on distant planets.

premise = argument

This is the space program NASA will pursue, based on the premise that a robust program of human and robotic space exploration will help fuel American creativity, innovation, technology development and leadership.

primacy = being best

If history demonstrates anything, it is that those nations that make a commitment to exploration invariably benefit. Because of Britain’s centuries-long primacy in the maritime arts, variations on British systems of culture and government thrive across the globe. I believe that America, through its mastery of human spaceflight, can shape the cultures and societies of the future, in space and here on Earth, as the great nations of the past have shaped the cultures of today. The future is being purchased for the 15 cents per day that the average taxpayer currently provides for space exploration.

imperative = strong

Spaceflight is a continuation of the ancient human imperative to explore, discover and understand; to settle new territory and to develop new ways to live and work. We need both robotic pathfinders and people in our space journeys. As capable as our robots are, a human explorer can move over new territory far more quickly than a robot, assess and interpret the local environment, and make unexpected discoveries. In all other human activities, we complement, but do not supplant, ourselves with our machines. Why should it be any different in space?

supplant = replace

As with all pioneering journeys into the unknown, spaceflight is risky. Next week, if all goes well, we will launch seven courageous astronauts on the Space Shuttle Discovery. A successful mission would give us greater confidence we can fly the shuttle safely through its planned 2010 retirement, then move on into a new era of exploration.

It is inconceivable to me that this nation will ever abandon space exploration, either human or robotic. If this is so, then the proper debate in a world of limited resources is over which goals to pursue. I have little doubt that the huge majority of Americans would prefer to invest their 15 cents per day in the exciting, outward-focused, destination-oriented program we are pursuing.

- 1** What is the author's point of view toward robotics?
- A** Some day, robots will likely be able to interpret the environment.
  - B** Robots will replace humans on flights to distant planets.
  - C** Robots have changed a great deal over the life of the space program.
  - D** Robots are an important tool in space exploration.

- 2** Which sentence **best** states the main idea of this article?
- F** Before long, human pioneers will build outposts on the moon and Mars.
  - G** As with all pioneering journeys into the unknown, spaceflight is risky.
  - H** A human explorer can move over new territory far more quickly than a robot.
  - J** Space exploration helps fuel creativity, innovation, technology, and leadership.

- 3** The author's purpose in writing this article is to
- A** describe the benefits of space exploration
  - B** honor the astronauts who engage in exploration
  - C** argue that more money should be spent on robotics
  - D** discuss why it is natural for humans to explore

- 4** What does the author believe about Americans' attitude toward space exploration?
- F** Most Americans see the benefits of space exploration.
  - G** Most Americans do not understand the purpose of exploring space.
  - H** Most Americans would rather that more money be spent on education.
  - J** Most Americans are disappointed in the results of space exploration.

- 5** What is the **main idea** of the third paragraph?
- A** Britain became a global power because of its exploration.
  - B** The average taxpayer spends 15 cents per day for space exploration.
  - C** Nations that engage in exploration always benefit.
  - D** America must spend more money in order to have the best space program.

# Drawing Conclusions and Making Inferences

Some questions on the ELA Test ask you to **draw conclusions** from facts stated in the passage or to **make inferences** about information that is not stated directly but is implied. To answer these questions, you must interpret information from a passage.

Remember that when you draw conclusions or make inferences, you are not stating your opinion. You must base your PDF decision on information in the passage.

Here is how to approach these questions.

- Review the section in the passage that may contain clues to the correct answer.
- Reread any sections that may hint at or provide evidence of the answer to the question.
- Look at the question and read ALL the answer choices. Eliminate the answers that you know are wrong. Then choose the best answer from the remaining choices.

Sometimes this type of question will ask you to figure out the meaning of a vocabulary word in the passage. When answering these questions, you should use clues from the passage to help you make inferences about the meaning of the word. These clues are called context clues.

**Context clues** are words in the text that help you figure out the meaning of words you don't know. Here is how to use context clues to answer inference questions.

- Go back and find the word in the passage.
- Read a few sentences before and a few sentences after the word. Look for clues that hint at the word's meaning.
- Even if you think you know what the word means, go back and check the context clues to be sure you are right.

## Discuss...

- ▶ What are some conclusions you can draw after reading the passage on page 13, titled "Zlateh the Goat"?
- ▶ What facts led you to draw these conclusions?

### Tip

Questions that ask you to draw conclusions and make inferences require you to interpret information in the passage.



# Apply It

## Directions

Read the passage below from the story “Zlateh the Goat” and make notes as you go along. Then answer the questions that follow.

## from *Zlateh the Goat*

by Issac Bashevis Singer

At Hanukkah time the road from the village to the town is usually covered with snow, but this year the winter had been a mild one. Hanukkah had almost come, yet little snow had fallen. The sun shone most of the time. The peasants complained that because of the dry weather there would be a poor harvest of winter grain. New grass sprouted, and the peasants sent their cattle out to pasture.

Hanukkah = a Jewish holiday

For Reuven the furrier it was a bad year, and after long hesitation he decided to sell Zlateh the goat. She was old and gave little milk. Feyvel the town butcher had offered eight gulden for her. Such a sum would buy Hanukkah candles, potatoes and oil for pancakes, gifts for the children, and other holiday necessities for the house. Reuven told his oldest boy Aaron to take the goat to town.

furrier = person who sells fur

Aaron understood what taking the goat to Feyvel meant, but he had to obey his father. Leah, his mother, wiped the tears from her eyes when she heard the news. Aaron’s younger sisters, Anna and Miriam, cried loudly. Aaron put on his quilted jacket and a cap with earmuffs, bound a rope around Zlateh’s neck, and took along two slices of bread with cheese to eat on the road. Aaron was supposed to deliver the goat by evening, spend the night at the butcher’s, and return the next day with the money.

While the family said goodbye to the goat, and Aaron placed the rope around her neck, Zlateh stood as patiently and good-naturedly as ever. She licked Reuven’s hand. She shook her small white beard. Zlateh trusted human beings. She knew that they always fed her and never did her any harm.

When Aaron brought her out on the road to town, she seemed somewhat astonished. She’d never been led in that direction before. She looked back at him questioningly, as if to say, “Where are you taking me?” But after a while she seemed to come to the conclusion that a goat shouldn’t ask questions. Still, the road was different. They passed new fields, pastures, and huts with thatched roofs. Here and there a dog barked and came running after them, but Aaron chased it away with his stick.

**1** Read this sentence from the story.  
**Feyvel the town butcher had offered eight gulden for her.**

In this sentence, “gulden” means

- A** small animal
- B** type of mineral
- C** meat pie
- D** unit of money

**2** Based on the passage, which of these is the **most likely** ending of the story?

- F** Aaron will spend the day playing with his friends.
- G** Aaron will return to his family the next day without the goat.
- H** Aaron will give the goat to a stranger in return for a dog.
- J** Aaron will sell the goat’s milk and buy a sack of potatoes.

**3** Which detail does **not** support the conclusion that it was a bad year for Reuven the furrier?

- A** Zlateh was old and gave little milk.
- B** The peasants sent their cows out to pasture.
- C** There would be a poor harvest of winter grain.
- D** There was no money for Hanukkah.

**4** Read this sentence from the story.  
**Reuven told his oldest boy Aaron to take the goat to town.**

What conclusion can you draw from this sentence?

- F** Aaron has an older brother.
- G** Aaron has two younger sisters.
- H** Aaron has an older sister.
- J** Aaron has a younger brother.

**5** Which of the following inferences can you make based on the information in the story?

- A** Aaron was angry with Reuven.
- B** Anna and Miriam loved Zlateh.
- C** Reuven had always been poor.
- D** Feyvel and Reuven did not get along.

# Analyzing Literature

## Lesson 4

Some questions on the ELA Test ask about literary elements. **Literary elements** are those aspects of a passage that relate directly to the way the ideas and events are presented.

Literary elements include the following:

- **mood:** The mood of a passage is its general feeling, or tone. The mood may be happy, sad, mysterious, or suspenseful.
- **setting:** The setting is the location in which the passage takes place.
- **point of view:** A passage may be narrated from any of several points of view. If the narrator is a character in the passage, the point of view is first person. If the narrator is not a character in the passage, the point of view is third person.

The way a passage reads is also the result of the author's literary technique, which may include the use of figurative language. Authors use **figurative language** to make their writing more descriptive and more memorable. Examples of figurative language include the following:

- **simile:** A simile uses the word *like* or *as* to compare two things.
- **metaphor:** Like a simile, a metaphor compares two things, but it does not use the word *like* or *as*.

### Tip

Remember the following important literary elements and techniques:

- ▶ mood, setting, and point of view
- ▶ simile and metaphor

Underline the figurative language in the paragraphs below.

A cold, biting wind rushed through the trees, leaving us both feeling as though we had just been submerged in ice water.

Why hadn't we been more careful about keeping track of our location? When we left our campsite in the afternoon, it hadn't even occurred to us that we might get lost. Even when it was clear that we had lost our bearings, neither of us panicked. But now the dark blanket of night had fallen, and the sunlight was gone.

"Don't worry," I said to Deanna. "We'll be all right." But I don't think she believed me any more than I believed myself. Just then we saw a flashlight up ahead and heard our parents' voices calling our names. Thank goodness they had found us!

### Discuss...

- ▶ What is the mood, setting, and point of view of this passage?
- ▶ What does figurative language add to the passage?

# Apply It

## Directions

Read the passage below from the novel *Treasure Island* and make notes as you go along. Then answer the questions that follow.

## from *Treasure Island*

by Robert Louis Stevenson

It was not very long after this that there occurred the first of the mysterious events that rid us at last of the captain, though not, as you will see, of his affairs. It was a bitter cold winter, with long, hard frosts and heavy gales; and it was plain from the first that my poor father was little likely to see the spring. He sank daily, and my mother and I had all the inn upon our hands; and were kept busy enough, without paying much regard to our unpleasant guest.

hoarfrost = frozen dew

cutlass = sword

tallowy = colorless

It was one January morning, very early—a pinching, frosty morning—the cove all gray with hoarfrost, the ripple lapping softly on the stones, the sun still low and only touching the hilltops and shining far to seaward. The captain had risen earlier than usual, and set out down the beach, his cutlass swinging under the broad skirts of the old blue coat, his brass telescope under his arm, his hat tilted back upon his head. I remember his breath hanging like smoke in his wake as he strode off, and the last sound I heard of him, as he turned the big rock, was a loud snort of indignation, as though his mind was still running upon Dr. Livesey.

Well, mother was upstairs with father; and I was laying the breakfast table against the captain's return, when the parlor door opened and a man stepped in on whom I had never set my eyes before. He was a pale, tallowy creature, wanting two fingers of the left hand; and, though he wore a cutlass, he did not look much like a fighter. I had always my eye open for seafaring men, with one leg or two, and I remember this one puzzled me. He was not sailorly, and yet he had a smack of the sea about him too.

- 1** Which words in the first paragraph contribute **least** to the mood of the passage?
- A** ... the first of the mysterious events ...
  - B** ... a bitter cold winter, with long, hard frosts. . .
  - C** ... poor father was little likely to see the spring.
  - D** ... and were kept busy enough. . .

- 2** The setting of the passage is
- F** on a ship
  - G** on a beach
  - H** at an inn
  - J** at a dock

- 3** How can you tell that the point of view of this passage is first person?
- A** The narrator is a character in the story.
  - B** There is more than one character in the story.
  - C** The narrator is not a character in the story.
  - D** There is more than one narrator in the story.

- 4** Read this line from the passage.  
**... his breath hanging like smoke in his wake as he strode off ...**
- Which literary device is used in the line?
- F** mood
  - G** simile
  - H** metaphor
  - J** point of view

- 5** Read this line from the passage.  
**... the ripple lapping softly on the stones ...**
- In this metaphor, the ripple is compared to a
- A** ship
  - B** tongue
  - C** sailor
  - D** breeze

# Note Taking with Listening Passages

The ELA Test requires you to listen to a selection that your teacher reads to you. The selection could be one long passage, or it might be two shorter passages that are related. Your teacher will read the passage to you twice. The first time your teacher reads the passage, you may want to just listen carefully, although you can take notes, too. When your teacher reads the passage a second time, you should take notes.

It is important for you to take notes, since the passage will NOT appear in your test booklet. Your notes will help you answer questions based on the passage.

Here are some pointers for taking good notes.

- Your notes should only be words or short phrases. Don't write complete sentences.
- Your notes should remind you of characters, events, and important details from the passage.
- Your notes should be more detailed than if you were simply labeling paragraphs in a reading passage. Remember, you cannot reread a listening passage when you answer questions.
- Your notes do not have to be written neatly. You are the only person who will read them.

Your teacher will now read you a short passage. Listen carefully to the passage. As you are listening, write notes in the blank space on the next page.

## Tip

Your notes will  
not be scored!

# ***Apply It***

## ***D***irections

Listen as your teacher reads an article called “Staying Up There in Space, or How to Fall Without Hitting the Ground” from *Space Station Science: Life in Free Fall* by Marianne J. Dyson. Your teacher will read the passage twice. After the second reading, use your notes to answer the questions on page 21.

You may take notes on page 20 at any time during the reading. Some notes have been provided for you.

# ***Apply It (continued)***

## **Notes**

- *gravity in space*
- *space station moves forward—gravity pulls it*



## *Directions*

Use the notes you made on the previous page to complete the chart and answer the question.

- 1 Use the chart below to distinguish between free fall and weightlessness. Fill in the chart using specific details from the article.

<i>Weightlessness</i>	<i>Free Fall</i>

- 2 Explain why the space station does not fall to Earth. Use details from the article to support your answer.

---

---

---

---

---

---

---

# Completing Charts

Some questions on the ELA Test ask you to complete a chart using the information from a passage. All the information you need will be in the passage.

Some charts will be filled out based on notes you took while listening to a passage read aloud. At other times, you will be able to go back to the written passage to find information you need to complete a chart.

On both types of charts, you will only have to write phrases. Your answers do not have to be written in complete sentences. However, they will have to be thorough. Include all relevant information from the passage.

Look at the completed chart below. It is based on a passage about the Motts, a family that moved to the United States from Yugoslavia.

<b><i>Problem</i></b>	<b><i>How the Motts Overcame the Problem</i></b>
<i>didn't speak English</i>	<ul style="list-style-type: none"><li>- enrolled in an English language program</li><li>- studied hard</li><li>- only spoke English at home</li></ul>
<i>had very little money</i>	<ul style="list-style-type: none"><li>- accepted help from other Yugoslavians already in the United States</li><li>- father took two jobs, driving taxi cab and working as a security guard</li><li>- mother took a job cleaning houses</li><li>- economized at the grocery store</li></ul>
<i>homesick</i>	<ul style="list-style-type: none"><li>- wrote letters to friends in Yugoslavia</li><li>- had long talks remembering both the good and bad times in Yugoslavia</li><li>- took long walks to discover things to love about their new home</li></ul>

## Discuss...

- ▶ How is a chart like the summary of a passage?

### Tip

Carefully read the instructions and the headings of the chart carefully before you start working.

# Apply It

## Directions

Read the journal excerpt below. Write notes on page 25 as you read. Then answer the questions and complete the chart that follows the passage.

## from Captain Scott's Last Expedition

by Captain Robert Scott

*Captain Robert Scott, the famous Antarctic explorer, was the embodiment of courage in the face of hardship and bitter disappointment. In 1910 he sailed from New Zealand in an attempt to reach the South Pole. The selection below, from Captain Scott's diary, tells of the last days of the expedition.*

*Sunday, March 11 (1912).*—The sky completely overcast when we started this morning. We could see nothing, lost the tracks, and doubtless have been swaying a good deal since—3.1 miles for the forenoon—terribly heavy dragging—expected it. Know that 6 miles is about limit of our endurance now, if we get no help from wind or surfaces. We have 7 days' food and should be about 55 miles from One Ton Camp to-night,  $6 \times 7 = 42$ , leaving us 13 miles short of our distance, even if things get no worse. Meanwhile the season rapidly advances. . . .

*Friday, March 16, or Saturday, 17.*—Lost track of dates, but think the last is correct. Tragedy all along the line. At lunch, the day before yesterday, poor Titus Oates said he couldn't go on; he proposed we should leave him in his sleeping bag. That we could not do, and we induced him to come on, on the afternoon march. In spite of its awful nature for him he struggled on and we made a few miles. At night he was worse and we knew the end had come.

Should this be found I want these facts recorded. Oates' last thoughts were of his Mother, but immediately before he took pride in thinking that his regiment would be pleased with the bold way in which he met his death. We can testify to his bravery. He has borne intense suffering for weeks without complaint, and to the very last was able and willing to discuss outside objects. He did not—would not—give up hope till the very end. He was a brave soul. This was the end. He slept through the night before last, hoping not to awake; but he woke in the morning—yesterday. It was blowing a blizzard. He said, "I am just going outside and may be some-time." He went out into the blizzard and we have not seen him since.

I take this opportunity of saying that we have stuck to our sick companions to the last. In case of Edgar Evans, when absolutely out of food and he lay insensible, the safety of the remainder seemed to demand his abandonment, but Providence mercifully removed him at this critical moment. He died a natural death, and we did not leave him till two hours after his death. We knew that poor Oates was walking to his death, but though we tried to dissuade him, we knew it was the act of a brave man and an English gentleman. We all hope to meet the end with a similar spirit, and assuredly the end is not far.

# Apply It (continued)

I can only write at lunch and then only occasionally. The cold is intense, -40° at midday. My companions are unendingly cheerful, but we are all on the verge of serious frostbites, and though we constantly talk of fetching through I don't think any of us believes it in his heart.

We are cold on the march, now, and at all times except meals. Yesterday we had to lay up for a blizzard and to-day we move dreadfully slowly. We are at No. 14 pony camp, only two pony marches from One Ton Depot. We leave here our theodolite, a camera, and Oates' sleeping bags. Diaries, etc., and geological specimens carried at Wilson's special request, will be found with or on our sledge.

theodolite = tool

*Sunday, March 18.*—To-day, lunch, we are 21 miles from the depot. Ill fortune presses, but better may come. We have had more wind and drift from ahead yesterday; had to stop marching; wind N.W., force 4. temp. -35°. No human being could face it, and we are worn out *nearly*.

My right foot has gone, nearly all the toes—two days ago I was proud possessor of best feet. These are the steps of my downfall. Like an ass I mixed a small spoonful of curry powder with my melted pemmican—it gave me violent indigestion. I lay awake and in pain all night; woke and felt done on the march; foot went and I didn't know it. A very small measure of neglect and have a foot which is not pleasant to contemplate. Bowers takes first place in condition, but there is not much to choose after all. The others are still confident of getting through—or pretend to be—I don't know! We have the last *half* fill of oil in our primus, and a very small quantity of spirit—this alone between us and thirst. The wind is fair for the moment, and that is perhaps a fact to help. The mileage would have seemed ridiculously small on our outward journey.

pemmican = dried meat

*Thursday, March 22 and 23.*—Blizzard bad as ever.—Wilson and Bowers unable to start—to-morrow last chance—no fuel and only one or two of food left—must be near the end. Have decided it shall be natural—we shall march for the depot with or without our effects and die in our tracks.

*Thursday, March 29.*—Since the 21st we have had a continuous gale from W.S.W. and S.W. We had fuel to make two cups of tea apiece and bare food for two days on the 20th. Every day we have been ready to start for our depot 11 *miles* away, but outside the door of the tent it remains a scene of whirling drift. I do not think we can hope for any better things now. We shall stick it out to the end, but we are getting weaker, of course, and the end cannot be far.

It seems a pity, but I do not think I can write more.—R. Scott.

For God's sake, look after our people.

R. Scott.

# ***Apply It (continued)***

## ***D****irections*

Use this page to take notes on the passage. You will use these notes to answer the questions on the next page.

## *Notes*

**1** What kind of man was Captain Scott? Use specific details from the passage to support your answer.

---

---

---

**2** Use the notes you took while reading the passage and skim back over the passage to complete the following chart.

<i>Journal Entry Date</i>	<i>Weather</i>	<i>Captain Scott's Attitude</i>
<i>March 11</i>		
<i>March 16 or 17</i>		
<i>March 29</i>		

# Written Responses

The ELA Test includes several questions that require you to write your answer in paragraph form. The test scorers will be checking to make sure that your answer includes certain basic features.

The following are some ideas to keep in mind when you answer this kind of question:

- Write neatly so that the scorer can read your answer.
- Read the question carefully. Make sure your paragraph answers the question directly.
- Support your answer with details from the passage.
- Write in complete sentences that flow together logically.

If your answer is too general, it will receive a low score. Your answer must include specific details from the passage. Don't just list details from the story. Make a general statement first and then explain how details from the story support it. Craft your answer so that it makes sense to the reader, not just to yourself. Discuss, as a class, the following answer, which responds to a question about the fairy tale "Snow White and Rose Red."

- ▶ What lesson might the tale "Snow White and Rose Red" be trying to teach readers? Use details from the story to support your answer.

*The tale "Snow White and Rose Red" could have a variety of different lessons that it is trying to express. One possible lesson could be that acts of kindness are often rewarded. Another could be that some things and people are different than they first appear. The children thought the bear would hurt them, but he was gentle and friendly and became friends with them.*

## Discuss...

- ▶ Does the answer directly address the question?
- ▶ Are there any ways that this answer could be improved? If so, how?

## Tip

Your answer to short-response questions should include relevant details from the passage, not just your own opinions.

# Apply It

## Directions

The following selection is the first part of “The Cloud” written by Percy Bysshe Shelley. Read this portion of the poem and then answer the questions that follow.

## from *The Cloud*

by *Percy Bysshe Shelley*

I bring fresh showers for the thirsting flowers,  
From the seas and the streams;  
I bear light shade for the leaves when laid  
In their noonday dreams.  
From my wings are shaken the dews that waken  
The sweet buds every one,  
When rocked to rest on their mother's breast,  
As she dances about the sun.  
I wield the flail of the lashing hail,  
And whiten the green plains under,  
And then again I dissolve it in rain,  
And laugh as I pass in thunder.

I sift the snow on the mountains below,  
And their great pines groan aghast;  
And all the night 'tis my pillow white,  
While I sleep in the arms of the blast.  
Sublime on the towers of my skiey bowers,  
Lightning my pilot sits,  
In a cavern under is fretted the thunder,  
It struggles and howls at fits;

flail = tool for  
separating grain  
from husk

fretted = disturbed



# Apply It (continued)

Over earth and ocean, with gentle motion,  
This pilot is guiding me,  
Lured by the love of the genii that move  
In the depths of the purple sea;  
Over the rills, and the crags, and the hills,  
Over the lakes and the plains,  
Wherever he dream, under mountain or stream  
The Spirit he loves remains;  
And I all the while bask in heaven's blue smile,  
Whilst he is dissolving in rains.

genii = legendary beings

The sanguine sunrise, with his meteor eyes,  
And his burning plumes outspread,  
Leaps on the back of my sailing rack,  
When the morning star shines dead,  
As on the jag of a mountain crag,  
Which an earthquake rocks and swings,  
An eagle alit one moment may sit  
In the light of its golden wings.

jag = sharp point

And when sunset may breathe from the lit sea beneath,  
Its ardours of rest and of love,  
And the crimson pall of eve may fall  
From the depth of heaven above,  
With wings folded I rest, on mine airy nest,  
As still as a brooding dove.

ardours = intense feelings

**1** How does Shelley use personification to enhance the images in this poem? Use details from the poem to support your answer.

---

---

---

---

---

---

**2** Describe two instances in *The Cloud* in which Shelley uses internal rhyme. Explain how these instances of internal rhyme give the poem a strong rhythm.

---

---

---

---

---

---

# Writing About Two Passages

Some questions on the ELA Test will ask you to write a response to two different passages. You will be asked to either read or listen to the paired texts. Then you will write a response to the paired texts.

Often you will be asked to compare and contrast two passages. To **compare** passages, you should focus on their similarities. To **contrast** them, you should focus on their differences.

Read the two paragraphs below. They are from two different essays about the desert.

The desert is a spectacular and mysterious place. The barren landscape envelops you with its jagged rocks and towering cacti. Curious animals—from rattlesnakes to roadrunners—scurry across the flat land, hiding behind stones, peeking into holes, and dashing along ravines. Everything feels still and peaceful in the desert. The air smells fresh, and at night it feels cool. The desert is a perfect place to relax.

Is there any place more boring than the desert? There is so little to look at—everything is flat and empty. And it's boiling hot. The sun beats down on you and it's impossible to find any shade. There are so few trees, because they need water to survive. At least there are some interesting animals in the desert. These critters are unique but hard to find. Otherwise, there's nothing to do in the desert—except suffer and sweat.

## Discuss...

- ▶ In what ways are the two authors' attitudes similar?
- ▶ In what ways are they different?

### Tip

Pay attention to the details when you compare and contrast two passages.

# Apply It

## Directions

Read the two poems, and then answer the question that follows.

## Neither Out Far Nor In Deep

*by Robert Frost*

The people along the sand  
All turn and look one way.  
They turn their back on the land.  
They look at the sea all day.  
As long as it takes to pass  
A ship keeps raising its hull;  
The wetter ground like glass  
Reflects a standing gull.  
The land may vary more;  
But wherever the truth may be—  
The water comes ashore,  
And the people look at the sea.  
They cannot look out far.  
They cannot look in deep.  
But when was that  
ever a bar  
To any watch they keep?

bar = barrier

## Song for Going to the Water

*(a Cherokee poem)*

If your heart is not well,  
If your spirit is not well,  
These words may help you.  
Wake in the hour  
Just before dawn.  
Wake in the hours  
Before first light.  
Wake when the animals of the night  
Have ended their songs,  
When the animals of the day  
Have not yet begun their songs.  
Walk without words.  
Follow the path  
That leads to the stream.  
Then, as the first light  
Touches the stream,  
Bend to the water,  
Speak these words:  
“Long Person, I come to ask your help.”  
Then hold up  
A cup of that water  
And drink the dawn.

**1** Here is an example of a question about two different passages. Read the question.

*What are some ways in which Frost’s poem and the Cherokee poem are similar? What are some ways in which they are different? Write about the similarities and differences of the two poems.*

*In your response, be sure to include:*

- *details about how the two poems are similar and different*
- *specific details from both poems*

Below is the first paragraph of a response to this question. Read the paragraph and then finish the response.

*Both poems are set near water. Both poems talk about people’s needs and how the water might*  
\_\_\_\_\_

*comfort them. But the hopefulness conjured by the water differs greatly. Frost’s poem concludes*  
\_\_\_\_\_

*that people will never look deep enough, while the Cherokee poem offers the hope of help.*  
\_\_\_\_\_

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

# Maintaining Focus

Your written responses to the ELA Test questions should be focused and clear. Keeping your responses focused and clear means that

- each paragraph you write addresses the question you were asked
- each paragraph you write has a topic sentence
- all the details you include support that topic sentence

Eliminate unrelated details. As you plan your response, ask yourself the following questions:

- Does my topic sentence support the main idea?
- Do my details and examples support my topic sentence?
- Is my response free of irrelevant details?

As you write your response, remember

- to include relevant details
- to leave out details that do not directly relate to the topic
- to keep the response focused on the question you were asked

Read the paragraph below, paying close attention to how the writer keeps it focused.

Of all the animals in the world, rats make the best pets. Rats are intelligent animals that can learn how to run through mazes. Unlike dogs, which need to be walked every day, rats are easy to care for. All they need is a cage, water, food, and some love and attention. Rats are clean and, unlike cats, they don't shed their hair. Rats are smart, easy to keep, and neat; they are perfect pets.

## Tip

In a well-focused response, only relevant details are included.

The paragraph above is a written response to the question, "What animals make the best pets?" The first sentence in the paragraph, the topic sentence, directly answers the question.

## Discuss...

- ▶ What are the supporting details in the paragraph above?
- ▶ How does each sentence support the topic sentence?

# Apply It

## Directions

Read the following letter, paying close attention to how well the author stays focused. Then answer the questions on the following page.

## Letter from Louis Pasteur

It is only Thursday, and I am already writing to you; it is because a great result is now acquired. A wire from Melun has just announced it. On Tuesday last, 31st May, we inoculated all the sheep, vaccinated and non-vaccinated with very virulent splenic fever. It is not forty-eight hours ago. Well, the telegram tells me that, when we arrive at two o'clock this afternoon, all the non-vaccinated subjects will be dead; eighteen were already dead this morning, and the others dying. As to the vaccinated ones, they are all well; the telegram ends by the words 'stunning success', it is from the veterinary surgeon, M. Rossignol.

inoculated = injected  
a disease into

splenic fever = deadly disease

It is too early yet for a PDF judgement; the vaccinated sheep might yet fall ill. But when I write to you on Sunday, if all goes well, it may be taken for granted that they will henceforth preserve their good health, and that the success will indeed have been startling. On Tuesday, we had a foretaste of the PDF results. On Saturday and Sunday, two sheep had been abstracted from the lot of twenty-five vaccinated sheep, and two from the lot of twenty-five non-vaccinated ones, and inoculated with a very virulent virus. Now, when on Tuesday all the visitors arrived, amongst whom were M. Tisserand, M. Patinot, the Prefect of Seine et Marne, M. Foucher de Careil, Senator, etc., we found the two unvaccinated sheep dead, and two others in good health. . . . Joy reigns in the laboratory and in the house. Rejoice, my dear children.

henceforth = from now on

abstracted = taken out of

**1** What is the main idea of the letter?

---

---

---

---

**2** How does the topic sentence of each paragraph keep the focus of the letter?

---

---

---

---

**3** How does Louis Pasteur feel about the experiment he has described? Use details from the letter to support your answer. Be sure that your answer is focused and clear.

---

---

---

---



# Editing

## Lesson 10

On the ELA Test, you will be asked to edit a paragraph or passage. You will need to check if the grammar, punctuation, and spelling in each sentence is correct. To edit a sentence, you may need to add or delete words or punctuation marks. You may also need to break the sentence into smaller sentences.

Below is a series of sentences, each containing one or more errors. On the lines following each sentence, rewrite the sentence correctly.

- 1▶ Shirley, the tallest kid in the class.

---

- 2▶ Madeline ran to school, she woke up late.

---

- 3▶ Lydia had a bad cough, so she went to see dr. lopez.

---

- 4▶ My sister bought cereal sugar and syrup at the store.

---

- 5▶ Yesterday Jude went to the park and bumps into his teacher.

---

### Discuss...

- ▶ Which of the sentences above contained grammar errors?
- ▶ Which of them contained punctuation errors?
- ▶ Which of them contained spelling errors?

### Tip

Listen to how the sentence sounds when you say it in your head. If it sounds odd, it probably needs editing.

# Apply It

## Directions

This is the draft of an essay written by a seventh-grade student. It responds to the question, “What is your favorite time of year and why?” This student’s essay contains a number of errors. As you read the essay, cross out errors you find in grammar, punctuation, or spelling. Write the corrections to those errors in the space above the errors.

## Autumn at My House

Autumn means orange red and brown leaves falling from trees. I get to wear my warm, green hooded sweatshirt when I go outside. My uncle bought me that sweatshirt two years ago, that is when I turned eleven and my cake was shaped like a football. At our house, however, autumn really is the time for college football.

My mom goes crazy every Saturday morning during the autumn months. When her college team appears on television, we all have to watch. Mom has me and my brother wear green and white, her teams’ colors. We have to cheer loudly whenever her team scores a touchdown. If her teams wins, she took us out to get ice cream to celebrate. We watch the games at our house or at a neighborhood restaurant with many televisions. The restaurant has video games, which is nice in case I get bored with the game. (Sorry, mom!)

In autumn, my family drives to Michigan for the college homecoming game. If the team doesn’t win that game, the alumni feel extremely disappointed that they took the time to attend the game. When they could have watched it from the sofa at home. My favorite part of homecoming is tailgating. Tailgating is eating great food from your truck tailgate or at your car before the game. Sometimes we meet at a friend’s car with a group of people. We toss the football and listens to the college band. It all makes for a very long and tiring day. My mom thinks it’s great fun. Dad says if she is happy we all are happy.



# Practice Test Book 1



## Reading

### *Directions*

In this part of the test, you will do some reading and answer questions about what you have read. For questions 1–26, mark your answers on the answer sheet. For questions 27 and 28, write your answers in the test booklet.

## Directions

In *20,000 Leagues Under the Sea*, Professor Pierre Aronnax, his assistant Conseil, and the seaman Ned Land harpoon a strange submarine after mistaking it for a sea monster they were hunting. The submarine then sinks their boat, and they are taken aboard the sub. Read the passage from the novel. Then answer the questions that follow.

# from *20,000 Leagues Under the Sea*

by Jules Verne

This forcible abduction, so roughly carried out, was accomplished with the rapidity of lightning. I shivered all over. Whom had we to deal with? No doubt some new sort of pirates, who explored the sea in their own way. Hardly had the narrow panel closed upon me, when I was enveloped in darkness. My eyes, dazzled with the outer light, could distinguish nothing. I felt my naked feet cling to the rungs of an iron ladder. Ned Land and Conseil, firmly seized, followed me. At the bottom of the ladder, a door opened, and shut after us immediately with a bang.

discern = distinguish

We were alone. Where, I could not say, hardly imagine. All was black, and such a dense black that, after some minutes, my eyes had not been able to discern even the faintest glimmer.

Meanwhile, Ned Land, furious at these proceedings, gave free vent to his indignation.

“Confound it!” cried he, “here are people who come up to the Scotch for hospitality. They only just miss being cannibals. I should not be surprised at it, but I declare that they shall not eat me without my protesting.”

“Calm yourself, friend Ned, calm yourself,” replied Conseil, quietly. “Do not cry out before you are hurt. We are not quite done for yet.”

bowie knife = long knife  
used as a weapon

“Not quite,” sharply replied the Canadian, “but pretty near, at all events. Things look black. Happily, my bowie knife I have still, and I can always see well enough to use it. The first of these pirates who lays a hand on me—;”

“Do not excite yourself, Ned,” I said to the harpooner, “and do not compromise us by useless violence. Who knows that they will not listen to us? Let us rather try to find out where we are.”

I groped about. In five steps I came to an iron wall, made of plates bolted together. Then turning back I struck against a wooden table, near which were ranged several stools. The boards of this prison were concealed under a thick mat, which deadened the noise of the feet. The bare walls revealed no trace of window or door. Conseil, going round the reverse way, met me, and we went back to the middle of the cabin, which measured about twenty feet by ten. As to its height, Ned Land, in spite of his own great height, could not measure it.

**Go On**

Half an hour had already passed without our situation being bettered, when the dense darkness suddenly gave way to extreme light. Our prison was suddenly lighted, that is to say, it became filled with a luminous matter, so strong that I could not bear it at first. In its whiteness and intensity I recognized that electric light which played round the submarine boat like a magnificent phenomenon of phosphorescence. After shutting my eyes involuntarily, I opened them, and saw that this luminous agent came from a half globe, unpolished, placed in the roof of the cabin.

intensity = strength

“At last one can see,” cried Ned Land, who, knife in hand, stood on the defensive.

“Yes,” said I; “but we are still in the dark about ourselves.”

- 1** In the word “abduction,” the word part *ab-* **most likely** means
- A** away
  - B** under
  - C** before
  - D** against

- 2** Read this sentence from the passage.  
“Yes,” said I; “**but we are still in the dark about ourselves.**”

Which statement **best** expresses the meaning of this sentence?

- F** We will always be unaware of our problems.
- G** We still do not really know one another.
- H** No matter how much light, we will remain in the dark.
- J** Although there is light, we still do not know where we are.

- 3** Read these sentences from the passage:  
**This forcible abduction, so roughly carried out, was accomplished with the rapidity of lightening. I shivered all over. Whom had we to deal with?**

The feeling the author creates in these first sentences can **best** be described as

- A** hopeful
- B** sentimental
- C** suspenseful
- D** dreamy

- 4** Near the end of the passage, the words “**luminous**” and “**phosphorescence**” refer to

- F** sound
- G** light
- H** size
- J** weight

**5** Ned Land can **best** be described as

- A** rash
- B** brooding
- C** sensible
- D** calm

**6** From which point of view is this passage written?

- F** first-person
- G** second-person
- H** third-person
- J** omniscient

**7** Read these sentences from the passage.

**“Do not cry out before you are hurt. We are not quite done for yet.”**

Which sentence **best** summarizes the meaning of these sentences?

- A** Don't cry over spilled milk.
- B** All that glitters is not gold.
- C** Avoid jumping to conclusions.
- D** What goes around comes around.



## *Directions*

Read this passage from a story about the youngest of three daughters. Then answer the questions that follow.

# from *The Apple of Contentment*

by Howard Pyle

As for Christine—that was the name of the youngest girl—as for Christine, she dressed in nothing but rags, and had to drive the geese to the hills in the morning and home again in the evening, so that they might feed on the young grass all day and grow fat.

The first sister and the second sister had white bread (and butter beside) and as much fresh milk as they could drink; but Christine had to eat cheese-parings and bread-crusts, and had hardly enough of them to keep Goodman Hunger from whispering in her ear.

This was how the churn clacked in that house!

Well, one morning Christine started off to the hills with her flock of geese, and in her hands she carried her knitting, at which she worked to save time. So she went along the dusty road until, by-and-by, she came to a place where a bridge crossed the brook, and what should she see there but a little red cap, with a silver bell at the point of it, hanging from the alder branch. It was such a nice, pretty little red cap that Christine thought that she would take it home with her, for she had never seen the like of it in all of her life before.

So she put it in her pocket, and then off she went with her geese again. But she had hardly gone two-score of paces when she heard a voice calling her, “Christine! Christine!”

She looked, and who should she see but a queer little gray man, with a great head as big as a cabbage and little legs as thin as young radishes.

“What do you want?” said Christine, when the little man had come to where she was.

Oh, the little man only wanted his cap again, for without it he could not go back home into the hill—that was where he belonged.

But how did the cap come to be hanging from the bush? Yes, Christine would like to know that before she gave it back again.

Well, the little hill-man was fishing by the brook over yonder when a puff of wind blew his cap into the water, and he just hung it up to dry. That was all that there was about it; and now would Christine please give it to him?

Christine did not know how about that; perhaps she would and perhaps she would not. It was a nice, pretty little cap; what would the little underground man give her for it? that was the question.

Oh, the little man would give her five thalers for it, and gladly.

No; five thalers was not enough for such a pretty little cap—see, there was a silver bell hanging to it too.

Well, the little man did not want to be hard at a bargain; he would give her a hundred thalers for it.

No; Christine did not care for money. What else would he give for this nice, dear little cap?

“See, Christine,” said the little man, “I will give you this for the cap”; and he showed her something in his hand that looked just like a bean, only it was as black as a lump of coal.

“Yes, good; but what is that?” said Christine.

“That,” said the little man, “is a seed from the apple of contentment. Plant it, and from it will grow a tree, and from the tree an apple. Everybody in the world that sees the apple will long for it, but nobody in the world can pluck it but you. It will always be meat and drink to you when you are hungry, and warm clothes to your back when you are cold. Moreover, as soon as you pluck it from the tree, another as good will grow in its place. *Now*, will you give me my hat?”

Oh yes; Christine would give the little man his cap for such a seed as that, and gladly enough. So the little man gave Christine the seed, and Christine gave the little man his cap again. He put the cap on his head,—and—puff!—away he was gone, as suddenly as the light of a candle when you blow it out.

**8** It is **most likely** that “two-score of paces” is about

- F** 20 inches
- G** 40 inches
- H** 40 yards
- J** 2 miles

**9** Why did the little man want his hat back?

- A** because his head was cold
- B** so that he could go back home
- C** to carry his cabbage and radishes
- D** it had special powers

**10** Read this phrase from the story.

**... to keep Goodman Hunger from whispering in her ear.**

Which literary device does the author use in the phrase to convey Christine’s feelings of hunger?

- F** simile
- G** symbolism
- H** alliteration
- J** personification

**Go On**

**11** Read this sentence from the story.

**This was how the churn clacked in that house!**

What **best** expresses the meaning of the sentence?

- A** This is the way it is.
- B** Nothing works properly.
- C** Things are always changing.
- D** This is how they make butter.

**12** Based on Christine’s conversation with the little man, the reader can determine that “thalers” means

- F** gifts
- G** fish
- H** coins
- J** wishes

**13** Which of these lines from the story is **not** an example of a simile?

- A** black as a lump of coal
- B** a great head as big as a cabbage
- C** a seed from the apple of contentment
- D** as suddenly as the light of a candle

**14** What conclusion can the reader draw about Christine?

- F** She enjoyed her life.
- G** She was an unhappy person.
- H** She was well cared for.
- J** She wanted a lot of money.

## *Directions*

Read this passage from a poem by William Blake. Then answer the questions that follow.

# *A Poison Tree*

*by William Blake*

- 1 I was angry with my friend:  
I told my wrath, my wrath did end.  
I was angry with my foe:  
I told it not, my wrath did grow.
- 5 And I water'd it in fears  
Night & morning with my tears;  
And I sunned it with smiles,  
And with soft deceitful wiles.
- And it grew both day and night,  
10 Till it bore an apple bright;  
And my foe beheld it shine,  
And he knew that it was mine,
- And into my garden stole  
When the night had veil'd the pole:  
15 In the morning glad I see  
My foe outstretch'd beneath the tree.

**15** Which literary device is used in lines 11 and 12?

- A** simile
- B** personification
- C** foreshadowing
- D** metaphor

**16** Read this line from the poem.

**And I water'd it in fears**

Which literary device does the author use in this line?

- F** simile
- G** metaphor
- H** alliteration
- J** personification

**17** What can the reader infer from the last line of the poem?

- A** The narrator stopped being angry.
- B** The narrator asked for forgiveness.
- C** The narrator wished his enemy ill will.
- D** The narrator chopped down the tree.

**18** In this poem, the poison tree is a symbol for

- F** fear
- G** anger
- H** greed
- J** trickery

**19** In line 10, the apple most likely refers to

- A** joy
- B** lies
- C** confusion
- D** hatred

**20** Why did the author's anger grow?

- F** He refused to name his enemy.
- G** He refused to face his enemy.
- H** He didn't tell his enemy why he was angry.
- J** He realized that his friend had become his foe.

## **D**irections

Read this passage from “The Bells.” Then answer the questions that follow.

# The Bells

*By Edgar Allan Poe*

## I

1 Hear the sledges with the bells—  
Silver bells!  
What a world of merriment their melody foretells!  
How they tinkle, tinkle, tinkle,  
5 In the icy air of night!  
While the stars that oversprinkle  
All the heavens, seem to twinkle  
With a crystalline delight;  
Keeping time, time, time,  
10 In a sort of Runic rhyme,  
To the tintinnabulation that so musically wells  
From the bells, bells, bells, bells,  
Bells, bells, bells—  
From the jingling and the tinkling of the bells.

## II

15 Hear the mellow wedding bells—  
Golden bells!  
What a world of happiness their harmony foretells!  
Through the balmy air of night  
How they ring out their delight!—  
20 From the molten-golden notes,  
And all in tune,  
What a liquid ditty floats  
To the turtle-dove that listens, while she gloats  
On the moon!

**Go On**

25 Oh, from out the sounding cells,  
 What a gush of euphony voluminously wells!  
 How it swells!  
 How it dwells  
 On the Future!—how it tells

30 Of the rapture that impels  
 To the swinging and the ringing  
 Of the bells, bells, bells—  
 Of the bells, bells, bells, bells,  
 Bells, bells, bells—

35 To the rhyming and the chiming of the bells!

**21** Which would be the best resource to find the meaning of the word “Runic” in line 10?

- A** thesaurus
- B** writing handbook
- C** dictionary
- D** literary journal

**22** The word “tintinnabulation” in this poem **most likely** means

- F** stars twinkling
- G** a woman singing
- H** the ringing of bells
- J** tin cans banging together

**23** Read these lines from the poem.

**While the stars that oversprinkle  
 All the heavens, seem to twinkle**

What does the author use to enhance the readers’ experience in these lines?

- A** metaphor
- B** rhyming patterns
- C** symbolism
- D** personification

**24** The phrase “Through the balmy air of night suggests” a

- F** quiet night
- G** rainy night
- H** cool, crisp night
- J** pleasantly mild night

**25** What is **most likely** the season in the first stanza of the poem?

- A** fall
- B** spring
- C** winter
- D** summer

**26** Which is the **best** summary of the second stanza?

- F** Weddings are joyful celebrations.
- G** Weddings are solemn and heavy experiences.
- H** Weddings can be noisy and chaotic.
- J** Weddings are happier than marriages.

**27** The poet uses repetition throughout the poem as a literary device. Explain why this is an appropriate device to use in the poem and what effect the repetition produces. Support your answer with details from the poem.

---

---

---

---

**28** What other types of bells and their resulting emotions could Poe have described? Write your answer in the chart below.

Type of Bell	Emotional Effect

**STOP**





# Practice Test Book 2



**Part I: Listening*****D*irections**

In this part of the test, you will listen to a story called “Papa John’s Tall Tale.” Then you will answer some questions to show how well you understand what was read.

You will listen to the story twice. As you listen carefully, you may take notes on the story anytime you wish. You may use these notes to answer the questions that follow. Use the space on page 56 for your notes.

For the multiple-choice questions, you will mark your answers on the answer sheet. For questions 31 and 34, you will write your answers directly in the test book.

# *Notes*

***Go On***

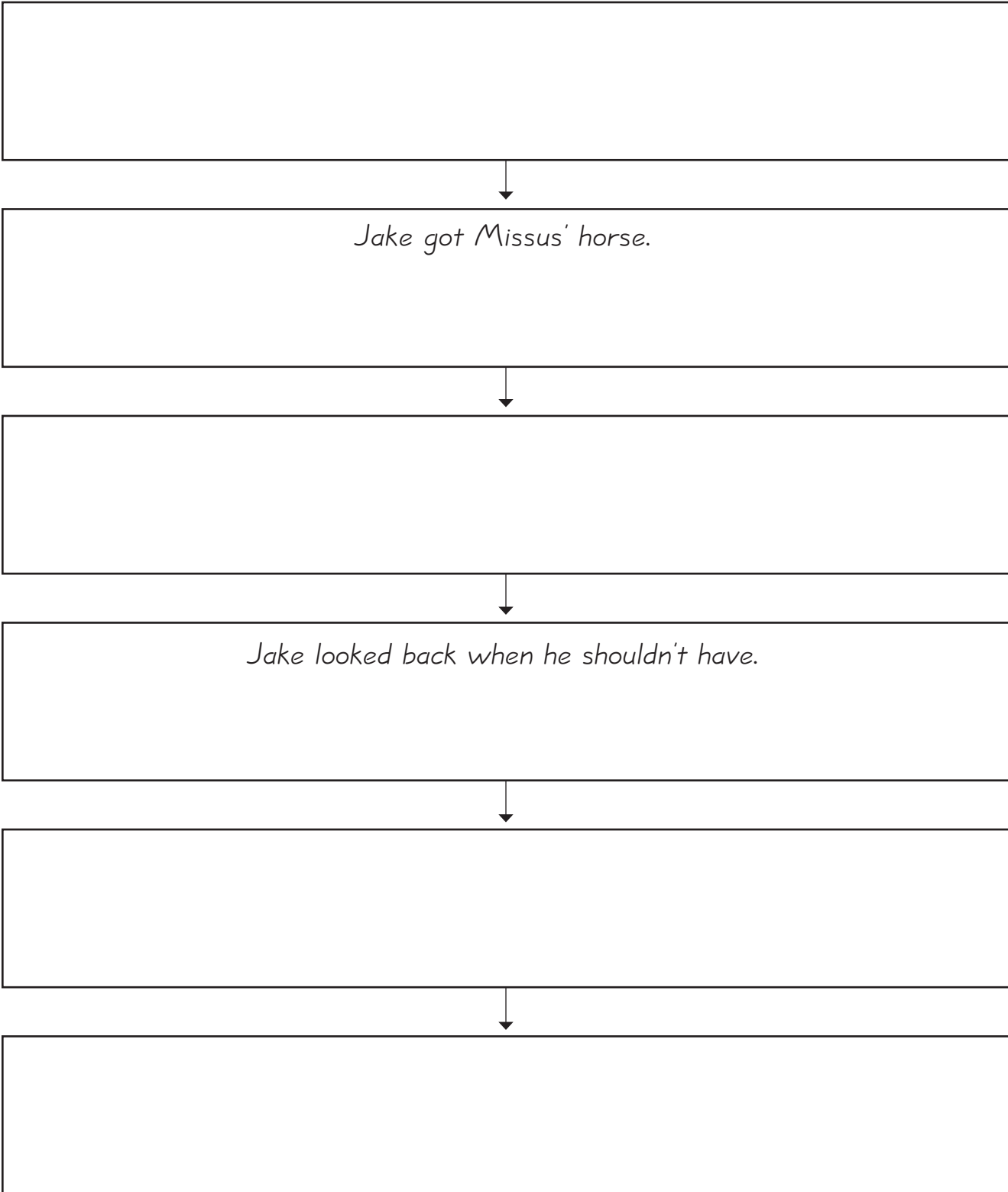
- 29** Why did Jake need a very fast horse?
- A** so he could look back when he rode
  - B** so he could outrun the pumpkin vines
  - C** so he could plant the seed quickly
  - D** so he could spread manure on the turnip

- 30** Papa John's turnip tale tells the story of a man who is
- F** lazy
  - G** sick
  - H** generous
  - J** determined

- 31** Which conclusion is **best** supported by details from the story?
- A** Papa John owns his own farm.
  - B** Jake no longer likes turnips.
  - C** Missus' horse is the fastest.
  - D** Papa John still grows turnips.

- 32** Which feature of the story helps the listener know that this story is a tall tale?
- F** The story has a surprise ending.
  - G** There is more than one story within the story.
  - H** The story has a lot of exaggeration.
  - J** The story teaches an important lesson.

**33** Complete the graphic organizer below to show the sequence of events in this story.



Copyright © Glencoe/McGraw-Hill, a division of The McGraw-Hill Companies, Inc.

***Go On***

**34**

Do you think Papa John’s story about the turnip is the truth or just a tale? Support your opinion with details from the story.

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

---

## Part 2: Writing

- 35** Below is a paragraph written by a student. There are some mistakes in the paragraph. Some sentences may have more than one mistake, and other sentences may contain no mistakes at all. There are no mistakes in spelling.

Read the paragraph and find the mistakes. Draw a line through each error in the paragraph. Then write the correction above it.

Every Summer Jamie and Nick go fishing at Bella's Pond. It was June, and Jamie was ready to go fishing with his new fishing pole the one his dad bought him last February. He asks himself, "Should I go fishing without Nick?" Nick had gone to basketball camp at Grey's Field for a week. Jamie had told Nick that he would not go to Bella's Pond until Nick returned. "Me and him always have a good time fishing", Jamie thought. However, Nick had been gone for three days, and the days have been sunny. There was not much to do if he couldn't fish. Jamie held his new fishing pole and examined the fine reel. Oh, he could almost feel the tug of a fish on that line. He was very ready for Nick to come home on Saturday.

**STOP**





READING EXCELLENCE AT ALL LEVELS



**Glencoe**

*The McGraw-Hill Companies*

ISBN-13: 978-0-07-877123-1  
ISBN-10: 0-07-877123-4



[www.glencoe.com](http://www.glencoe.com)