

Grade 8
OCCT Practice Test, Form A

Directions: Read each selection and the questions that follow it. Then mark your answer on the Answer Sheet. Make sure you find the question number on the Answer Sheet that matches the question number in the Practice Test.

Sample Selection: The Great Land Rush

It was April 22, 1889, almost noon. A light breeze swirled about the fields. George and Mary stood gazing at the giant blue horizon. It seemed to be filled with nothing but warm sunshine and promise.

An enormous crowd had gathered, tens of thousands of people dense. Hungry land-seekers from all parts of the country had come to the Oklahoma District to claim land. Now, in this last quiet moment, they were getting ready to stake their claims.

The race began. George caught his breath hard and quickened his pace. "C'mon, Mary," said George. "Our day has finally come!"

Sample A:

This selection can be best described as

- A. A folktale
- B. A mystery
- C. A biography
- D. Historical fiction

Sample B:

The author provides enough evidence to conclude that

- A. The runners were planning to steal the horses.
- B. George and Mary were feeling hopeful.
- C. The riders would have the best chance of getting good land.
- D. George and Mary had already found good land the night before.

Read the selection below. Then answer the questions that follow.

Oklahoma's Great Outdoors, Then and Now

By Jill Foley

Oklahoma, 100 Million Years Ago

1 If you found yourself in Oklahoma a hundred million years ago, you would have seen an incredible landscape. Standing in a shallow swamp surrounded by ferns, giant horsetails, and ginkgo trees, you would feel wrapped in a blanket of fog and green. It was a leafier, more humid world then, and it would have felt slower, sleepier.

2 At that time, dinosaurs roamed the marshy Oklahoma landscape. You might have seen twenty-foot-long *Tenontosaurus*es slowly wading through the swamp, snacking on lycopod leaves as they went. You might have witnessed a jaguar-sized *Deinonychus* (dyn-ON-ik-us) sneak up on the herd and lash at them with its huge, curved talons. Looking down around your swamp-soaked ankles, you might have spotted a ten-foot-long, frog-like *Metoposaurus* lurking on the muddy bottom.

Oklahoma's Diverse Landscape

3 Nowadays, you won't find prowling dinosaurs or fern forests covering the hills and valleys of Oklahoma. Coyotes, armadillos, and black-tailed prairie dogs live here now. Swamps surrounded by lycopod trees have been replaced by oak and hickory woods and mixed-grass prairies. The top layers of the earth have shifted, making way for Ozark streams and limestone caves. Over millions of years, natural processes like rainfall, rivers, volcanoes, and the earth's gradual inner churning have slowly transformed the landscape. As a result, today Oklahoma is one of the most geologically and ecologically diverse states in the country. With its ancient past, this ruggedly beautiful land has many fascinating stories to tell.

4 The **Cross Timbers** region is the largest plant-covered area in Oklahoma. It is a savanna, a dense grassland dotted with post oak and blackjack trees, that runs down central Oklahoma.

5 Today, the Cross Timbers are quickly traversed by several major highways. But long ago, the Cross Timbers were a rugged wilderness of brush-covered hills and ravines that acted as a geographic bugger. Miles of entangled oaks and briars isolated the Five Civilized Tribes of the Indian Territory from the Plains Indians to the west. Years later, the scrubby brush would act to divert most major trails and railroad routes to the north and south of the region. The thick, thorny growth also made travel difficult for early American explorers and settlers. Author Washington Irving described it as "like struggling through forests of cast iron."

6 Because of the rugged nature of the Cross Timbers, the region is one of the least disturbed forest areas in the country. Thousands of 200- to 400-year-old post oak and a

few 500-year-old red cedar trees survive in the Cross Timbers, one of the few remaining authentic American woodlands.

7 To the southeast of the Cross Timbers lie the **Ouachita** (WAH-she-tah) Mountains. Today, you can camp, hike, and fish in the Ouachita Mountains. But long ago, the Caddo Native American farming people lived here. Certain of the Ouachita rocks were used by the Caddo for making tools like knives and axes. Even before that, as early as 5,000 years ago, prehistoric humans used rocks from the Ouachita Mountains to make tools.

8 Across the state to the northeast, in Oklahoma’s panhandle, is the state’s highest point. At 4,973 feet, **Black Mesa** sits atop the earth like an ancient, weathered pyramid. The mesa is a broad, flat-topped hill that got its name from the layer of black lava rock that coated it millions of years ago. Today, you can climb the hills near Black Mesa, check out the fossil footprints of dinosaurs, or hike the petrified forest trail at Black Mesa State Park.

9 Being in Oklahoma’s great outdoors shrinks the distance between you and the time when *Tenontosauruses* plodded along in the swamps that used to be here. You can look at dinosaur footprints at Black Mesa and imagine that sleepy, fern-filled world that existed millions of years ago. You can visit the Ouachita Mountains and picture prehistoric people making tools. To walk for hours through pine forests or across rolling prairies cloaked in sagebrush is to experience an environment that has existed in one form or another for eons. These wild places, be they hill tops or lowland swamps, provide space, perspective. They allow you to connect with Oklahoma’s past in a whole new way.

1. What is the **main idea** of “Oklahoma’s Great Outdoors, Then and Now”?
 - a. Black Mesa looks like an ancient, weathered pyramid.
 - b. Long ago, the Cross Timbers acted as a geographic buffer.
 - c. Oklahoma’s ancient past is imprinted on today’s diverse landscape.
 - d. Although extinct now, dinosaurs roamed the land 100 million years ago.

2. You can tell that this selection is **not** a fictional story because
 - a. There is a setting and a plot.
 - b. There are lots of facts and details.
 - c. There is a dialogue between characters.
 - d. There are factual and fictional details.

3. In the last paragraph, “picture prehistoric people making tools,” is an example of what poetic device?
 - a. Alliteration
 - b. Simile
 - c. Rhyme
 - d. Hyperbole

4. Using the dictionary entry, the word **ravine** most recently comes from which language?

ra·vine (rə-'vĕn), n [F, fr. MF, rapine, rush, fr. L. *rapina* rapine] (1760) A small narrow valley that is usually worn by running water.

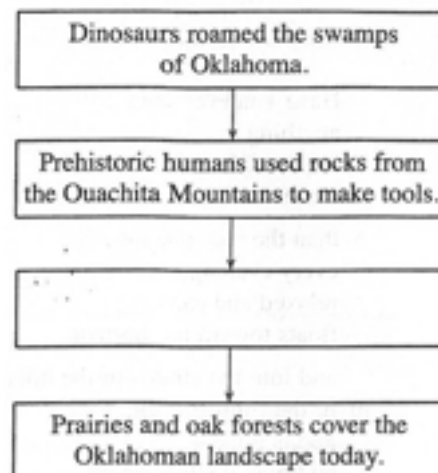
- Spanish
- Latin
- French
- English

5. Which would be the **best** resource to find more information about dinosaurs that lived in Oklahoma?

- An encyclopedia entry, "All About the Three-Horned Triceratops"
- A book, *North American Prairies and Woodlands*
- an article, "Triassic Oklahoma: When Dinosaurs Roamed"
- a tourist guide to Oklahoma's wilderness

6. Which of these fits **best** in the blank box in the flow chart?

- The Caddo used Ouachita rocks to make tools.
- Deinonychus* hunted the plant-eating *Tenontosaurus*
- Ancient ferns, horsetails, and ginkgo trees covered the land.
- Black Mesa was coated with lava from an erupting volcano.



Read the selection below. Then answer the questions that follow.

The Sun

By Mary Oliver

Have you ever seen
anything
in your life
more wonderful

- 5 than the way the sun,
every evening,
relaxed and easy,

floats toward the horizon

10 and into the clouds or the hills,
or the rumpled sea,
and is gone –
and how it slides again

15 out of the blackness,
every morning,
on the other side of the world,
Like a red flower

20 streaming upward on its heavenly oils,
say, on a morning in early summer,
at its perfect imperial distance –
and have you ever felt for anything

such wild love –
do you think there is anywhere, in any language,
a word billowing enough
for the pleasure

25 that fills you,
as the sun
reaches out,
as it warms you

30 as you stand there,
empty-handed -
or have you too
turned from this world –

35 or have you too
gone crazy
for power,
for things?

7. Read the following lines from the poem.

“like a red flower
streaming upward on its heavenly oils,”

What is the simile in these lines describing?

- a. The sunset
- b. The sunrise
- c. The sun’s heat

d. The sun at noon

8. Using the relationship in the selection, complete the analogy:

Sun : day :: moon : _____

- a. Sea
- b. Hour
- c. Night
- d. Flower

9. What is the main idea of “The Sun”?

- a. Simply being in nature is joyful
- b. The beauty of the seasons inspires the mind.
- c. Relaxation can only be experienced in nature
- d. Nothing can conquer the love between two people.

10. In the final stanza of the poem, the author reveals that she

- a. Is very powerful and values owning things
- b. Believes exposure to sunlight can make a person crazy.
- c. Feels it is possible to enjoy nature while seeking wealth.
- d. Believes it is unwise for people to focus on material things.

11. A poem is divided into sections called

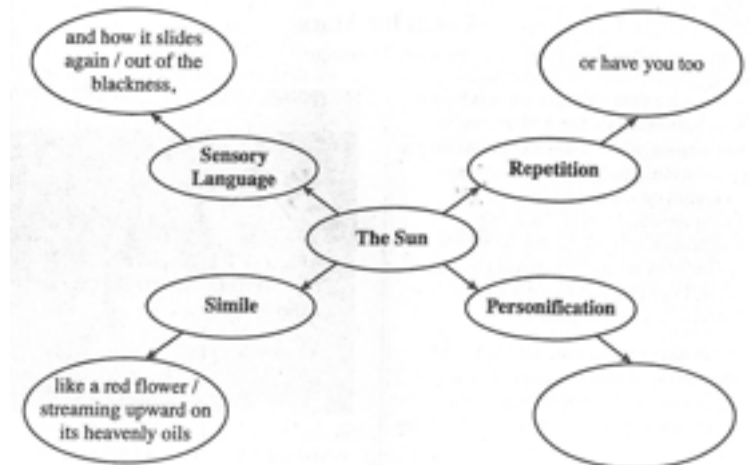
- a. Rhymes
- b. Stanzas
- c. Phrases
- d. Metaphors

12. After reading the poem, it is reasonable to conclude that the author enjoys

- a. Going shopping
- b. Reading about the sun
- c. Going on nature walks
- d. Visiting an amusement park

13. Which idea best completes the web about “The Sun”?

- a. As the sun / reaches out,
- b. A word billowing enough
- c. As you stand there, / empty-handed
- d. Do you think there is anywhere, in any language



Read the selection below. Then answer the questions that follow.

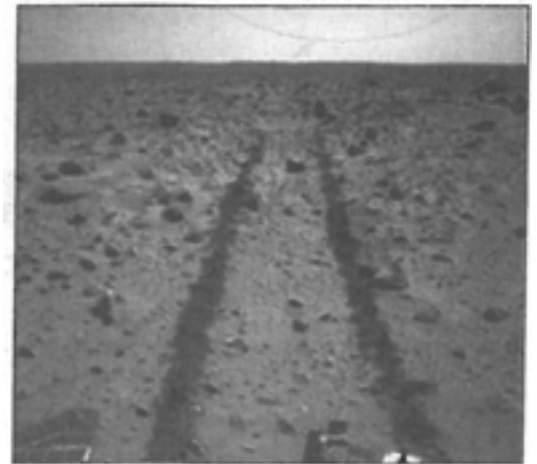
Reach for Mars

By Larry Mondello

1 For more than 30 years, human beings have been stuck on Earth. Sure, we've flown space shuttles and we are building a space station, but we haven't left any footprints on alien soil since the last Moon mission in 1972. Now our government is trying to decide whether we ought to attempt a manned mission to Mars. I say yes, and I've got answers for anyone who may oppose it.

2 **"It will cost too much money."** No one can doubt that a manned mission to Mars will cost a lot of money. But too much money? We need to realize what the mission will bring to us. The money we spend will lead to new jobs and spark advances in science and technology. And there are other, higher benefits. Think about the 1960's, when our Moon missions made us the most powerful nation on Earth. Other countries looked at us with awe and respect. A Mars mission would renew and strengthen our reputation among the nations of the world. What's more, the trip wouldn't benefit just the United States. We'd be going there for the good of all humanity, proving that our species has what it takes to survive in the universe! What is money, compared with that?

3 **"It will be too dangerous."** Nobody is saying that space travel is a picnic. Asteroids can bust through the hull of a ship. Long periods of zero gravity can damage bones and teeth and cause muscles to become weak. Cancer risks are higher for astronauts because they get more exposure to radiation from the Sun. but many professions are dangerous. Should America not have an army, just because soldiers may be put in harm's way? Should we not have policemen or firemen? That sort of talk is dangerous to the strength of our nation and the health of our communities. And consider this: in 40 years of the American space program, only 17 astronauts have died. This isn't a high number of deaths when compared with other professions. Heck, I'm more likely to be in a car accident than I am in a space ship crash!



Above: Tracks left by the *Spirit* on the surface of Mars.

4 **"Unmanned probes can explore just as well as humans can."** NASA has done some amazing things with unmanned probes, but let's not forget the problems. Two-thirds of all probes sent to Mars have crashed or malfunctioned. Even when probes work, they aren't perfect. Probes are radio-controlled from Earth. It takes about 10 minutes for a signal from Earth to reach Mars, and another 10 minutes for a signal to return from Mars to Earth. What if a probe needs to make a split-second decision, like stopping before tumbling into a big hole? Probes are also clumsy and slow. After landing on Mars, the unmanned rover *Spirit* took most of a day just getting off its landing

platform. An astronaut could be outside in a flash. *Spirit's* top speed is just 120 meters a day. I can walk that far in a few minutes! Maybe the probes led the way, but now it's time for the humans to take over.

5 **“There is not enough public support for a Mars mission.”** This is simply not true. I asked ten of my friends if they thought it would be a good idea for the United States to send astronauts to Mars. Seven of my friends said it was a good idea. That means 70 percent of people think we should send astronauts to Mars. You can't argue with 70 percent. That's a lot of support. One of my friends even has a dad who used to work for NASA.

6 **“It would take six to nine months to travel to mars. We would have to design new ships to travel there.”** People think this is going to be a big problem, but it isn't. NASA's scientists and engineers are the smartest in the world. In fact, we'd probably need even more scientists and engineers to design the ships, more workers to build them, and so on. The money spend on these efforts would probably trickle down into colleges, high school, and even junior high schools! The whole nation would be mobilized for a Mars mission, and education at all levels would improve. Who could possibly be against improving education for young people?

7 **“We have more important things to do back here on Earth.”** Well, sure – if you think that the Earth is going to last forever. But it isn't. anyone can see what's coming up. Global warming, air and ocean pollution, consumption of fossil fuels, mass extinctions of plants and animals – the list goes on and on. We will have to leave this planet someday, when we've used up its resources and made it uninhabitable. The sooner we start traveling to other planets, the easier our move will be.

8 I am not a scientist or a famous reporter. I am not a philosopher or a politician, either. I am just an average person, and average people know what's best for our country. What is good for the United States is good for the world. For the good of all the Earth, the United States should support a manned mission to Mars.

14. When Mondello compares unmanned probes and human astronauts, what claim is he trying to prove?

- a. Probes should be designed to work as quickly as humans.
- b. Probes are most effective when they are guided by humans.
- c. Humans would be more effective than a probe in exploring Mars.
- d. Both astronauts and probes should explore Mars at the same time.

15. “I am just an average person, and average people know what's best for our country.”

The author's purpose in this statement is to persuade readers by

- a. Making a scientific claim
- b. Describing possible negative effects
- c. Connecting with down-to-earth people
- d. Making them think they can be better than others.

16. Which statement is a fact?

- a. “The money we spend will lead to new jobs and spark advances in science and technology.”
- b. “*Spirit’s* top speed is just 120 meters a day.”
- c. “The whole nation would be mobilized for a Mars mission, and education at all levels would improve.”
- d. “What is good for the United States is good for the whole world.”

17. The author probably wrote this selection to

- a. Convince NASA to send him to Mars right away.
- b. Explain how brave and intelligent astronauts are.
- c. Respond to those who oppose human exploration of Mars.
- d. Convince people that they should think about working for NASA.

18. With which of the following would the author most likely agree?

- a. A manned mission to Mars will not cost very much money.
- b. It is important for the United States to be respected in the world.
- c. The Earth’s environment can be protected through conservation.
- d. Everyone in the United States supports a manned mission to Mars.

19. The purpose of the graphic of *Spirit’s* tracks on Mars is to

- a. Orient the reader to the selection’s topic.
- b. Present an opposing viewpoint in order to argue against it.
- c. Illustrate the ease with which Mars’s surface can be traveled.

- d. Support the author's claim that unmanned probes are too slow.

Read the selection below. Then answer the questions that follow.

from
The Fun They Had
By Issac Asimov

1 Margie was disappointed. She had been hoping they would take the teacher away altogether. They had once taken Tommy's teacher away for nearly a month because the history sector had blanked out completely.

2 So she said to Tommy, "Why would anyone write about school?"

3 Tommy looked at her with very superior eyes. "Because it's not our kind of school, stupid. This is the old kind of school that they had hundreds and hundreds of years ago." He added loftily, pronouncing the word carefully, "*Centuries* ago."

4 Margie was hurt. "Well, I don't know what kind of school they had all that time ago." She read the book over his shoulder for a while, and then said, "Anyway, they had a teacher."

5 "Sure, they had a teacher, but it wasn't a regular teacher. It was a man."

6 "A man? How could a man be a teacher?"

7 "Well, he just told the boys and girls things and gave them homework and asked them question."

8 "A man isn't smart enough."

9 "Sure he is. My father knows as much as my teacher."

10 "He can't. A man can't know as much as a teacher."

11 "He knows almost as much, I betcha."

12 "Margie wasn't prepared to dispute that. She said, "I wouldn't want a strange man in my house to teach me."

13 Tommy screamed with laughter. "You don't know much, Margie. The teachers didn't live in the house. They had a special building and all the kids went there."

14 "And all the kids learned the same thing?"

15 "Sure, if they were the same age."

16 "But my mother says a teacher has to be adjusted to fit the mind of each boy and girl it teaches and that each kid has to be taught differently."

17 “Just the same they didn’t do it that way then. If you don’t like it, you don’t have to read the book.”

18 “I didn’t say I didn’t like it,” Margie said quickly. She wanted to read about those funny schools.

19 They weren’t even half0finished when Margie’s mother called, “Margie! School!”

20 Margie looked up. “Not yet, Mamma.”

21 “Now!” said Mrs. Jones. “And it’s probably time for Tommy, too.”

22 Margie said to Tommy, “Can I read the book some more with you after school?”

23 “Maybe,” he said nonchalantly. He walked away whistling, the dusty old book tucked beneath his arm.

24 Margie went into the schoolroom. It was right next to her bedroom, and the mechanical teacher was on and waiting for her. It was always on at the same time every day except Saturday and Sunday because her mother said little girls learned better if they learned at regular hours.

25 The screen was lit up, and it said: “Today’s arithmetic lesson is on the addition of proper fractions. Please insert yesterday’s homework in the proper slot.”

26 Margie did so with a sigh. She was thinking about the old schools they had when her grandfather’s grandfather was a little boy. All the kids from the whole neighborhood came, laughing and shouting in the schoolyard, sitting together in the schoolroom, going home together at the end of the day. They learned the same things, so they could help one another on the homework and talk about it.

27 And the teachers were people . . .

28 The mechanical teacher was flashing on the screen: “When we add the fractions $\frac{1}{2}$ and $\frac{1}{4}$ - ”

29 Margie was thinking about how the kids must have loved it in the old days. She was thinking about the fun they had.

20. What is the setting of the selection?

- a. Margie’s home
- b. Aboard a spaceship
- c. A school classroom
- d. Tommy’s schoolroom

21. What has **probably** happened just before the selection begins?

- a. Margie and Tommy came home from school.
- b. Tommy showed Margie a book about school.
- c. Tommy’s teacher broke down and was replaced.
- d. Margie’s teacher asked her to define the word school.

22. What is the **main** theme of “The Fun They Had”?

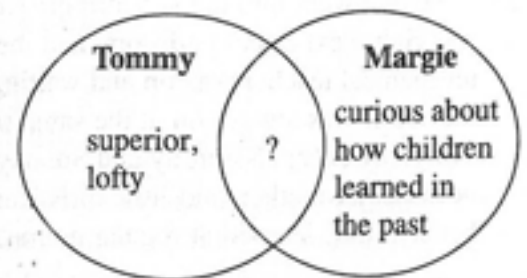
- a. Each child has unique needs as a learner.
- b. Brothers and sisters must work to get along.
- c. Technology may rob us of simple pleasures
- d. Kids who are the same age should learn together.

23. How are Tommy’s feelings about having a man teach school different from Margie’s?

- a. Tommy is more shocked about it than Margie.
- b. He thinks it’s a bad idea, while Margie thinks it’s a good one.
- c. He feels sorry for students who had a man for a teacher, Margie doesn’t.
- d. He doesn’t find anything surprising about men being teachers in the past.

24. Use the organizer to answer the question:
Which belongs in the shared space?

- a. Interested in the old book
- b. Upset about being treated unkindly
- c. Excited about doing the day’s arithmetic lesson
- d. Disappointed about learning from a mechanical teacher



25. The author **probably** wrote this story to

- a. Persuade readers that children learn best in groups.
- b. Express regret at the loss of jobs for human teachers.
- c. Inform readers of the way children will be taught in the future.
- d. Entertain readers with an amusing look at future possibilities.

Read the selection below. Then answer the questions that follow.

A Pioneer in Medicine

By Mary Nesbitt

1 When Charles Drew was growing up, everyone thought he would be an athlete. At college, he starred in football, baseball, and track. But Drew wanted to attend

medical school. He had to apply at a Canadian medical school because at that time U.S. schools would not train black doctors. His choice of McGill University turned out to be a lucky one. There, he found scientists who were at the forefront of research on human blood. Working with them, Drew discovered that blood could be stored longer if the plasma, or fluid, were separated from the red blood cells. Best of all, straight plasma does not have a blood type; it can be given to anyone. Drew's discovery was a major breakthrough, and it came just in time.

2 Several years after Adolf Hitler came to power in Germany, war broke out in Europe. Soon Britain, the United States' close ally, entered the war against Germany. The use of plasma helped surgeons treat wounded soldiers quickly without testing their blood type. One day, a British scientist with whom Drew had worked, sent him an urgent message: Britain needed more plasma. Drew soon became the supervisor of a project called "Blood for Britain." When the United States joined the war, Drew was put in charge of a similar program run by the American Red Cross, which sent plasma to the U.S. armed forces in Europe.

3 Charles Drew always stood up to racial prejudice. When the Army told him that white people's blood must be kept separate from other human blood, Drew resigned. Every decent doctor knew that there are no significant differences among the blood of people from different racial or ethnic backgrounds. Drew had a similar run-in with the American College of Surgeons. The members wanted Drew to join, but they would not let other blacks join. At the time, there were hundreds of qualified black surgeons. Drew refused their offer.

4 There is an often-told story that Charles Drew died from loss of blood. This story would be bitterly ironic if it were true. Drew died in a car accident. He was on his way to a conference with other African-American physicians. One of them, Dr. Ford, explained that the cause of his colleague's death was not loss of blood, but "a broken neck and complete blockage of the blood flow back to the heart." When Drew was taken to the hospital, he was given at least one blood transfusion. In the words of his wife, "Everything was done in his fight for life."

5 Twenty years after his death, a medical school dedicated to improving health care for minorities was inspired to name itself after Drew. The Charles R. Drew University is located in Los Angeles, California, and enrolls more than 1,000 students a year. Its mission is to train doctors for underserved populations, those having a hard time getting good health care. Not only is the university working for positive change, it is keeping the memory of an important doctor alive. That is exactly how Charles Drew would have wanted to be remembered.

26. This selection can best be described as

- a. Poetry
- b. A biography

- c. Historical fiction
- d. A play

27. How does the author present the information in this selection?

- a. Problem and solution
- b. Cause and effect
- c. Compare and contrast
- d. In order of sequence

28. The author probably wrote this selection to

- a. Give examples of the types of blood used by doctors.
- b. Argue for the protection of human rights for all people.
- c. Demonstrate the importance of donating to blood banks.
- d. Inform readers about the life of a revolutionary physician.

29. Which statement provides the best evidence that Drew’s work with plasma was “a major breakthrough”?

- a. Drew was given a blood transfusion after his car accident.
- b. Plasma enabled surgeons to heal injured soldiers instantly.
- c. Plasma does not have a blood type, so it can be given to anyone.
- d. Blood can be stored longer if the plasma and blood cells are combined.

Read the selection below. Then answer the questions that follow.

from

Walls: Resisting the Third Reich – One Woman’s Story

By H. Margret Zassenhaus

The day before the events described in this excerpt, Adolf Hitler, the founder and leader of the Nazi party, was named chancellor of Germany. One month later, he would become its absolute dictator. The Nazi regime in Germany was known as the Third Reich (“Kingdom”).

1 I was late for school that morning of January 30, 1933. I had tried to get the glued paper off the window, but it stuck. I did not want to give up until I had scraped off at least one of the many black swastikas. But, digging back and forth with my knife, I had cleared only two lines which looked like a cross and through them I could see a touch of the blue wintry sky.

2 My favorite teacher, Miss Brockdorf, had the first class. She taught German and history, and just the day before we'd had a heated discussion comparing democracy and liberalism with totalitarian systems.

3 Not only that, but the month before Miss Brockdorf had assigned me to attend a rally where Hitler had spoken. It was the first time I had heard him speak, and afterwards I put down my impressions. "The loudness of his voice can silence you, but it cannot convince," I had written. In the early morning hours, with the conviction of my seventeen years, I had ended my essay with the words "Hitler is a psychotic!" Miss Brockdorf had graded my paper with "A", and asked me to read it to the class.

4 This morning, when I entered the classroom, I noticed that she was pale. She asked why I was late; but, when I started to tell her, she interrupted me curtly with a "Never mind." There was something in her face, something I saw later in the students, too. When I told them what had happened to my home, it was as if a curtain had fallen over their faces. Their faces went blank. They became quiet and turned away. Only my best friend, Inge, stayed with me and whispered, "Be careful!"

5 I was startled. Caution was a thought I had associated only with traffic. All I wanted to do was go home. When school finally ended that day, I rushed down the staircase. Miss Brockdorf stood at the bottom and stopped me. She motioned me into the office and carefully closed the door. My essay was on her desk. "Take it and burn it," she said. She stumbled over her words, when she added, "The things we believed in until now . . . we must forget . . ."

6 I had known Miss Brockdorf better than any other teacher. Not only had she taught me in school, but for more than two years she had invited a small group of students who had special interests in literature to her home for weekly meetings. We called it our "Private Book Club."

7 She lived with another teacher, who had been my favorite in junior high. Together we had read the great works of literature, covering a ground as wide as Stevenson and Goethe all the way to Thomas Mann. She had interpreted Dr. Jekyll, who, when he had released his innermost thoughts, turned into Mr. Hyde. She had helped us understand why Goethe's Faust was driven to the edge of suicide when he made a pact with the devil. With her we had read Thomas Mann's Magic Mountain – about the man who, turning away from a conventional way of life, found himself.

8 "What about our club?" I asked her. Again, her answer was, "You must forget about those books, too. Everything has changed."

- 30. This selection can best be described as**
- a. A fictional story
 - b. An ancient folk tale
 - c. A biographical account
 - d. An autobiographical recollection
- 31. What was the atmosphere at the school probably like before the events in the excerpt take place?**
- a. Oppressive
 - b. Open-minded
 - c. Unchallenging
 - d. Rigorous
- 32. Which literary device is used in the first paragraph?**
- a. Symbolism
 - b. Dialogue
 - c. Exaggeration
 - d. Satire
- 33. What is a common theme of “A Pioneer in Medicine” and Walls?**
- a. Human blood is no different between races.
 - b. Great books represent our ability to think freely.
 - c. Tyranny succeeds by scaring its enemies into silence.
 - d. Individuals must struggle for freedom and equality.
- 34. What is the best summary of this selection?**
- a. Margret scrapes a swastika off her window, which makes her late for school. Miss Brockdorf, the teacher, does not care to hear why Margret is late.
 - b. Margret’s favorite teacher, Miss Brockdorf, gives her an A on a paper in which she calls Hitler a psychotic. Brockdorf also holds after-school meetings to discuss literature.
 - c. Margret is late to school because she tries to remove Nazi graffiti from her window. Her favorite teacher, Miss Brockdorf, and the students are unhappy about Hitler’s rise to power. Brockdorf warns her to forget about her anti-Nazi beliefs.
 - d. Margret is disappointed to learn that her favorite teacher, Miss Brockdorf, has become a supporter of Hitler’s regime. Brockdorf cancels the “Private Book Club” and urges Margret to change her beliefs to agree with the Nazis.

35. Which of the following **best** completes the table?

	Charles Drew	Margret Zassenhaus
Country of Origin	U.S.	Germany
Profession	doctor	student
Resisted		Adolf Hitler and the Nazi regime

- Collecting plasma for wounded soldiers
- Adolf Hitler's rise to power in Germany
- Racial prejudice of the Army and the American College of Surgeons
- Training doctors for people who have a hard time getting good health care

36. How were Charles Drew and Margret Zassenhaus **alike**?

- Both went to medical school.
- Both wrote essays condemning Hitler.
- Both stood up for what they believed in.
- Both enjoyed the books of renowned authors.

Read the selection below. Then answer the questions that follow.

from

My Antonia

By Willa Cather

The novel My Antonia tells the story of two farm families in 19th-century Nebraska. The Shimerdas are Bohemian immigrants who live next to the Burdens. After Mr. Shimerda dies, his oldest daughter, Antonia, goes to work on the Burdens' farm. The narrator, Jim Burden, looks back on his memories of growing up and getting to know his friend Antonia.

1 July came on with that breathless, brilliant heat which makes the plains of Kansas and Nebraska the best corn country in the world. It seemed as if we could hear the corn growing in the night; under the stars one caught a faint crackling in the dewy, heavy-odoured cornfields where the feathered stalks stood so juicy and green. If all the great plain from the Missouri to the Rocky Mountains had been under a glass, and the heat regulated by a thermometer, it could not have been better for the yellow tassels that were ripening and fertilizing the silk day by day. The cornfields were far apart in those times, with miles of wild grazing land between. It took a clear, meditative eye like my grandfather's to foresee that they would enlarge and multiply until they would be, not the Shimerdas' cornfields, or the Mr. Bushy's, but the world's cornfields; that their yield would be one of the great economic facts, like the wheat crop of Russia, which underlie all the activities of men, in peace or war.

2 The burning sun of those few weeks, with occasional rains at night, secured the corn. After the milky ears were once formed, we had little to fear from dry weather. The men were working so hard in the wheatfields that they did not notice the heat – though I

was kept busy carrying water for them – and grandmother and Antonia had so much to do in the kitchen that they could not have told whether one day was hotter than another. Each morning, while the dew was still on the grass, Antonia went with me up to the garden to get early vegetables for dinner. Grandmother made her wear a sunbonnet, but as soon as we reached the garden she threw it on the grass and let her hair fly in the breeze. I remember how, as we bent over the pea vines, beads of perspiration used to gather on her upper lip like a little moustache.

3 “Oh, better I like to work out-of-doors than in a house!” she used to sing joyfully. “I not care that your grandmother say it makes me like a man. I like to be like a man.” She would toss her head and ask me to feel the muscles swell in her brown arm.

4 We were glad to have her in the house. She was so gay and responsive that one did not mind her heavy, running step, or her clattery way with pans. Grandmother was in high spirits during the weeks that Antonia worked for us.

5 All the nights were close and hot during that harvest season. The harvesters slept in the hayloft because it was cooler there than in the house. I used to lie in my bed by the open window watching the heat lightning play softly along the horizon, or looking up at the gaunt frame of the windmill against the blue night sky. One night there was a beautiful electrical storm, though not enough rain fell to damage the cut grain. The men went down to the barn immediately after supper, and when the dishes were washed, Antonia and I climbed up on the slanting roof of the chicken-house to watch the clouds. The thunder was loud and metallic, like the rattle of sheet iron, and the lightning broke in great zigzags across the heavens, making everything stand out and come close to us for a moment. Half the sky was chequered with black thunderheads, but all the west was luminous and clear: in the lightning flashes it looked like deep blue water, with the sheen of moonlight on it; and the mottled part of the sky was like marble pavement, like the quay¹ of some splendid sea-coast city, doomed to destruction. Great warm splashes of rain fell on our upturned faces. One black cloud, no bigger than a little boat, drifted out into the clear space unattended, and kept moving westward. All about us we could hear the felty beat of the raindrops on the soft dust of the farmyard. Grandmother came to the door and said it was late, and we would get wet out there.

6 “In a minute we come,” Antonia called back to her. “I like your grandmother, and all things here,” she sighed. “I wish my papa live to see this summer. I wish no winter ever come again.”

7 “It will be summer a long while yet,” I reassured her. “Why aren’t you always nice like this, Tony?”

8 “How nice?”

¹ Quay – a landing structure built on the bank of a waterway

9 “Why, just like this; like yourself. Why do you all the time try to be like Ambrusch?”²

10 She put her arms under her head and lay back, looking up at the sky. “If I live here, like you, that is different. Things will be easy for you. But they will be hard for us.”

37. Jim’s grandmother compares Antonia to a man because Antonia

- a. Has a mustache of perspiration on her lip.
- b. Likes to ask the narrator to feel her muscles.
- c. Prefers to work outdoors rather than indoors.
- d. Is good-natured and keeps Grandmother happy.

38. When Jim says he could hear “the felty beat of raindrops,” he is saying the raindrops are

- a. Hitting softly.
- b. Blowing wildly.
- c. Damaging the crops.
- d. Falling in a heavy storm.

39. In paragraph 1, it is reasonable to conclude that Jim’s grandfather

- a. Has very good eyesight.
- b. Was an extremely hard worker.
- c. Preferred to grow corn instead of wheat.
- d. Sensed the field’s potential for increased production.

40. The first person point of view is an important feature of the story because it allows the reader to

- a. Understand how Jim feels about Antonia.
- b. Learn why Antonia acts like her brother.
- c. Clearly identify the conflict of the story.

² *Ambrusch* – Antonia’s older brother

d. Understand why Grandmother likes Antonia.

41. Based on the information given in footnote 1, the word quay means

- a. A boat dock
- b. Ship's deck.
- c. Sea channel.
- d. Rocky shore.

Literary Devices	
Visual Details	... the lightning broke in great zigzags across the heavens ...
Sounds	All about us we could hear the felty beat of raindrops on the soft dust of the farmyard.
Smells and Tastes	Under the stars one caught a faint crackling in the dewy, heavy-odoured cornfields where the feathered stalks stood so juicy and green.
Feel/Texture	Great warm splashes of rain fell on our upturned faces.

42. In which category would the following story example best fit?

The thunder was loud and metallic, like the rattle of sheet iron . . .

- a. Visual details
- b. Sounds
- c. Smells and Tastes
- d. Feel/Texture

Read the selection below. Then answer the questions that follow.

Black Holes

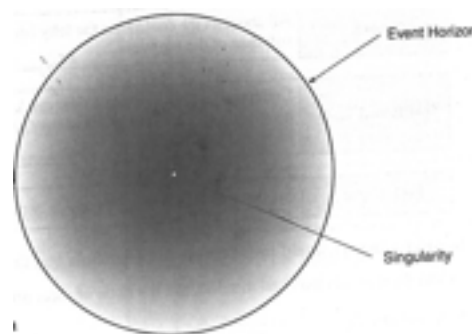
By David N. Schwander

1 They live in our minds at the place where pure science meets *Star Trek*. They capture the imagination of anyone who looks at the night sky and wonders about what's out there. They have been the subject of books and movies – but nobody has ever seen one. They are black holes.

How Black Holes Form

2 Physicists and astronomers believe that most very large stars – those many times more massive than our own Sun – will eventually become black holes. The process begins when a star runs out of the nuclear fuel that keeps it burning. At that point, the star is crushed by its own enormous gravity. This causes an explosion known as a supernova, in which most of the star's matter is blown off into space. The star's core, however, remains and continues to collapse.

3 The core's remaining mass is squeezed into a single point called a singularity, where space and time stop. For the largest stars, this takes only a fraction of a second. Matter within the singularity becomes almost unimaginably dense. A quantity of this matter, the size of a sugar cube, could weigh billions of tons. The gravitational pull of such dense matter is incredibly strong. Within a certain distance of the singularity, at the black hole's center, the gravity is so strong that nothing can escape. Even light, which is the fastest moving thing in the universe (670,647,600 miles per hour), cannot escape from a black hole.



The Event Horizon

4 If you were to draw an imaginary sphere around the singularity at the exact distance at which the gravitational pull becomes inescapable, you would have the black hole's event horizon. It is not a physical boundary, but it is a point of no return. The size of a black hole is determined by measuring its event horizon. The more massive the singularity, the larger the event horizon.

5 Outside the event horizon, planets and stars do not get pulled in. They circle the black hole just as Earth revolves around the Sun. The gravitational force on the objects orbiting a black hole is no greater than when the black hole was a star, because it initially doesn't have a greater mass than its parent star. The mass it contains is compressed into a tiny volume.

Observing Black Holes

6 Because black holes absorb light rather than give off or reflect light, they are not visible. Scientists must observe other stars and look for signs that a black hole may be nearby. These signs are often seen in binary star systems, in which two stars rotate around one another. If one star has become a black hole, it will draw in gases from the normal star. The action of being pulled into the black hole would cause the gases to

heat up and give off large quantities of radiation, which can be detected by X-ray telescopes.

7 Images near the black hole are often seen as inverted, which give another clue as to their presence. Scientists have found evidence that black holes exist at the center of nearly every galaxy. One is most likely at the center of our own Milky Way galaxy, about 11,000 light years (a light year is the distance light travels in one year, about 5.8 trillion times) from Earth, in the constellation Cygnus.

43. In paragraph 2, what does the word supernova mean?

- a. The unimaginably dense core of a collapsed star.
- b. The amount of gravitational pull at the center of a black hole.
- c. An explosion caused by a burned-out star being crushed by its own gravity.
- d. Discarded matter from a black hole that has escaped from the event horizon.

44. Which statement would best fit at the beginning of paragraph 3?

- a. The star's core, however, remains and continues to collapse.
- b. The core's remaining mass is squeezed into a single point called a singularity, where space and time stop.
- c. Matter within the singularity becomes almost unimaginably dense.
- d. A quantity of this matter, the size of a sugar cube, could weigh billions of tons.

45. What is an event horizon?

- a. The gravitational force that pulls in everything around the singularity
- b. The surface of the black hole which reflects light from images behind it
- c. The length of time it takes for light from a black hole to reach us here on earth

- d. The distance from the black hole where its gravitational pull cannot be escaped

46. If an object such as a meteor crosses a black hole's event horizon, it is reasonable to conclude that

- a. It will be drawn into the black hole.
- b. It will begin to orbit around the black hole.
- c. Its gravity will pull the black hole closer to it.
- d. It will run out of the nuclear fuel that keeps it moving.

47. How do scientists know that black holes exist?

- a. They use X-ray telescopes to observe their internal structure.
- b. They observe event horizons being drawn into its gravitational field.
- c. A black hole creates a dark spot that blocks out light from other stars.
- d. They observe other stars and look for clues that a black hole is nearby.

48. According to the diagram, the singularity is found

- a. Revolving around the event horizon.
- b. At the edge of the black hole.
- c. At the center of the black hole.
- d. At the limit of the black hole's gravity.

Read the selection below. Then answer the questions that follow.

Your Blender and You

Congratulations on your purchase of the 10-speed, 3-quart Blendo Model 9000!* The Blendo 9000 represents the zenith of modern blender technology. Its performance will make you believe in Blendo, too. Here's how to get your blender ready for years of worry-free blending.

Before First Use

Save all packing materials in case you need to return the unit to the factory for service. After unpacking, wash all blender parts in hot water. Do not immerse the base in water! Moisture will damage the unit. Handle blades carefully; they are very sharp.

*Advanced cooks may want to try the Blendo Deluxe Model 9001, with 10 speeds plus pulsing action and 3-quart capacity for all your blending needs! Commercial chefs, try the entire Blendo family of food processors, available in 5-, 10-, and 15-quart sizes and featuring an assortment of self-sharpening blades. Each comes with a two-year warranty covering all parts and labor!

Assembly and Use

1. Place blender base on clean, dry surface.
2. Turn blender jar upside down so the small opening is at the top. Place the rubber gasket on the jar opening.
3. Turn the blade unit upside down so the blades face down. Place blade unit onto the gasket so that the blades are inside the jar.
4. Screw on metal anchor ring to hold blades in place. Make sure the anchor ring is screwed firmly in place; if not, the jar may loosen when the blender is operated.
5. Set jar on blender base. Push gently until anchor ring locks into place on the base.
6. Plug power cord into a 120-volt outlet.
7. Put ingredients to blend into jar and attach jar cover.
8. Select desired blender speed and push "on" to operate.

After Blending

Wait until blades stop revolving before removing jar cover or removing the blender jar. Failure to do so could cause damage to the unit or injury.

Troubleshooting

Problem: Blender doesn't operate when "on" button is pushed

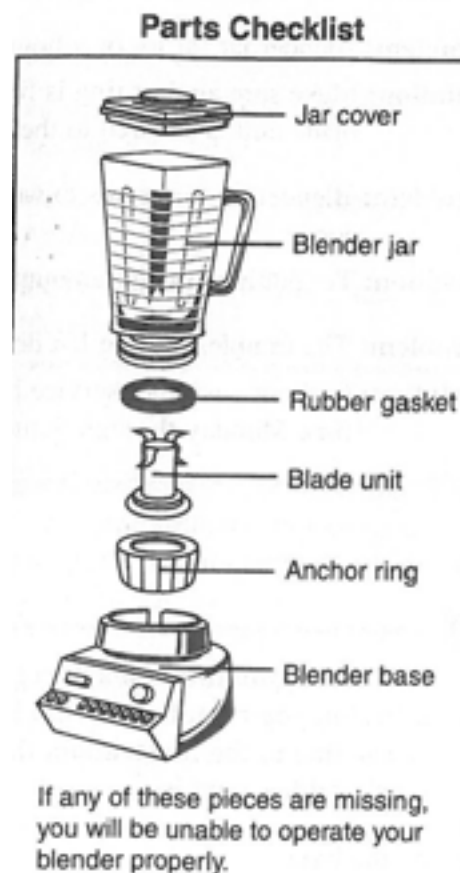
Solution: Make sure the unit is plugged in.

Problem: Blender jar rattles or vibrates while blending.

Solution: Make sure anchor ring is firmly locked into the base. Also check to make sure the blade unit is secured to the base of the jar.

Problem: Blender motor seems to work too hard, overheat, or take too long to finish blending job.

Solution: Try putting smaller amounts of ingredients into the blender jar. Do not overload.



Problem: The troubleshooting list doesn't help me with my problem.

Solution: Call our customer service hotline at 800-555-BLEND0 from 8 A.M. to 6 P.M. Eastern time Monday through Saturday, or find us on the web at BlendoWorldwide.com.

- 49. In the box you find a black rubber part, but you're not sure what it is. According to the illustration, the black rubber part is**
- The base
 - The gasket
 - The blade unit
 - The anchor ring
- 50. Why should the base not be immersed in water?**
- The jar might vibrate or rattle.
 - The blender should never be cleaned.
 - The blender will not work properly afterward.
 - Some of the water might get into the ingredients.
- 51. What should you do if the blender does not operate when you press the ON button?**
- Read the two-year warranty.
 - Make sure the blender is plugged in.
 - Remove some ingredients from the jar.
 - Make sure the blade is secured to the base.
- 52. When should you screw the anchor ring into the jar?**
- After you plug in the power cord
 - Before you turn the blender jar upside down
 - Right after you have put the blade unit in place
 - Not at all unless the unit rattles when it is operated
- 53. Which would be the best resource to find out if the Blendo Model 9000 was a good purchase?**
- The Blendo catalog
 - An ad for the Blendo in a local newspaper.
 - Consumer Reports'* "Guide to Home Appliances"
 - A CD-ROM that demonstrates how blenders operate
- 54. Based on the information given in the footnote, the word commercial means**
- Professional
 - Advertising
 - Famous
 - Amateur

55. Why does the author provide a footnote in this selection?

- a. To advertise other Blendo products.
- b. To give information about the warranty
- c. To describe special features of the blender
- d. To tell how to reach customer service

Student Answer Sheet

QUESTION	ANSWER
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
19	
20	
21	
22	
23	
24	
25	
26	
27	
28	
29	
30	
31	
32	
33	

QUESTION	ANSWER
34	
35	
36	
37	
38	
39	
40	
41	
42	
43	
44	
45	
46	
47	
48	
49	
50	
51	
52	
53	
54	
55	

Name: _____

Mastery By Learning Goal Tracking Tool

8th grade assessment

Learning Goal	Aligned Items	# of Items Correct	Percentage Correct	Mastery
1.1	24, 43		___ / 2 = ___ x 100 = ___%	Y / N
1.2	10		___ / 1 = ___ x 100 = ___%	Y / N
1.3	12, 34, 54		___ / 3 = ___ x 100 = ___%	Y / N
3.1	5, 19, 28, 46,		___ / 4 = ___ x 100 = ___%	Y / N
3.2	3, 6, 22, 37, 38, 49,		___ / 6 = ___ x 100 = ___%	Y / N
3.3	13, 15, 23, 27, 30, 33, 48		___ / 7 = ___ x 100 = ___%	Y / N
3.4	1, 14, 16, 32, 40, 41, 42, 47		___ / 8 = ___ x 100 = ___%	Y / N
4.1	8, 21, 36, 39		___ / 4 = ___ x 100 = ___%	Y / N
4.2	7, 11, 26, 44, 50, 53, 55		___ / 7 = ___ x 100 = ___%	Y / N
4.3	9, 17, 18, 20, 52		___ / 5 = ___ x 100 = ___%	Y / N
5.1	2, 4, 29, 31		___ / 4 = ___ x 100 = ___%	Y / N
5.2	25, 35, 45, 51		___ / 4 = ___ x 100 = ___%	Y / N
Final Scores			Overall Percentage Correct: ___ / 55 = ___ x 100 = ___%	Grade