



Keystone National Middle School Language Arts Level 6 Placement Exam

1) "Who can be content when you're in such grave danger as I am?"

In which sentence does the word "grave" mean the same thing as in the sentence above.

- a) the tragic operatic piece had a grave and solemn tempo
- b) he had grave doubts about her ability to succeed
- c) it was a grave situation when both airplane engines quit in flight
- d) the grave robbers stripped King Tut's tomb

2) "A moving . . . account of Choi's last months as a child . . . under the brutal Japanese rule that oppressed Korea. . . ." Choose the best antonym for the word oppressed.

- a) wronged
- b) revered
- c) uplifted
- d) persecuted

3) When he came into the main room, he stopped for a moment and shivered. He looked over at the flickering flames in the fireplace, and then saw that there was no more wood next to the chimney. He would have to go out to the shed and get some more. He took a long look out the window and watched the light rain falling on the few sad, yellow leaves still clinging to the oak trees. It almost looked like it was going to turn to snow. "Well," he thought, "that wood is not going to get in here by itself." He lifted the latch on the front door and had almost opened it when he remembered. He reached over toward the corner and picked up his musket, checking to make sure it was ready to fire before opening the door.

What could you gather from this paragraph?

- a) whether the man was alone
- b) the season of the year
- c) the historical time period
- d) both b and c

4) Once upon a midnight dreary, while I pondered weak and weary, (line 1)
Over many a quaint and curious volume of forgotten lore, (line 2)
While I nodded, nearly napping, suddenly there came a tapping, (line 3)
As of some one gently rapping, rapping at my chamber door. (line 4)
'Tis some visitor,' I muttered, tapping at my chamber door - (line 5)
Only this, and nothing more.' (line 6)

What two lines in this famous poem by Edgar Allen Poe best create a mood of mystery?

- a) line 2 and line 3
- b) line 1 and line 3
- c) line 2 and line 4
- d) line 2 and line 6

5) Read the following paragraph and answer questions 5 through 7.

Although some young people think it looks cool, smoking is a deadly addiction. Most smokers begin smoking at an early age--before high school--when they think they need to be tough or cool with their friends. Little do they know that the toxins and poisons they are inhaling can kill them within a matter of years. Some smokers die from smoking-related diseases as young as 25. Those who survive longer suffer from bad breath, coughing, fatigue, and smelly clothes. Smoking doesn't make people look cool, it makes them unattractive.

What was the author's purpose for writing this paragraph?

- a) to inform
- b) to entertain
- c) to compare
- d) to analyze

6) Which phrase makes a generalization that smoking is bad?

- a) although some young people think it looks cool . . .
- b) . . . smoking is a deadly addiction.
- c) most smokers begin at an early age.
- d) they think they need to be tough and cool . . .

7) In this paragraph, some facts are stated, and some opinions are given. Which of these is an opinion?

- a) most smokers begin smoking at an early age
- b) some smokers die from smoking-related diseases as young as 25
- c) those who survive longer suffer from bad breath, coughing, fatigue, and smelly clothes
- d) smoking doesn't make people look cool, it makes them unattractive

8) Read the paragraph and answer questions 8 and 9.

When he came into the main room, he stopped for a moment and shivered. He looked over at the flickering flames in the fireplace, and then saw that there was no more wood next to the chimney. He would have to go out to the shed and get some more. He took a long look out the window and watched the light rain falling on the few sad, yellow leaves still clinging to the oak trees. It almost looked like it was going to turn to snow. "Well," he thought, "that wood is not going to get in here by itself." He lifted the latch on the front door and had almost opened it when he remembered. He reached over toward the corner and picked up his musket, checking to make sure it was ready to fire before opening the door.

What could you conclude from this paragraph?

- a) whether the man was alone
- b) the season of the year
- c) the historical time period
- d) both b and c

9) From what sentence could you conclude that the man feared danger?

- a) when he came into the main room, he stopped for a moment and shivered
- b) he would have to go out to the shed and get some more
- c) he took a long look out the window and watched the light rain falling on the few sad, yellow leaves still clinging to the oak trees
- d) he reached over toward the corner and picked up his musket, checking to make sure it was ready to fire before opening the door

10) Read the paragraph and answer questions 10 through 12.

The ancient Romans spoke a language called Latin. Although no people speak Latin as their primary language today, many people still study it so they can read Roman writing. Latin has also been closely associated with the Roman Catholic Church, which until recently still held its religious services, or masses, in Latin. Many modern languages, especially Spanish and French, evolved from Latin. You saw earlier that English came partly from French, and many words in English also started with the Catholic Church. It should not be surprising, then, to learn that many of our words come from Latin.

The main idea of this paragraph is:

- a) the ancient Romans spoke a language called Latin
- b) Latin has also been closely associated with the Roman Catholic Church
- c) many modern languages, especially Spanish and French, evolved from Latin
- d) it should not be surprising, then, to learn that many of our words come from Latin

11) As used in the second sentence above, "primary language" means

- a) elementary language
- b) first language
- c) spoken language
- d) best language

12) Three of the following statements can be gathered. Which statement cannot be gathered?

- a) if you travel to Rome, you will not hear Latin spoken
- b) English is a modern language
- c) only Roman Catholic priests need to study Latin
- d) some of our words came from the Roman Catholic Church.

13) Read this paragraph and answer questions 13 through 16.

I am so very, very happy that we live in a country where commercials rule the airwaves that I can hardly describe my joy. Here I am, watching a suspenseful scene, with the hero about to turn the corner where the bad guy is waiting to do him in. The tension is mounting, and I am gripped by fear. Luckily, I am interrupted by a message telling me how nice my house would smell if I used a new brand of kitty litter. That is followed by seven or eight messages about deodorant, soft drinks, paper towels, and a cream that will grow my hair back, in case it ever starts to fall out. This saves me from getting too caught up in the story. It also helps me develop a stronger memory. When we finally get back to the show, I have to remember exactly what was happening when we left the action, so very long ago. Yes, commercials provide a valuable service to the American television viewer.

In the paragraph above, the meaning of the word “caught” is the same as it is in the sentence below:

- a) he became caught in a trap which he had set for skunks
- b) she caught her plane with only minutes to spare
- c) I caught the Asian flu on my trip to Japan last year
- d) that girl was striking; she really caught my attention

14) What is the implied main idea of this paragraph?

- a) too many TV commercials interrupt the flow of the story
- b) commercials are a valuable service to the viewer
- c) soft drinks, paper towels, hair cream, and kitty litter are frequently advertised in TV commercials
- d) commercials should not be allowed on TV

15) Three of these phrases from the paragraph above show exaggeration or bias. One states a fact. Which one is a factual statement?

- a) I am so very, very happy that we live in a country where commercials rule the airwaves . . .
- b) . . . I can hardly describe my joy
- c) . . . I am interrupted by a message telling me how nice my house would smell if I used a new brand of kitty litter
- d) this saves me from getting too caught up in the story

16) In this paragraph, the writer uses bias through

- a) inference
- b) sarcasm
- c) persuasion
- d) generalizations

17) Read the first verse of The Raven and answer this question.

Once upon a midnight dreary, while I pondered weak and weary, (line 1)
Over many a quaint and curious volume of forgotten lore, (line 2)
While I nodded, nearly napping, suddenly there came a tapping, (line 3)
As of some one gently rapping, rapping at my chamber door. (line 4)
'Tis some visitor,' I muttered, tapping at my chamber door - (line 5)
Only this, and nothing more.' (line 6)

What two lines in this famous poem by Edgar Allen Poe best create a mood of mystery?

- a) line 2 and line 3
- b) line 1 and line 3
- c) line 2 and line 4
- d) line 2 and line 6

18) Read the paragraph from Briar Rose (or Sleeping Beauty) and answer questions 18, 19 and 20.

But now the hundred years were just passed, and the day was come when Briar-Rose was to wake again. So when the king's son went up to the briars, they were just great beautiful flowers that opened of their own accord and let him through unhurt; and behind him they closed together as a hedge again. In the yard he saw the horses and the mottled hounds lying and sleeping; on the roof perched the doves, their heads stuck under their wings; and when he came into the house the flies were sleeping on the wall, in the kitchen the cook still held up his hand as though to grab the boy, and the maid was sitting before the black hen that was to be plucked.

In this paragraph from the story, the implied main idea is

- a) today is the day Briar Rose and her kingdom will wake up
- b) the hundred years spell has passed
- c) everything in the kingdom is just as it was when Briar Rose fell asleep
- d) the king's son was able to get through the briars to save Briar Rose and her kingdom

19) Details that support the main idea in the above paragraph include all except

- a) in the yard he saw the horses and the mottled hounds lying and sleeping; on the roof perched the doves, their heads stuck under their wings . . .
- b) ... in the kitchen the cook still held up his hand as though to grab the boy
- c) .. . and the maid was sitting before the black hen that was to be plucked.
- d) so when the king's son went up to the briars, they were just great beautiful flowers that opened of their own accord and let him through unhurt . . .

20) The genre or fictional type of the story of Briar Rose is

- a) science fiction
- b) fantasy
- c) drama
- d) historical fiction

21) Read the following paragraph and answer the following question.

One way for a country to become a world power is to be the best at producing something that other countries want. In economic terms, it's called "comparative advantage". Let's say, for example, that farmers in both China and the United States are good at growing rice. But for farmers in the United States to grow rice, they have to give up the opportunity to grow wheat. If China can produce rice without giving up anything else, then they would have a comparative advantage in growing rice. The United States' farmers would be wise to plant wheat instead and have our country buy (or import) rice from China.

Import - to bring in goods or materials from a foreign country for trade or sale

Export - to send or transport goods or materials to a foreign country for trade or sale

If rice is leaving China -- it is a Chinese export. If rice is arriving in the United States, it is a US import.

According to the definition in the paragraph above, an example of a United States export would be

- a) Hondas made in Japan and sold in New York City
- b) computer chips made in California and sold in Florida
- c) watches made in Switzerland and sold in Chicago
- d) cheese made in Wisconsin and sold in Canada

22) Read the short story, “The Gift of the Magi”, by O. Henry, and answer questions 22 through 34.

One dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time by bulldozing the grocer and the vegetable man and the butcher until one’s cheek burned with the silent imputation of parsimony that such close dealing implied. Three times Della counted it. One dollar and eighty-seven cents. And the next day would be Christmas. (P 1)

There was clearly nothing left to do but flop down on the shabby little couch and howl. So Della did it. Which instigates the moral reflection that life is made up of sobs, sniffles, and smiles, with sniffles predominating. While the mistress of the home is gradually subsiding from the first stage to the second, take a look at the home. A furnished flat at \$8 per week. It did not exactly beggar description, but it certainly had that word on the look-out for the mendicancy squad. (P 2)

In the vestibule below was a letter-box into which no letter would go, and an electric button from which no mortal finger could coax a ring. Also appertaining thereunto was a card bearing the name “Mr. James Dillingham Young.” The “Dillingham” had been flung to the breeze during a former period of prosperity when its possessor was being paid \$30 per week. Now, when the income was shrunk to \$20, the letters of “Dillingham” looked blurred, as though they were thinking seriously of contracting to a modest and unassuming D. But whenever Mr. James Dillingham Young came home and reached his flat above he was called “Jim” and greatly hugged by Mrs. James Dillingham Young, already introduced to you as Della. Which is all very good. (P 3)

Della finished her cry and attended to her cheeks with the powder rag. She stood by the window and looked out dully at a gray cat walking a gray fence in a gray backyard. To-morrow would be Christmas Day, and she had only one dollar and 87 cents with which to buy Jim a present. She had been saving every penny she could for months, with this result. Twenty dollars a week doesn’t go far. Expenses had been greater than she had calculated. They always are. Only one dollar and 87 cents to buy a present for Jim. Her Jim. Many a happy hour she had spent planning for something nice for him. Something fine and rare and sterling—something just a little bit near to being worthy of the honor of being owned by Jim. (P 4)

There was a pier-glass between the windows of the room. Perhaps you have seen a pier-glass in an \$8 flat. A very thin and very agile person may, by observing his reflection in a rapid sequence of longitudinal strips, obtain a fairly accurate conception of his looks. Della, being slender, had mastered the art. Suddenly she whirled from the window and stood before the glass. Her eyes were shining brilliantly, but her face had lost its color within twenty seconds.

Rapidly she pulled down her hair and let it fall to its full length. (P 5)

Now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold watch that had been his father's and his grandfather's. The other was Della's hair. Had the Queen of Sheba lived in the flat across the air shaft, Della would have let her hair hang out the window some day to dry just to depreciate Her Majesty's jewels and gifts. Had King Solomon been the janitor, with all his treasures piled up in the basement, Jim would have pulled out his watch every time he passed, just to see him pluck at his beard from envy. (P 6)

So now Della's beautiful hair fell about her, rippling and shining like a cascade of brown waters. It reached below her knee and made itself almost a garment for her. And then she did it up again nervously and quickly. Once she faltered for a minute and stood still while a tear or two splashed on the worn red carpet. On went her old brown jacket; on went her old brown hat. With a whirl of skirts and with the brilliant sparkle still in her eyes, she fluttered out of the door and down the stairs to the street. Where she stopped the sign read: "Mme. Sofronie. Hair Goods of All Kinds." One flight up Della ran, and collected herself, panting. Madame, large, too white, chilly, hardly looked the "Sofronie." (P 7)

"Will you buy my hair?" asked Della. (P 8)

"I buy hair," said Madame. "Take yer hat off and let's have a sight at the looks of it." (P 9)

Down rippled the brown cascade. (P 10)

"Twenty dollars," said Madame, lifting the mass with a practiced hand. (P 11)

"Give it to me quick," said Della. (P 12)

Oh, and the next two hours tripped by on rosy wings. Forget the hashed metaphor. She was ransacking the stores for Jim's present. (P 13)

She found it at last. It surely had been made for Jim and no one else. There was no other like it in any of the stores, and she had turned all of them inside out. It was a platinum fob chain simple and chaste in design, properly proclaiming its value by substance alone and not by meretricious ornamentation—as all good things should do. It was even worthy of The Watch. As soon as she saw it she knew that it must be Jim's. It was like him. Quietness and value—the description applied to both. Twenty-one dollars they took from her for it, and she hurried home with the 87 cents. With that chain on his watch Jim might be properly anxious about the time in any company. Grand as the watch was, he sometimes looked at it on the sly on account of the old leather strap that he used in place of a chain. (P 14)

When Della reached home her intoxication gave way a little to prudence and reason. She got out her curling irons and lighted the gas and went to work repairing the ravages made by generosity added to love. Which is always a tremendous task, dear friends—a mammoth task. (P 15)

Within forty minutes her head was covered with tiny, close-lying curls that made her look wonderfully like a truant schoolboy. She looked at her reflection in the mirror long, carefully, and critically. (P 16)

“If Jim doesn’t kill me,” she said to herself, “before he takes a second look at me, he’ll say I look like a Coney Island chorus girl. But what could I do—oh! what could I do with a dollar and eighty-seven cents?” (P 17)

At seven o’clock the coffee was made and the frying-pan was on the back of the stove, hot and ready to cook the chops. (P 18)

Jim was never late. Della doubled the fob chain in her hand and sat on the corner of the table near the door that he always entered. Then she heard his step on the stair away down on the first flight, and she turned white for just a moment. She had a habit of saying little silent prayers about the simplest everyday things, and now she whispered: “Please God, make him think I am still pretty.” (P 19)

The door opened and Jim stepped in and closed it. He looked thin and very serious. Poor fellow, he was only twenty-two—and to be burdened with a family! He needed a new overcoat and he was without gloves. (P 20)

Jim stepped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she could not read, and it terrified her. It was not anger, nor surprise, nor disapproval, nor horror, nor any of the sentiments that she had been prepared for. He simply stared at her fixedly with that peculiar expression on his face. (P 21)

Della wriggled off the table and went for him. (P 22)

"Jim, darling," she cried, "don't look at me that way. I had my hair cut off and sold because I couldn't have lived through Christmas without giving you a present. It'll grow out again--you won't mind, will you? I just had to do it. My hair grows awfully fast. Say `Merry Christmas!' Jim, and let's be happy. You don't know what a nice-- what a beautiful, nice gift I've got for you." (P 23)

"You've cut off your hair?" asked Jim, laboriously, as if he had not arrived at that patent fact yet even after the hardest mental labor. (P 24)

"Cut it off and sold it," said Della. "Don't you like me just as well, anyhow? I'm me without my hair, ain't I?" (P 25)

Jim looked about the room curiously. (P 26)

"You say your hair is gone?" he said, with an air almost of idiocy. (P 27)

"You needn't look for it," said Della. "It's sold, I tell you--sold and gone, too. It's Christmas Eve, boy. Be good to me, for it went for you. Maybe the hairs of my head were numbered," she went on with sudden serious sweetness, "but nobody could ever count my love for you. Shall I put the chops on, Jim?" (P 28)

Out of his trance Jim seemed quickly to wake. He enfolded his Della. For ten seconds let us regard with discreet scrutiny some inconsequential object in the other direction. Eight dollars a week or a million a year--what is the difference? A mathematician or a wit would give you the wrong answer. The magi brought valuable gifts, but that was not among them. This dark assertion will be illuminated later on. (P 29)

Jim drew a package from his overcoat pocket and threw it upon the table. "Don't make any mistake, Dell," he said, "about me. I don't think there's anything in the way of a haircut or a shave or a shampoo that could make me like my girl any less. But if you'll unwrap that package you may see why you had me going a while at first." (P 30)

White fingers and nimble tore at the string and paper. And then an ecstatic scream of joy; and then, alas! a quick feminine change to hysterical tears and wails, necessitating the immediate employment of all the comforting powers of the lord of the flat. (P 31)

For there lay The Combs--the set of combs, side and back, that Della had worshiped long in a Broadway window. Beautiful combs, pure tortoise shell, with jeweled rims--just the shade to wear in the beautiful vanished hair. They were expensive combs, she knew, and her heart had simply craved and yearned over them without the least hope of possession. And now, they were hers, but the tresses that should have adorned the coveted adornments were gone. (P 32)

But she hugged them to her bosom, and at length she was able to look up with dim eyes and a smile and say: "My hair grows so fast, Jim!" (P 33)

And then Della leaped up like a little singed cat and cried, "Oh, oh!" (P 34)
Jim had not yet seen his beautiful present. She held it out to him eagerly upon her open palm. The dull precious metal seemed to flash with a reflection of her bright and ardent spirit. (P 35)

"Isn't it a dandy, Jim? I hunted all over town to find it. You'll have to look at the time a hundred times a day now. Give me your watch. I want to see how it looks on it." (P 36)

Instead of obeying, Jim tumbled down on the couch and put his hands under the back of his head and smiled. (P 38)

"Dell," said he, "let's put our Christmas presents away and keep 'em a while. They're too nice to use just at present. I sold the watch to get the money to buy your combs. And now suppose you put the chops on." (P 39)

The magi, as you know, were wise men--wonderfully wise men--who brought gifts to the Babe in the manger. They invented the art of giving Christmas presents. Being wise, their gifts were no doubt wise ones, possibly bearing the privilege of exchange in case of duplication. And here I have lamely related to you the uneventful chronicle of two foolish children in a flat who most unwisely sacrificed for each other the greatest treasures of their house. But in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest. O all who give and receive gifts, such as they are wisest. Everywhere they are wisest. They are the magi. (P 40)

In paragraph 21, the word fixedly has two suffixes. The suffix –ed changes the verb into an adjective and the suffix –ly changes it into

- a) a noun
- b) a pronoun
- c) another adjective
- d) an adverb

23) In paragraph 21, the prefix dis- in the word disapproval changes the word approve so that the word disapproval means

- a) object to
- b) agree to
- c) consent to
- d) allow

24) The theme of this story is expressed in this sentence:

- a) one dollar and eighty-seven cents and the next day would be Christmas
- b) now, there were two possessions of the James Dillingham Youngs in which they both took a mighty pride
- c) the magi, as you know, were wise men--wonderfully wise men--who brought gifts to the Babe in the manger
- d) but in a last word to the wise of these days let it be said that of all who give gifts these two were the wisest

25) Which phrase from “The Gift of the Magi” contains an example of alliteration?

- a) the grocer and the vegetable man and the butcher (paragraph 1)
- b) life is made up of sobs, sniffles, and smiles (paragraph 2)
- c) As immovable as a setter at the scent of quail (paragraph 21)
- d) The next two hours tripped by on rosy wings (paragraph 13)

26) The relationship between the two main characters in this story can best be described as

- a) devoted
- b) secretive
- c) admiring
- d) sympathetic

27) The way Della feels about their poverty can best be described as

- a) indifferent
- b) upset about not having money for a nice gift
- c) sad about living in a shabby apartment
- d) determined to change their circumstances

28) The setting of this story is

- a) an apartment or flat in a modern day city
- b) in the period of the magi or wise men of Biblical times
- c) a city in an earlier time
- d) a town in middle America

29) The theme is supported by all but one of the following statements from the story. Which one does not belong?

- a) one dollar and eighty-seven cents. That was all. And sixty cents of it was in pennies. Pennies saved one and two at a time . . .
- b) “Twenty dollars,” said Madame, lifting the mass with a practiced hand. “Give it to me quick,” said Della
- c) as soon as she saw it she knew that it must be Jim’s. It was like him. Quietness and value—the description applied to both
- d) “Dell,” said he, “let’s put our Christmas presents away and keep ‘em a while. They’re too nice to use just at present. I sold the watch to get the money to buy your combs

30) The two main contradictory elements in this story are

- a) Della cut her hair to buy a watch chain, while Jim sold his watch to buy combs
- b) Mme. Sofronie offered to buy Della's hair for \$20, but Jim didn't like short hair
- c) Jim had an elegant watch, but carried it on an old leather strap
- d) the couple lived in a cheap apartment but loved each other

31) Which three statements from "The Gift of the Magi" best show the author's purpose?

- a) Now there were two possessions of the James Dillingham Youngs in which they both took a mighty pride. One was Jim's gold watch that had been his father's and grandfather's. The other was Della's hair.
- b) A furnished flat at \$8 per week. It did not exactly beggar description, but it certainly had that word on the look-out for the mendicancy squad. Tomorrow would be Christmas Day, and she had only one dollar and 87 cents with which to buy Jim a present. When Della reached home her intoxication gave way a little to prudence and reason.
- c) Jim stepped inside the door, as immovable as a setter at the scent of quail. His eyes were fixed upon Della, and there was an expression in them that she could not read . . . You've cut off your hair? Asked Jim, laboriously, as if he had not arrived at that patent fact yet even after the hardest mental labor. Out of his trance, Jim seemed quickly to wake. He enfolded his Della . . .
- d) "I buy hair," said Madame. . . . "Twenty dollars," said Madame, lifting the mass with her practiced hand. "Give it to me quick," said Della For there lay The Combs—the set of combs, side and back, that Della had worshiped long in a Broadway window. In a last word to the wise of these days, let it be said that of all who give gifts these two were the wisest.

32) What is the author's purpose for writing the fictional story "The Gift of the Magi"?

- a) to explain who the Magi were
- b) to present an entertaining story of two people in love
- c) to demonstrate the concept of unselfish giving
- d) to show how a poor couple can cleverly find the proper gifts for each other

33) The conflict introduced in this story is

- a) the fact that Della had long hair and needed combs
- b) the fact that Della wanted to buy a wonderful gift but had little money
- c) the fact that Della and her husband Jim were poor
- d) the fact that Jim was upset that Della cut her hair

34) The most important three facts that should be included in a complete but brief summary of “The Gift of the Magi” would be:

- a) Della and Jim were a young couple in love.
Both Della and Jim gave up their most prized possession to buy something for the other.
Of those who give gifts, these two were the wisest – as wise as the Magi
- b) Della and Jim were a young couple in love.
Della had \$1.87 to buy Jim a Christmas gift.
Jim sold his watch to buy a gift for Della.
- c) Della sold her hair for money to buy Jim a gift.
Della feared Jim would think she looked like a chorus girl.
Della told him that her hair “grows so fast.”
- d) Della and Jim rented a furnished flat (apartment) for \$8 per week
Della’s most prized possession was her hair, which reached below her knees.
Jim’s most prized possession was a gold watch.

35) Read the following paragraph and answer the following question.

Monarchy is a form of government in which the supreme power is actually or nominally lodged in a king, queen, or emperor. This is a type of government that is ruled by a leader who passes his/her power down to their family. There are two basic types of monarchies. Absolute Monarchy--type of government where a ruler of a kingdom has complete power over his/her subjects. Constitutional Monarchy--monarchy limited in its power by a constitution.

The suffix –or added to a word means “person or thing that--.” In the word “emperor” above, what is the root word? Use your vocabulary knowledge and the context of the paragraph.

- a) empirical
- b) empire
- c) emphasis
- d) employ

36) Read the following passage and answer the following question.

Early Stone Age people had to keep their focus on survival, and so they spent much of their time hunting, gathering plants to eat, and making tools. Because they depended on their immediate environment to provide food for them, they had to move a lot to follow animal herds and find new sources of nourishing plants.

This meant they didn't build homes and settle down. They often lived in caves and wandered from one to another when they needed to. Caves gave them a safe place to raise children, protection from weather and wild animals, and a place to store food. Places inside the caves were hollowed out to keep food safe from animals. At night or during storms, people rolled huge stones across the opening of the cave for even more protection. If they couldn't find shelter during their travels for food, they had to live outside in the elements for a while.

or weapons, Stone Age people used stone axes, spears, bolas (stones bound on the end of a leather string and then bound together at the other end), and later bows and arrows. These weapons were used for hunting. However, there is some evidence from fossils that Stone Age people may have killed each other on occasion, perhaps for hunting or other territorial reasons.

Stone Age people also used animals for clothing and other materials. Their clothes were made of animal skins. Even though many of their tools were made of stone, they used bone, too.

Another important development for the people living in the Stone Age was the discovery that they could make and use fire. Although we do not know exactly how they made it themselves, we know from studying other cultures around the world that fire can be made by rubbing two sticks together vigorously or striking certain rocks together to create a spark that ignited small twigs and dried grass. Farming began during the New Stone Age. When people began to farm crops, nomadic life faded; and people began to set up civilizations.

Read this summary of the passage above:

"Early Stone Age people were nomadic hunters and gatherers of food. They usually lived in caves for protection from weather and animals. They made stone tools for hunting and used animal skins for clothing. The Early Stone Age ended when people stopped wandering from place to place and began to farm crops."

One important element that should have been included in the summary of this passage is:

- a) Stone Age people may have killed each other on occasion
- b) Stone Age people used animal bone as well as stone for their tools
- c) Stone Age people discovered and used fire
- d) Stone Age people raised their children in their cave homes

37) Read the following six paragraphs and answer questions 37 through 39.

Our first year in New York we rented a small apartment with a Catholic school nearby, taught by the Sisters of Charity, hefty women in long black gowns and bonnets that made them look peculiar, like dolls in mourning. I liked them a lot, especially my grandmotherly fourth-grade teacher, Sister Zoe. I had a lovely name, she said, and she had me teach the whole class how to pronounce it. Yolanda. (P 1)

As the only immigrant in my class, I was put in a special seat in the first row by the window, apart from the other children, so that Sister Zoe could tutor me without disturbing them. Slowly, she enunciated the new words I was to repeat: laundromat, cornflakes, subway, snow. (P 2)

Soon I picked up enough English to understand holocaust was in the air. (P 3)

Sister Zoe explained to a wide-eyed classroom what was happening in Cuba. Russian missiles were being assembled, trained supposedly on New York City. President Kennedy, looking worried too, was on the television at home, explaining we might have to go to war against the Communists. (P 4)

At school, we had air-raid drills: An ominous bell would go off and we'd file into the hall, fall to the floor, cover our heads with our coats, and imagine our hair falling out, the bones in our arms going soft. At home, Mami and my sisters and I said a rosary for world peace. I heard new vocabulary: nuclear bomb, radioactive fallout, bomb shelter. (P 5)

Sister Zoe explained how it would happen. She drew a picture of a mushroom on the blackboard and dotted a flurry of chalk marks for the dusty fallout that would kill us all. (P 6)

This story is told

- a) in the first person from the point of view of Sister Zoe
- b) in the first person from the point of view of the immigrant student
- c) in the third person from the point of view of a narrator outside the story
- d) in the third person from the point of view of the group of students in the class

38) Which phrase from the story section above includes an example of a simile?

- a) like dolls in mourning (paragraph 1)
- b) Holocaust was in the air (paragraph 3)
- c) an ominous bell would go off (paragraph 5)
- d) she drew a picture of a mushroom (paragraph 6)

39) Which phrase from the story section above includes an example of a metaphor?

- a) like dolls in mourning (paragraph 1)
- b) Holocaust was in the air (paragraph 3)
- c) an ominous bell would go off (paragraph 5)
- d) she drew a picture of a mushroom (paragraph 6)

40) Read the following paragraphs and answer questions 40 through 43.

We fell in love with the quaint old house as soon as we saw it. We came upon it by chance late one afternoon when the summer sunshine was filtering through the stately old oaks that had spread their branches protectively over it. Its weathered facade took on a luminescent, almost silvery quality where it was bathed in the sun's rays. A flagstone path curved invitingly through the trees toward the front steps; and a spacious veranda, its railings entwined with honeysuckle, rambled along the whole length of the house. The delicate fragrance of roses somehow still growing in the flowerbeds and the singing of crickets in the approaching twilight lent to the scene a feeling of peace and solitude so strong that we were bewitched by it.

It was on a hot, oppressive summer afternoon that we stumbled upon that Jackson place. It stood there with its peeling paint and sagging shutters exposed in the blinding glare of the day despite the meager protection of a scattering of old trees carrying more bare, dead branches than living ones. The flagstone path leading to the front door was choked with weeds, and the slabs of stone had in places been heaved up by the greedy roots of the old trees. A few pitiful blooms had somehow survived in what remained of the flowerbeds; the rest had long since been strangled by the encroaching underbrush. No sound came to us except the monotonous buzzing of insects and the rasping of bare branches when an occasional tongue of hot air would move through them. The sense of desolation and decay was almost overpowering.

We had heard about the Jackson house but had never seen it until we passed that way one afternoon last summer. It was not a pretentious dwelling, but had housed comfortably several generations of a large family over a period of years. After being vacant for so long, it was, of course, showing signs of neglect. It was badly in need of paint and patching in places, but it was basically a solid structure surrounded by several oak trees which had probably been planted by the original Jackson. Here and there in the yard were what remained of flowerbeds laid out with a carefully planned casualness, and through the center wound a flagstone walk leading to the wide porch. The setting was so far removed from any sign of civilization that it seemed almost as if time had passed it by.

Here are three paragraphs about the same house. The main difference in the three paragraphs is:

- a) setting
- b) plot
- c) time period
- d) tone

41) The words “peace and solitude” give a pleasant feeling in paragraph one. What words in paragraph 2 give the opposite feeling?

- a) summer afternoon
- b) desolation and decay
- c) scattering of old trees
- d) what remained of the flowerbeds

42) Which phrase in one of the paragraphs gives the most negative idea about the house?

- a) the quaint old house
- b) the Jackson house
- c) basically a solid structure
- d) that Jackson place

43) Three people wrote these paragraphs about the same house. Each had a different viewpoint. The viewpoint of the writer of the third paragraph is

- a) positive
- b) negative
- c) neither positive nor negative
- d) uninterested

44) The author’s purpose for each of these paragraphs was to describe. The author of the first paragraph described the outside of the house as a “weathered façade.” Which sentence in the second paragraph describes the outside of the house in a way which supports his or her different point of view?

- a) “It was on a hot, oppressive summer afternoon that we stumbled upon that Jackson place”
- b) “It stood there with its peeling paint and sagging shutters. . .”
- c) “The flagstone path leading to the front door was choked with weeds. . .”
- d) “. . . the slabs of stone had in places been heaved up by the greedy roots of the old trees

45) Read the following passages and answer questions 45 and 46.

Greek City States and Governments

When Greek villages started to band together to form strong trading centers, they were called city-states. Eventually, hundreds of city-states formed in ancient Greece.

Citizens of all city-states believed in the same gods. They all spoke the same language, but citizens of ancient Greek city-states considered themselves to be citizens of their individual city-states. Each city-state, sometimes called a polis, had its own characteristics, goals, laws, and customs. Ancient Greeks were very loyal to their city-state. Greece was not yet one country, simply a collection of Greek city-states.

Athens

Athenians were known for their literature, poetry, drama, theatre, education, buildings, and government. They were the scholars of ancient Greece. Athens was one of the two most powerful city-states in ancient Greece. The patron of Athens was Athena, goddess of wisdom. Perhaps because Athena was their patron, Athenians put a great deal of emphasis on education.

Remember from our last lesson that Athena was the goddess of wisdom, warfare, handicrafts and reason. She was the sister of Ares, and the daughter of Zeus. She was the wisest of the gods. Her symbols are the aegis, owl, and olive tree.

Girls learned at home from their mothers. They learned how to run a home and how to be good wives and mothers. Boys were also taught at home by their mothers until they were six years old. Once they turned seven, boys went to school. They memorized Homer's works. They studied theater, public speaking, reading, writing, and math. When they were 18, boys went to military school. The men of Athens met each week to discuss government and city-state issues. They experimented with government. For about 100 years, Athens was a direct democracy!

Sparta

The Spartans were warriors. They went through pain and hardship to become superior Spartan soldiers and citizens. Sparta's government was an oligarchy. The people were ruled by a small group of citizens.

The goal of Spartan education was to create a strong warrior. Boys were taken away from their parents at age seven to be trained as soldiers. Some children

grew up to be warriors while others became spies.

Men did not live with their families. They visited their families, but men lived in soldiers' barracks. Women had a lot of freedom and were taught to be fighters. Some women became warriors and many ran businesses.

Corinth

Corinth was a cultural center as well as a trade center. The form of government was monarchy. Because it was a huge trade center, Corinthians had to create their own currency. People who came to trade in Corinth had to exchange their money for Corinth's money.

The boys of Corinth were educated in the arts and the sciences. Children were taught at home until they were seven years old. From age seven to fourteen, boys went to school and studied poetry, drama, public speaking, accounting, reading, writing, math, science, and the flute. If parents could pay for it, boys went on in school after age fourteen. All boys were forced to go to military school.

The organization of this series of paragraphs is based on

- a) sequence
- b) comparison/contrast
- c) cause/effect
- d) question/answer

46) This sentence would best fit into which section? "Because Greece was not yet one country, there was no central government in ancient Greece."

- a) Greek City-States and Governments
- b) Athens
- c) Sparta
- d) Corinth

47) Answer questions 47 through 49 after reading the paragraph and the table below.

For a class project, one student did a study to learn which pets were the most popular among the students in sixth grade. A total of 40 students and five teachers were included in the survey. The student found that dogs were the most popular pet among boys, while girls slightly preferred cats. More students had snakes for pets than had fish or birds. Included in the "other" group were hamsters and turtles.

Below is a table of the findings of the survey.

Pet Survey Among Sixth Graders

	Dogs	Cats	Fish	Snakes	Birds	Other	TOTAL
Boys	15	7	1	2	0	2	27
Girls	10	10	0	1	1	1	23
Teachers	3	0	1	0	0	0	4
Total	28	17	2	3	1	3	54

What is the most popular pet among sixth graders?

- a) dogs
- b) cats
- c) fish
- d) snakes

48) What can you deduce from the total numbers given?

- a) not all students answered the questions
- b) teachers do not like dogs as well as students do
- c) some students had more than one pet
- d) some students had no pet

49) Which pet did students like the least?

- a) bird
- b) ferret
- c) turtle
- d) cannot determine

50) Which of the following is an example of personification?

- a) the TV greedily ate up all Andy's spare time
- b) Luke was hungry enough to eat two horses
- c) Libby is a fish in the water
- d) Allison has hair like spun silk

51) Read these directions for changing a bicycle tire and answer the following question.

Changing a bicycle tire can be easy and take just a few minutes. It is important for cyclists to have this skill so that they do not become stranded while on a ride.

The steps are listed below. Put them in the correct order.

Step A - Remove the damaged inner tube and install the new one in its place. Place the tire and tube next to the rim. By using the tire tool, squeeze the tire into the rim slowly. Do this one inch at a time.

Step B - After the rim is secured in place, inflate the tube with a hand pump.

Step C - Remove the wheel from the bike. Completely deflate the damaged tire and pry it away from the rim.

Step D - Test your new tire to make sure that the tire is firmly in place. Put these four steps in the proper order:

- a) A – B – C - D
- b) B – C – D - A
- c) C – A – B - D
- d) A – C – B - D

52) **Essay question:** Write a three-paragraph essay about a personal hero of yours. Your hero can be a famous person or an unknown person. Your essay should have three well developed paragraphs. The thesis statement should be the main idea of the entire essay. The first paragraph will be the introduction. The second paragraph will provide details to develop your thesis. The third paragraph will summarize and close your essay.

